

Queanbeyan High School

High Expectations – High Achievement



Preliminary Assessment Booklet

Year 11



NSW
EDUCATION
STANDARDS
AUTHORITY



Education

2023



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Further Reading

The information provided in this booklet is intended as a concise summary of the most relevant information regarding HSC assessment policy and processes. It is not comprehensive and staff, students and parents are encouraged to access the following resources for further information:

- NSW Education Standards Authority Website: www.educationstandards.nsw.edu.au
- Assessment Certification Examination (ACE) Manual Website: <https://ace.nesa.nsw.edu.au>
- QHS Senior (10-12) Misadventure Form available on the school website

Introduction to Senior Study

In their final two years of schooling, most students work towards their Higher School Certificate. They are able to select the subjects they study in their final two years, but all students must take an English course as it is the only mandatory subject. In Year 11, students choose six subjects (one from each of the lines below) and study the Preliminary component of each subject for the first three terms this year. Preliminary studies culminate with their Preliminary examinations at the end of Term 3. The HSC component of each course begins in Term 4 this year and continues through to the end of Term 3 in 2024. Students will sit the HSC examinations for various subjects in Term 4 2024.

Line 1
Business Studies
Chemistry
Construction (VET)
Food Technology
Music
Line 2
Mathematics Advanced
Mathematics Standard
Line 3
Dance
Metals & Engineering (VET)
Personal Development,
Health and Physical Education
Sport, Lifestyle & Recreation
Modern History
Line 4
English Advanced
English Standard
English Studies
English as an Additional Language/ Dialect
Line 5
Biology
Community & Family Studies
Hospitality (VET)
Industrial Technology - Metals
Industrial Technology - Timber
Line 6
Agriculture, Legal Studies,
Physics, Sport Coaching,

Types of Courses

Each course has different implications for HSC and ATAR Requirements, depending on the course type, as outlined below:

NESA Developed Courses

These are the most common HSC courses that students undertake and are developed by the NSW Education Standards Authority.

At the end of their two years of senior study, students sit a formal HSC examination which contributes towards their ATAR.

Vocational Education & Training [VET] Courses

These are competency based courses – most of which have an optional HSC examination that can contribute to ATAR calculations. However, only one VET subject can count towards a student's ATAR.

NESA Content Endorsed [CEC] Courses

These courses have also been developed by NESA but do not have a formal HSC examination at the end of Year 12. They count towards the HSC and appear on the RoSA but do not count in the calculation of the ATAR.

^ English Studies and Maths Standard 1 (Yr12 course) are Category B courses and have optional HSC examinations.

HSC and ATAR Requirements

Requirements to gain an HSC

To gain an HSC, students must have completed a minimum of 12 units of Preliminary courses and 10 units of HSC courses. All courses in the HSC have a unit value. Most courses are 2 units.

Students must satisfactorily complete the Preliminary Course before they are eligible to commence the corresponding HSC course. English is the only compulsory subject in Stage 6. Students planning their senior studies will find more information at the following links:

Choosing HSC Courses:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection>

Student Guide to the HSC:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

To be eligible for the award of the Higher School Certificate, you must have:

1. satisfactorily completed Stage 5 requirements or gained other qualifications the NSW Education Standards Authority (NESA) considers satisfactory
2. attended a government school, an accredited non-government school, a school outside NSW recognised by NESA, or a TAFE college
3. satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate
4. sat for and made a serious attempt at the required HSC examinations.

Note: Some Vocational Education and Training (VET) courses have mandatory workplace requirements that students must complete. It is important for all students to understand that failure to complete these mandatory workplace hours will mean that the student is ineligible to receive their HSC.

Pattern of Study

To qualify for the Higher School Certificate, you must satisfactorily complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least 6 units of NESA Developed Courses
- at least 2 units of a NESA Developed Course in English*
- at least three courses of 2-unit value or greater (either NESA Developed or NESA Endorsed Courses)
- at least four subjects.

* Satisfactory completion of English Studies fulfils English requirements and counts towards the six units of NESA Developed Courses required for the award of the Higher School Certificate. English Studies does not meet the UAC requirement of two units of English for the calculation of an ATAR.

ATAR Eligibility

The following information comes directly from the University Admissions Centre (UAC) website.

To be eligible for an ATAR, you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three NESA Developed courses of two units or greater
- four subjects.

Note: A subject is an area of study (eg mathematics). Within that subject there may be a number of courses (eg Mathematics General 2, Mathematics, HSC Mathematics Extension 1, HSC Mathematics Extension 2). If a student studies, for example, HSC Mathematics Extension 1, HSC Mathematics Extension 2, English Advanced, English Extension 2 and Biology they will not meet the four subjects requirement because they have only studied three subjects: mathematics, English and biology.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units, which can include no more than 2 units of Category B courses.

Note: Category B courses include all the VET courses as well as English Studies and Mathematics Standard 1 (Yr12 course).

NSW Education Standards Authority (NESA) Requirements

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

- a. followed the course as specified by the Board of Studies.
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- c. achieved some or all of the course outcomes. In cases of non-completion of course requirements an 'N' determination will be submitted to NESA.
- d. undertaken the mandatory work placement (V.E.T. students only).

Students and parents/guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination.

For V.E.T. students to gain an A.Q.F. qualification, a student must demonstrate competence in **ALL** units of competency as required for the qualification and have had the assessment undertaken by a qualified industry assessor. Students who have not demonstrated competence in all units will receive a Statement of Attainment (SOA) indicating which competencies they did achieve.

Attendance and Satisfactory Completion of a Course

The Principal may determine that, as a result of absence, the course criteria might not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion requirements/criteria. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such actions.

Assessment Tasks

Assessment tasks will be clearly designated. All tasks are included in individual subject schedules and at least two weeks notice will be given to students via a "Notice of Assessment Task Form". Students will be required to sign upon receipt and submission of these tasks. All tasks should be clearly outlined in the notice and give information pertaining to the nature of the task, the outcomes being assessed and the marking schedule giving individual component weightings.

Completion of Assessment tasks

- i) The NSW Education Standards Authority (NESA) expects students to undertake all assessment tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks which contribute in excess to 50% of available marks. The Principal is required to certify that the course has been studied satisfactorily. Unsatisfactory attendance may lead to the non-completion of a course(s).
- ii) **Assessment tasks such as essays, assignments, fieldwork reports etc which are to be completed in the student's own time must be submitted on the due date or the task will incur a zero mark.** Students are still required to submit the task, even if a zero mark has been awarded, to satisfactorily complete NESA requirements.
- iii) **For "in-school" assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. If an assessment examination or in-class task is missed, a zero mark will be awarded automatically.** Students will be given the opportunity to complete the task at a later date, but a zero mark will still apply unless an appeal is submitted and upheld.
- iv) If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. sporting excursion) the student must submit the task before going on the excursion. **The due date is only the last day on which the task could be submitted.**
- v) A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are of a trivial, frivolous or offensive nature may be regarded as non-serious. Completing only the Multiple Choice section of an examination will be deemed a non-serious attempt.
- vi) **VET Work Placement is NOT a valid reason for submitting a task late. Students are still expected to submit all assessments tasks by their due date. Failure to do so will result in a zero mark.**
- vii) The school is required to keep a record of all assessment marks each student gains, and a record of what each mark was for. NESA requires that these marks remain confidential.

It is not possible for a student or parent to add up the marks for the assessment tasks and average them to arrive at the final assessment mark. A process of adding weighted scores and moderation takes place for the final marks to be determined.

The school is not required to keep documentary evidence of work submitted by all student's e.g. test answers, essays, tapes etc. In the normal course of events, these would have been returned to students shortly after assessment. (It is at this time students must query teachers with any concerns they may have about the marks awarded for the task. The teacher will consider any query and make a final decision, while providing constructive feedback to the student). If students are not satisfied with the outcome of this, they should discuss their concerns with the Head Teacher of that subject.

Absence from Assessment tasks

- i) In the event of non-attendance on the day of an assessment task, the student or their parent/guardian must notify the school of the student's absence as early as possible. In the case of absence due to illness, a medical certificate is required. This notification must be confirmed in writing to the Principal.
- ii) Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a misadventure form available from the Head Teacher of the relevant faculty at the first available opportunity. In exceptional circumstances, where the completion of the original or a substitute task is not feasible, the Principal may authorise the use of an estimate based on other appropriate evidence.
- iii) Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the Principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

Prolonged Absences

- i) In cases of prolonged absences, which will affect multiple tasks (eg. sick the week of Trial Examinations), the student is required to complete a Misadventure form and submit it directly to the Deputy Principal or their Year Advisor.
- ii) In some cases, the student will be required to complete the tasks at the first possible convenience. In other cases, the assessment will be determined using completed tasks for that student only. This is at the discretion of the Senior Executive.
- iii) Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

Plagiarism and Malpractice

- i) Plagiarism or the unacknowledged copying from any secondary sources will incur a mark of zero.
- ii) Unless given specific instructions from teachers, students are expected to follow the 'Guide to Referencing' provided at the end of this booklet when referencing other sources in assessment tasks
- iii) Further information regarding exact activities which count as malpractice can be found on the ACE website: <http://ace.NESA.nsw.edu.au/ace-9023>

Technological Failure

- i) Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back-up any work in progress, and keep a hard copy of the text.
- ii) Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

Disability Provisions

- i) Some students may have additional HSC examination needs related to a physical condition, visual impairment, hearing loss, or trouble expressing ideas in writing. Disability Provision Application forms are available at the school. Students wishing to apply for disability provisions should see either their Year Advisor, Ms Prexl, any member of the executive or the Learning Support Team.
- ii) The deadline for HSC disability provisions applications is approximately **early April**.
- iii) Should some other unexpected event or circumstances that will negatively affect a student's performance in the HSC Examinations arise after the deadline, students or their parents should contact the school as there are special avenues for provisions for these incidents.

Frequently Asked Questions

The information in this section has been provided in a question-answer format for ease of reading. Staff, students and parents are encouraged to refer to NESA's website and the ACE manual for further information regarding assessment.

1. What is meant by assessment?

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability.

2. What must I do to have satisfactorily completed a course?

The NSW Education Standards Authority (NESA) expects students to have:

- (a) Followed the course developed or endorsed by NESA; and
- (b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. This clause will apply to any students who continually hand in class work late, truant or who are absent without justification, as determined by the NSW Department of Education ;
- (c) Achieved some of all of the course outcomes; and/or
- (d) Completed all assessment tasks. However, if you fail to attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- (a) Apply a "N" (Non-completion) determination and advise NESA accordingly. Courses which were not satisfactorily completed will not be printed on HSC or Result Notices. This may result in a student being ineligible for the award of a Higher School Certificate.
- (b) Advise the candidate of the submission and the right of appeal

3. What happens if I feel I cannot submit an assessment task on time and have a valid reason?

If you feel you have a valid reason for the late submission of an assessment task, then you must approach your teacher, where possible at least five (5) days prior to the due date, giving your reasons in writing, using the school's misadventure form. This must be signed by your parent. A time extension may be granted in legitimate cases.

4. What happens if I fail to attempt or submit a task on time without a valid reason?

You will be awarded a zero for that task.

5. What is the process for submitting an assessment task?

Tasks must be handed to the class teacher at the beginning of the lesson for the relevant course on the due date, unless other arrangements have been specified by the teacher on the Assessment Notification. Students must sign the Assessment Task Register to indicate they have submitted the task.

6. What happens if I fail to attempt or submit a task?

If you have a valid reason for a non-attempt (and completed the Misadventure Form), then you will either receive an extension or a substitute task to complete. Where this is not feasible, an estimate may be given based on your performance in other tasks after discussion with the Principal. If the explanation is not accepted, you will be awarded a zero for that task.

7. What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the head teacher in consultation with the class teacher on the basis of fairness to all students in the group. This will also be approved by the Principal.

8. What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the assessment schedules provided in this booklet.

9. What happens if I know I am going to be absent for an assessment task?

You should notify your teacher as soon as possible, in writing (using the misadventure form). This must be done at least five (5) full school days prior to the due date. Your parent or caregiver must also sign the misadventure form. A time extension may be granted in some cases.

10. What happens if I am unable to sit for an examination?

If you are going to be absent for an examination (eg. Half-yearly or Trial HSC examination) you must notify your class teacher, the head teacher of that course and the year advisor, to make arrangements to sit for the examination(s) at an alternate date. If this date is before the rest of the cohort you will be required to sign a confidentiality clause.

If you are ill, it is necessary to contact the school immediately. A Doctor's certificate is required to cover an absence from an examination and this should be attached to the Misadventure Form which appears at the back of this booklet. A copy of the Misadventure Form is also available on the school website. You need to meet with your class teacher(s) to arrange a date to complete the examination(s) which must be within one (1) week of your return to school.

If you are ill prior to or during the HSC examination period you must obtain a Doctor's Certificate and contact the Principal to obtain a NESA Illness/Misadventure Form.

11. Will my parents or caregiver be informed of any non-attempt?

Yes they will. Any such communication, including official warnings given to you, will be maintained as records at school.

12. Will my general behavior throughout the year be taken into account for assessment purposes?

Your behaviour may affect your ability to meet the NESA requirement that 'students apply themselves with diligence and sustained effort'. In addition, unsatisfactory participation in learning by a student over 17 years of age can result in expulsion.

13. Are there specific behaviours which will affect my assessment?

Yes, any of the following actions may incur a zero mark for any assessment task (this is at the discretion of the senior executive):

- a) Cheating during an assessment task;
- b) Copying from another student and claiming that work as your own;
- c) Presenting an assignment which is clearly not your own work, this includes work completed by another individual on your behalf;
- d) Allowing other students to copy your work;
- e) Copying material with no due acknowledgement;
- f) Disrupting an assessment task; and/or
- g) Truancy or absence from an assessment task without providing a satisfactory explanation.

14. What if I don't make a serious attempt at an assessment task?

Dependent on the nature of the disruption, only one warning may be given.

A non-serious attempt may lead to a student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language, and insufficient evidence of the student's own work, etc. The head teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

15. Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the supervisor's permission in legitimate emergencies.

16. Am I entitled to a review of my final assessment?

Yes, the school has review procedures to examine legitimate cases. You should first approach the relevant head teacher. If that is not satisfactory then you should see the deputy principal. If the matter is still not resolved then a panel comprising the Principal, Deputy Principal, the relevant head teacher and year advisor will examine the matter and come to a final decision.

17. When may I lodge an appeal against a final HSC assessment?

You have three (3) days from the time you are notified of your final assessment rank in which to lodge a formal, written appeal. No appeals will be considered after this date. A Student Appeal Form is available from head teachers and the Deputy Principal.

18. Am I entitled to a re-assessment of an individual assessment task?

Yes, if the mark and rank is not what the student expected, then the student may approach his/her teacher for a re-assessment within two (2) full school days after results have been received.

If illness has affected your performance during the task, you must inform your class teacher (and in the case of examinations, the supervising teacher) immediately. A medical certificate may be required.

If the teacher, in consultation with the head teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

If you need to appeal a head teacher's decision refer to the answer to Question 17 above.

19. Will I be warned if my certificate is at risk?

Yes, you will be warned in writing. Your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

20. How much warning will I get for each assessment task?

A minimum of two (2) weeks notification should be provided to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks. The published dates in this book should not be altered by a teacher without you being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall assessment schedule summary (page 13-15 of this document), the school calendar and consultation with the relevant head teacher.

21. What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be negotiated with the students in that course before it is changed.

22. What feedback will I be given on my performance?

For each task you will be told your assessment mark/grade and your ranking in that task. You will also be informed of your cumulative ranking for that course.

23. How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment during normal class time directly to the teacher or at the time specified by the class teacher. Students and teachers should ensure that receipt of the task is noted on the Assessment Task Register.

24. Where can I check the schedule of assessment tasks and/or seek advice?

This booklet sets out the schedule of assessment tasks for all subjects and the relevant features of the school's policy for Higher School Certificate Assessment. You should retain it and refer to it if any questions or problems arise. Teachers, head teachers, the school counselor, the deputy principal and the principal should all be able to provide additional advice. A copy of this document is also able to be accessed on the school's website.

25. How does my assessment result affect my final course mark?

The assessment mark is moderated against the student's performance in the HSC examination, after taking into account the student's final course ranking from the school. The moderated assessment mark and examination mark are given equal weight in the determination of the student's HSC course mark, which is then used to calculate the ATAR.

Assessment tasks in VET courses are used to determine your achievement of competencies. There is no correlation between the achievement of competencies in VET courses and the ATAR. The HSC VET examination marks are recorded on your HSC and may be used to calculate your ATAR.

CALENDAR OF TASKS

Term 1 2023						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
1 27/1	Staff Return Friday 27 th January					
2A 30/1 – 3/2						
3B 6/2-10/2						
4A 13/2-17/2						
5B 20/2-24/2						
6A 27/2-3/3						
7B 6/3-10/3			Dance			Physics
8A 13/3-17/3	Chemistry Food Technology Business Studies Music					Agriculture
9B 20/3-24/3		Mathematics Standard Mathematics Extension 1	Modern History PDHPE			
10A 27/3-31/4		Mathematics Advanced Photography	SLR			Legal Studies Visual Arts
11B 3/4-7/4				English Advanced English Standard English Studies EALD	Industrial Technology – Metals & Timber CAFS	

Notes:

- Hospitality, Construction, Sports Coaching, Manufacturing and Engineering and Primary Industries are all VET courses. Assessment in VET courses operates differently to other courses – your teachers will indicate expected deadlines for tasks in these courses. For more information about assessment in VET courses, please see pages 42-45.
- Mathematics Extension is a 1 unit course which is taught off-line (before or after school). It does not appear on this term calendar and due dates are negotiated between teacher and students. A suggested schedule of tasks is included later in this booklet.

CALENDAR OF TASKS

Term 2 2023						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
1A 24/4-28/4						
2B 1/5-5/5					Biology	
3A 8/5-12/5						
4B 15/5-19/5	Chemistry					
5A 22/5-26/5		Mathematics Standard Photography				Agriculture
6B 29/5-2/6		Mathematics Extension 1	Modern History Dance			
7A 5/6-9/6	Business Studies				CAFS	
8B 12/6-16/6		Mathematics Advanced	PDHPE			
9A 19/6-23/6	Food Technology Music					Legal Studies
10B 26/6-30/6				English Advanced English Standard English Studies EALD		

Notes:

- Hospitality, Construction and Primary Industries are all VET courses. Assessment in VET courses operates differently to other courses – your teachers will indicate expected deadlines for tasks in these courses. For more information about assessment in VET courses, please see pages 42-45.
- Mathematics Extension is a 1 unit course which is taught off-line (before or after school). It does not appear on this term calendar and due dates are negotiated between teacher and students. A suggested schedule of tasks is included later in this booklet.

CALENDAR OF TASKS

Term 3 2023						
Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
1A 17/7-21/7						
2B 24/7-28/7			SLR			
3A 31/7-4/8						Physics
4B 7/8-11/8						
5A 14/8-18/8					Biology, Industrial Technology – Metals & Timber	
6B 21/8-25/8		Photography				Visual Arts
7A 28/8-1/9	Music					
8B 4/9-8/9	Assessment Free Week					
9A 11/9-15/9	Year 11 Final Examinations					
10B 18/9-22/9				STUDIES		

Notes:

- Hospitality, Construction and Primary Industries are all VET courses. Assessment in VET courses operates differently to other courses – your teachers will indicate expected deadlines for tasks in these courses. For more information about assessment in VET courses, please see pages 42-45.
- Mathematics Extension is a 1 unit course which is taught off-line (before or after school). It does not appear on this term calendar and due dates are negotiated between teacher and students. A suggested schedule of tasks is included later in this booklet.

AGRICULTURE

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9	
Task Type	Research Task	Research Task	Year 11 Examination	
Outcomes Assessed	P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P3.1, P4.1, P5.1	P2.2, P3.1, P4.1, P5.1	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge, understanding and skills required to manage agricultural production systems	10%	15%	15%	40%
Skills in effective research, experimentation and communication	10%	5%	5%	20%
Total	30%	30%	40%	100%

Course Outcomes

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

BIOLOGY

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 2 Week 2	Term 3 Week 5	Term 3 Week 9	
Task Type	Depth Study	Field Study	Year 11 Examination	
Outcomes Assessed	BIO1, BIO3, BIO5, BIO7, BIO8	BIO2, BIO3, BIO4, BIO5, BIO6, BIO7, BIO10, BIO11	All	
COMPONENT BREAKDOWN				Weighting
Skills in working scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Total	30%	40%	30%	100%

Course Outcomes

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

BUSINESS STUDIES

HSIE Faculty – NESA Developed Course

	Task 1 <i>Nature of Business Report</i>	Task 2 <i>Business Scenario Analysis Report</i>	Task 3 <i>Yearly Exam</i>	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	
Task Type	Report	Report and Presentation	Year 11 Examination	
Outcomes Assessed	P1, P2, P3, P7, P9	P2, P3, P4, P5, P6, P7, P8, P9	P1, P3, P4, P5, P6, P7, P8, P9, P10	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	5%	15%	20%	40%
Stimulus-based skills	0%	5%	5%	20%
Inquiry and research	15%	10%	0%	20%
Communication of business information, ideas and issues in appropriate forms	10%	10%	5%	20%
Total	30%	40%	30%	100%

Course Outcomes

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

CHEMISTRY

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	
Task Type	2 nd Hand Investigation	Depth Study - Concentrations	Year 11 Examination	
Outcomes Assessed	CH2, CH3, CH4, CH8	CH1, CH5, CH6, CH7, CH10	ALL	
Component Breakdown				Weighting
Skills in working scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Total	30%	40%	30%	100%

Course Outcomes

CH11-1	develops and evaluates questions and hypotheses for scientific investigation
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analyses and evaluates primary and secondary data and information
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, 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

COMMUNITY AND FAMILY STUDIES

PDHPE Faculty – NESAs Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 7	Term 3 Week 9	
Task Type	Research management	Families and Communities	Year 11 Examination	
Outcomes Assessed	P1.1, P1.2, P3.1, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1	ALL	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
Total	30%	30%	40%	100%

Course Outcomes

P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	Proposes effective solutions to resource problems
P2.1	Accounts for the roles and relationships that individuals adopt within groups
P2.2	Describes the role of the family and other groups in the socialisation of individuals
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	Analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	Explains the changing nature of families and communities in contemporary society
P3.2	Analyses the significance of gender in defining roles and relationships
P4.1	Utilises research methodology appropriate to the study of social issues
P4.2	Presents information in written, oral and graphic form
P5.1	Applies management processes to maximise the efficient use of resources
P6.1	Distinguishes those actions that enhance wellbeing
P6.2	Uses critical thinking skills to enhance decision making
P7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	Develops a sense of responsibility for the wellbeing of themselves and others
P7.3	Appreciates the value of resource management in response to change
P7.4	Values the place of management in coping with a variety of role expectations

DANCE

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	40%	30%	30%	
Week Due	T1 W7	T2 W6	T3 W9	
Task Type	Core Performance	Core Composition	Year 11 Examination	
Outcomes Assessed	P1.1, P1.2, P2.3, P2.4, P2.5, P2.6	P1.2, P3.1, P3.2, P3.3, P3.4, P3.6	All	
Component Breakdown				Weighting
Skills in working scientifically	20	0	10	30
Knowledge and understanding	20	20		40
Total	0	10	20	30
	40%	30%	30%	100%

Course Outcomes

P1.1	understands dance as the performance and communication of ideas through movement and in written and oral Form
P1.2	understands the use of dance terminology relevant to the study of dance as an art form
P1.3	develops the skills of dance through performing, composing and appreciating dance
P1.4	values the diversity of dance as an artform and its inherent expressive qualities
P2.1	identifies the physiology of the human body as it is relevant to the dancer
P2.2	identifies the body's capabilities and limitations
P2.3	recognises the importance of the application of safe dance practice
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices
P2.6	values self-discipline, commitment and consistency in technical skills and performance
P3.1	identifies the elements of dance composition
P3.2	understands the compositional process
P3.3	understands the function of structure as it relates to dance composition
P3.4	explores the elements of dance relating to dance composition
P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	structures movement devised in response to specific concept/intent
P3.7	values their own and others' dance activities as worthwhile
P4.1	understands the socio-historic context in which dance exists
P4.2	develops knowledge to critically appraise and evaluate dance
P4.3	demonstrates the skills of gathering, classifying and recording information about dance
P4.4	develops skills in critical appraisal and evaluation
P4.5	values the diversity of dance from national and international perspectives

ENGLISH ADVANCED

English Faculty – NESA Developed Course

	Task 1 <i>Common Module: Reading to Write</i>	Task 2 <i>Module A: Narratives that Shape our world</i>	Task 3 <i>Module B: Critical Study of Literature</i>	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9	
Task Type	Creative Writing with Personal Reflection	Multimodal Presentation Task	Year 11 Examination	
Outcomes Assessed	EA11-2, EA11-3, EA11-5, EA11-9	EA11-2, EA11-3, EA11-4, EA11-6, EA11-8,	EA11-1, EA11-2, EA11-3, EA11-7	
COMPONENT BREAKDOWN				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%

Course Outcomes

EA11-1	Responds to, composes and evaluates complex texts for understanding. interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	Analyses and uses language forms features and structures of texts considering appropriateness for specific purposes audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	Thinks imaginatively, creatively interpretively and critically to respond to evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	Investigates and evaluates the relationships between texts
EA11-7	Evaluates the diverse ways texts can represent personal and public worlds and recognizes 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.

ENGLISH – ADDITIONAL LANGUAGE (EALD)

English Faculty – NESA Developed Course

	Task 1 <i>Module A: Language, texts and contexts</i>	Task 2 <i>Module B: Close Study of Text</i>	Task 3 <i>Module C: Texts and Society</i>	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	
Task Type	Multimodal Presentation	Viva-Voce	Year 11 Examination	
Outcomes Assessed	EAL11-1A, EAL11-1B, EAL11-6, EAL11-9	EAL11-3, EAL11-4, EAL11-7, EAL11-8	EAL11-1A, EAL11-2, EAL11-5, EAL11-8	
COMPONENT BREAKDOWN				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%

Course 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

ENGLISH STANDARD

English Faculty – NESAs Developed Course

	Task 1 <i>Common Module: Reading to Write</i>	Task 2 <i>Module A: Contemporary Possibilities</i>	Task 3 <i>Module B: Close Study of Literature</i>	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9	
Task Type	Imaginative Recreation	Multimodal presentation	Year 11 Examination	
Outcomes Assessed	EN11-3, EN11-5, EN11-6, EN11-9	EN11-1, EN11-3, EN11-5, EN11-8	EN11-1, EN11-2, EN11-3, EN-5, EN11-7	
COMPONENT BREAKDOWN				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%

Course Outcomes

EN11-1	a student 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 and features and structures of texts considers appropriateness for purpose, audience and context and explains effects on meaning.
EN11-4	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
EN11-5	thinks imaginatively creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	Investigates and explains the relationships between texts
EN11-7	Understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	Identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	Reflects on assesses and monitors own learning and develops individual collaborative processes to become an independent learner.

ENGLISH STUDIES

English Faculty – NES A Developed Course

	Task 1 <i>Mandatory Module: Achieving Through English</i>	Task 2 <i>Module H: Part of a Family – English and family life</i>	Task 3 <i>Module C: On the Road</i>	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	
Task Type	Careers Presentation and written CV and cover letter	Multimodal presentation	Collection of Classwork (Portfolio)	
Outcomes Assessed	ES11-1, ES11-4, ES11- 5 ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11- 4, ES11-5, ES11-7, ES11-9, ES11-10	
COMPONENT BREAKDOWN				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%

Course Outcomes

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

FOOD TECHNOLOGY

TAS Faculty – NESA Developed Course

	Task 1 <i>Food Selection Report</i>	Task 2 <i>Food Quality</i>	Task 3 <i>Yearly Exam</i>	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	
Task Type	Report	Research & Practical	Year 11 Examination	
Outcomes Assessed	P1.2, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P4.4, P5.1	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in designing, researching, analysing and evaluating	10%	10%	10%	30%
Skills in experimenting with and preparing food by applying theoretical concepts	10%	20%	-	30%
Total	30%	40%	30%	100%

Course Outcomes

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

INDUSTRIAL TECHNOLOGY (METALS AND TIMBER)

TAS Faculty – NESAs Developed Course

	Task 1	Task 2	Task 3	
Weighting	20%	40%	40%	
Week Due	Term 1 Week 11	Term 3 Week 5	Term 3 Week 9	
Task Type	Industry Case Study	Preliminary Project	Year 11 Examination	
Outcomes Assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the management, communication and production of projects	10%	30%	20%	60%
Total %	20%	40%	40%	100%

Course Outcomes

P1.1	Describes the organisation and management of an individual business within the focus area industry
P1.2	Identifies appropriate equipment, production & manufacturing techniques, including new & developing technologies
P2.1	Describes and uses safe working practices and correct workshop equipment maintenance techniques
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
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 & emerging technologies of one related industry on society & the environment

INVESTIGATING SCIENCE

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 7	Term 3 Week 1	Term 3 Week 9	
Task Type	2 nd Hand Investigation	Depth Study - Concentrations	Year 11 Examination	
Outcomes Assessed	CH2, CH3, CH4, CH8	CH1, CH5, CH6, CH7, CH10	ALL	
COMPONENT BREAKDOWN				Weighting
Skills in working scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Total	30%	40%	30%	100%

Course 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

LEGAL STUDIES

HSIE Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Task Type	Article Study	Research Essay	Year 11 Examination	
Outcomes Assessed	P1, P4, P5, P7, P8, P9, P10	P3, P5, P6, P7, P8, P9	P1 - P10	
COMPONENT BREAKDOWN				Weighting
Knowledge and Understanding of course content	10%	10%	10%	30%
Analysis and Evaluation	5%	10%	10%	25%
Inquiry and Research	10%	10%	-	20%
Communication of legal information, ideas and issues in appropriate forms	5%	10%	10%	25%
Total	30%	40%	30%	100%

Course 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 justice
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

MATHEMATICS ADVANCED

Mathematics Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30 %	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	
Task Type	Topic Test	Investigative Task	Year 11 Examination	
Outcomes Assessed	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-6, MA11-8, MA11-9	MA11-1 – MA11-9	
COMPONENT BREAKDOWN				Weighting
Understanding , fluency and communication	15%	15%	20%	50%
Problem- solving, reasoning and	15%	15%	20%	50%
Total	30%	30%	40%	100%

Course Outcomes

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

MATHEMATICS STANDARD

Mathematics Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	
Task Type	Topic Test	Assignment	Year 11 Examination	
Outcomes Assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-8, MS11-9,	MS11-3, MS11-4, MS11-10	MS11-1 – MS11-10	
COMPONENT BREAKDOWN				Weighting
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Course Outcomes

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

MATHEMATICS EXTENSION 1

Mathematics Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	
Task Type	Investigation	Topic Test	Year 11 Examination	
Outcomes Assessed	ME11-1, ME11-2 ME11-6, ME11-7	ME11-1, ME11-2 ME11-3	ME11-1, ME11-2 ME11-3, ME11-4 ME11-5, ME 11-7	
COMPONENT BREAKDOWN				Weighting
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Course Outcomes

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	Manipulates algebraic expressions and graphical functions to solve problems
ME11-3	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles 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

MUSIC

Mathematics Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	20%	40%	40%	
Week Due	Term 1, Week 8	Term 2, Week 9	Term 3, Week 7	
Task Type	Viva Voce and Aural Analysis	Composition Portfolio and Viva Voce	<u>Practical Exam:</u> Performance and Aural Analysis	
Outcomes Assessed	Part 1: P2, P5 - 8 Part 2: P2, P4, P6	Part 1: P3-7 Part 2: P2, P4, P6-8	Part 1: P1, P8-11 Part 2: P2, P4, P6	
COMPONENT BREAKDOWN				
Performance			25	25
Composition		25		25
Musicology	10	15		25
Aural	10		15	25
Total %	20	40	40	100

Course Outcomes

P1	Performs music that is characteristic of the topics studied
P2	Observes, reads, interprets and discusses simple musical scores characteristic of topic 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

MODERN HISTORY

HSIE Faculty-NESA Developed Course

Component	Task 1 – Investigating Modern History	Task 2- Historical Investigation	Task 3 – Yearly Examination	
Task Weighting	30%	30%	40%	
Week Due	T1W9	T2W6	T3W9	
Task Type	Source Analysis Report	Oral Presentation & Essay	Year 11 Examination	
Outcomes Assessed	MH11-6 MH11-7 MH11-10	MH11-4, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-9	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	15	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
TOTAL	30	40	30	100

Course 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, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, 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

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

PDHPE Faculty – NESAs Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	
Task Type	Core 1 Research Task	Core 2 Video Analysis	Year 11 Examination	
Outcomes Assessed	P1, P2, P3, P5, P6	P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P16, P17	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	20%	20%	30%	70%
Skills in critical thinking, research methodology, analysing and communicating	10%	10%	10%	30%
Total	30%	30%	40%	100%

Course Outcomes

P1	identifies and examines why individuals give different meanings to health
P2	explains how a range of health behaviours affect an individual's health
P3	describes how an individual's health is determined by a range of factors
P4	evaluates aspects of health over which individuals can exert some control
P5	describes factors that contribute to effective health promotion
P6	proposes actions that can improve and maintain an individual's health
P7	explains how body systems influence the way the body moves
P8	describes the components of physical fitness and explains how they are monitored
P9	describes biomechanical factors that influence the efficiency of the body in motion
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P15	forms opinions about health-promoting actions based on a critical examination of relevant information
P16	uses a range of sources to draw conclusions about health and physical activity concepts
P17	analyses factors influencing movement and patterns of participation

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

TAS Faculty – NESA Content Endorsed Course

	Task 1 <i>Fundamental Skills Test</i>	Task 2 <i>Artist Portfolio and recreation</i>	Task 3 <i>Major Work and Rationale</i>	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 5	Term 3 Week 6	
Task Type	Examination and Portfolio	Practical Research Task	Major Work	
Outcomes Assessed	M3, M4, CH1, CH2	CH1, CH2, CH3, CH4, CH5.	M1, M2, M3, M4, M5, M6, CH1, CH2	
COMPONENT BREAKDOWN				Weighting
Making	20%	20%	30%	70%
Critical and Historical Studies	10%	10%	10%	30%
Total	30%	30%	40%	100%

Course Outcomes

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
CH2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
CH5	recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

PHYSICS

Science Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 7	Term 3 Week 3	Term 3 Week 9	
Task Type	1 st Hand Investigation	Depth Study – Musical Instrument	Year 11 Examination	
Outcomes Assessed	PH2, PH3, PH8	PH1, PH5, PH6, PH7, PH9	All	
COMPONENT BREAKDOWN				Weighting
Skills in working scientifically	20	20	20	60%
Knowledge and understanding	10	10	20	40%
Total	30%	30%	40%	100%

Course 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

SOCIETY AND CULTURE

HSIE Faculty – NESA Developed Course

	Task 1 <i>Social Research Project</i>	Task 2 <i>Millennials Report</i>	Task 3 <i>Preliminary Exam</i>	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	
Task Type	Research Project	Report and Oral Presentation	Year 11 Final Examination	
Outcomes Assessed	P1 P6 P7 P8 P10	P1 P3 P8 P9 P10	P1 P2 P3 P4 P5 P6 P9	
COMPONENT BREAKDOWN				Weighting
Understanding of course content	10%	15%	25%	50%
Application evaluation of social & cultural research methods	10%	10%	10%	30%
Communication of information, ideas and issues in appropriate forms	10%	5%	5%	20%
Total	30%	30%	40%	100%

Course Outcomes

P1	Identifies and applies social and cultural concepts
P2	Describes personal, social and cultural identity
P3	Identifies and describes relationships and interactions within and between social and cultural groups
P4	Identifies the features of social and cultural literacy and how it develops
P5	Explains continuity and change and their implications for societies and cultures
P6	Differentiates between social and cultural research methods
P7	Selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	Plans and conducts ethical social and cultural research
P9	Uses appropriate course language and concepts suitable for different audiences and contexts
P10	Communicates information, ideas and issues using appropriate written, oral and graphic forms

SPORT, LIFESTYLE & RECREATION

PDHPE Faculty – NESA Content Endorsed Course

	Task 1	Task 2	Task 3	
Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 3 Week 2	Term 3 Week 10	
Task Type	Healthy Lifestyle Analysis Task	Sports Admin research Task	Ongoing yearly practical observation	
Outcomes Assessed	1.5, 3.5, 4.3	1.3, 1.6, 1.2	1.1, 1.3, 2.1, 3.1, 4.1, 4.4	
COMPONENT BREAKDOWN				Weighting
Knowledge & understanding of course content	20%	15%	15%	50%
Skills in critical thinking, research methodology, analysing and communicating	10%	15%	25%	50%
Total	30%	30%	40%	100%

Course Outcomes

1.1	applies the rules and conventions that relate to participation in a range of physical activities
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
3.6	assesses and responds appropriately to emergency care situations
3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.3	makes strategic plans to overcome the barriers to personal and community health
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

VISUAL ARTS

TAS Faculty – NESA Developed Course

	Task 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 10	Term 3 Week 6	Term 3 Week 9	
Task Type	Research Task, Project Development Plan & VAPD	BOW & VAPD	Year 11 Examination	
Outcomes	P1, P2, P3, P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
COMPONENT BREAKDOWN				Weighting
Artmaking	10%	40%	-	50%
History/ Crit	25%	-	25%	50%
Total	35%	40%	25%	100%

Course Outcomes

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

HSC Assessment Advice for VET Courses

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

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

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

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

The achievement of 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>

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

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

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

HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

SCHOOL	Queanbeyan High School
Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 2
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Term 3 Week 9

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 2	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 3	CPCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5 – Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCJN3004	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	

Cluster name and unit of competency code and title	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
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Cluster 1 Tournament Time

HLTWHS001 Participate in workplace health and safety	X	X		X
SISXIND006 Conduct sport, fitness and recreation events				

Cluster 2 The Community Coach

SISSSCO002 Work in a community coaching role	X	X	X	X
SISSSCO005 Continuously improve coaching skills and knowledge				

Cluster 3

Cluster 3a Officiating in Sport	X	X	X	X
SISSSO002 Continuously improve officiating skills and knowledge				
Cluster 3c Strength and Conditioning	X	X	X	X
SISXCAI009 Instruct strength and conditioning techniques				

Cluster 4 Coaching the Individual

SISSSCO003 Meet participant coaching needs	X	X	X	X
BSBOPS403 Apply business risk management processes				

Cluster 5 Next Level Coaching

SISSSCO012 Coach sports participants up to an intermediate level	X	X	X	X
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Cluster 6 First Aid

HLTAID0011 Provide first aid	X	X		X
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You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIS30521 Certificate III in Sport Coaching. The Statement of Attainment towards SIS30521 Certificate III in Sport Coaching will only be the possible AQF outcome if at least one UoC has been achieved

Guide to Referencing

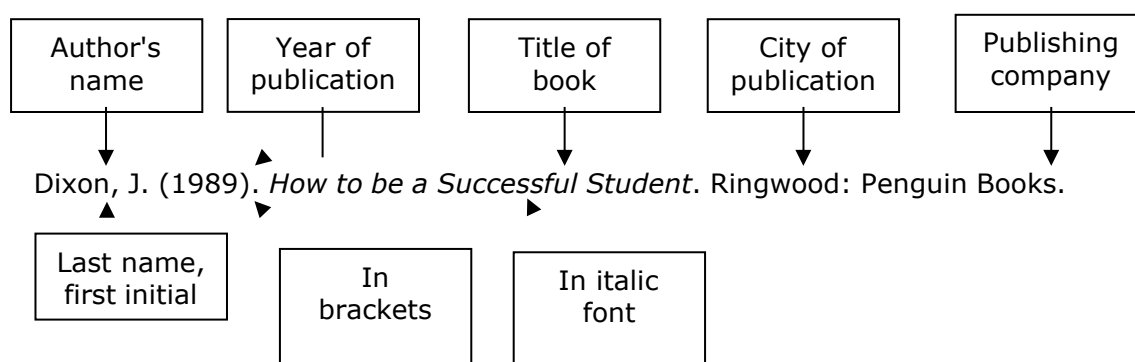
A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

When you use sources of information, such as books, websites, newspapers and magazines, your teacher may ask you to attach details about those sources to your work. This is called referencing. Some people call these details a bibliography.

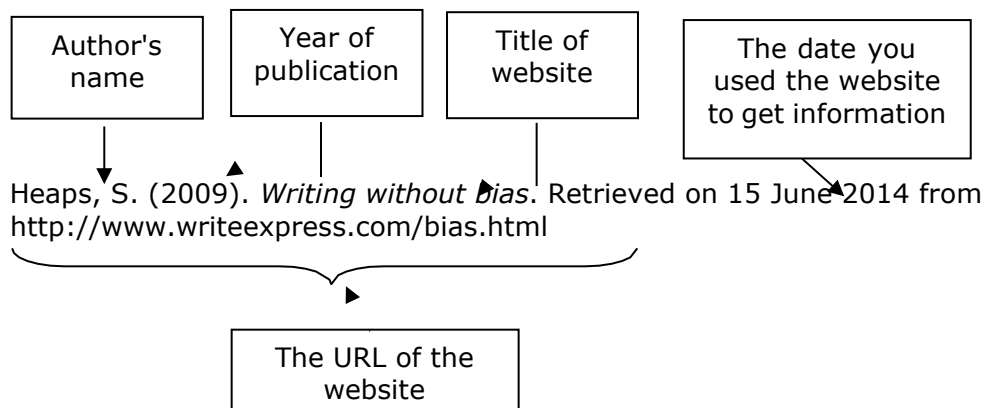
Here are some hints on how to write this list of resources.

1. The reference list or bibliography is at the end of your completed work.
2. It begins on a new page and has the title **References**.
3. There are different types of sources of information. The examples below show how to set out the reference for each type of source.

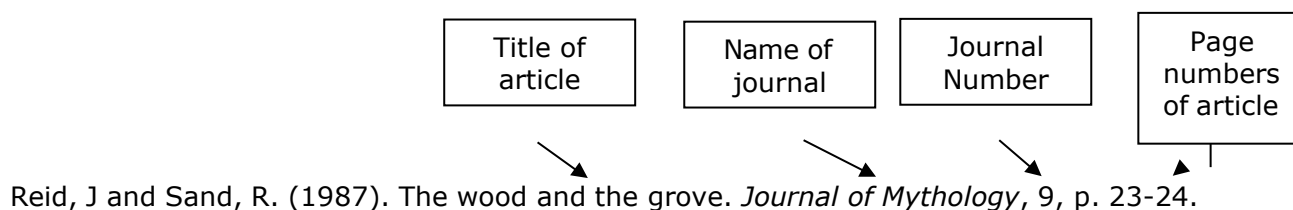
Printed books:

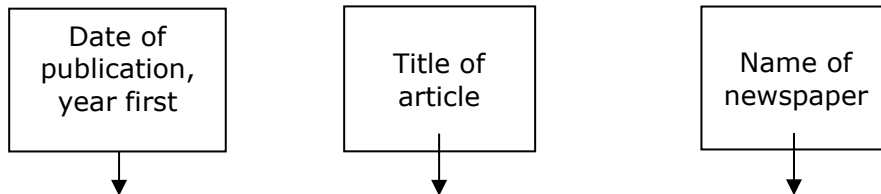


Websites:

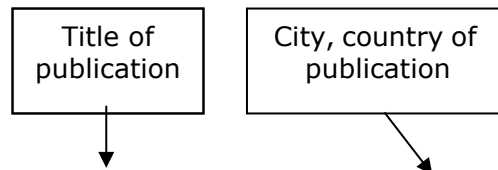


Printed journal articles:



Printed newspaper or magazine articles:

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

Government Publications:

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dictionaries and Encyclopaedias:

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

or if there is no author named ...

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press.

4. Sorting your sources:

The list is sorted **alphabetically by the first entry** in the reference (usually the author's last name).

Ignore the words "the" or "a" at the beginning of a title.

For the examples you have seen, this is how the reference list would be written...

References

The Cambridge Encyclopaedia of the Human Body. (2004). Cambridge: Cambridge University Press. (Ignore the word "The" at the beginning of the title.)

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dixon, J. (1989). *How to be a Successful Student*. Ringwood: Penguin Books.

Heaps, S. (2009). *Writing without bias*. Retrieved on 15 June 2014 from <http://www.writeexpress.com/bias.html>

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

Reid, J and Sand, R. (1987). The wood and the grove. *Journal of Mythology*, 9, p. 23-24.



MISADVENTURE FORM (10-12)

Queanbeyan High School

Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow upon the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher within 2 school days of returning to school.
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

STEP ONE – student to complete

Name:		Year:
Course:	Teacher:	
Task:	Date Due:	

Reason for this application: (Tick appropriate)

- | | | | |
|--|--|---|--|
| <input type="checkbox"/> Seeking extension | <input type="checkbox"/> Absence | <input type="checkbox"/> Non-completion | <input type="checkbox"/> Under-achievement |
| <input type="checkbox"/> Illness | <input type="checkbox"/> Accident/Misadventure | <input type="checkbox"/> Procedure | <input type="checkbox"/> Special circumstances |

Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

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Medical Certificate from _____ (doctor)

Attach a copy.

Signature of student

Date

Signature of Parent/Guardian

Date

STEP TWO – Faculty to complete**1. Class Teacher's comment:**

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2. Head Teacher's Decision:

<input type="checkbox"/> Supported
Resolution Agreement: <i>(Tick outcome)</i>
<input type="checkbox"/> Extension of time without penalty, OR
<input type="checkbox"/> Set a substitute task, OR
<input type="checkbox"/> Give an estimate based on the evidence, OR
<input type="checkbox"/> Modify requirements of current task
<input type="checkbox"/> Other: _____
New Completion Date: _____ <i>(if applicable)</i>

OR

<input type="checkbox"/> Not Supported
<input type="checkbox"/> Issue N-warning letter (task not submitted), OR
<input type="checkbox"/> Send zero-mark letter (task submitted late), OR
<input type="checkbox"/> Original due date remains (extensions not supported), OR
<input type="checkbox"/> Original mark remains (under-achievement not supported)
<input type="checkbox"/> Other: _____

Head Teacher Comments:

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Signed: _____
*(Student)*_____
*(Head Teacher)*_____
*(Principal)***Note:** This misadventure form is to be filed in the relevant Monitoring Folder and a copy placed in the students file.**STEP THREE – APPEAL TO PRINCIPAL – Student to complete**

A student may appeal the decision in Step 2. Outline reasons for appeal below:

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Principal's Decision☐ Supported☐ Not Supported

Principal Signature: _____

Date: _____



Queanbeyan High School

Principal

Ms Jennifer GREEN

Year 11 Deputy Principal

Miss Lindsey PERRY

Head Teachers

ENGLISH

Mr Phillip NIMMO

MATHEMATICS

Ms Kerrie JENKINS

SCIENCE

Mr Mitch ANDREW

HSIE

Mr Kavindra BISNATH

PDHPE

Mr Kyle BRAY

TAS / VISUAL ARTS

Mr Luke WARWICK

LEARNING CENTRE

Ms Geraldine PREXL

SUPPORT

Mrs Naomi FEENEY

Year 11 Year Advisor

Ms Adelaide CAREY

