

Assessment Booklet



Year 11

**Guidelines to Satisfactory Completion
of the Preliminary Course**

2021 (2022 HSC candidates)

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PRELIMINARY ASSESSMENT

PARENT AND STUDENT INFORMATION

The following information details Boorowa Central School's policies and procedures pertaining to the New South Wales Education Standards Authority (NESA) requirements, assessment tasks, rights of appeal and issues relating to grievance procedures and occupational health and safety.

Senior courses are comprised of two components: - a Preliminary and a HSC course. Satisfactory completion of the Preliminary course is a prerequisite for entry into a HSC course.

Each course is defined in terms of outcomes achievable in an indicative class time of 120 hours. Preliminary (Year 11) and HSC (Year 12) courses are structured in approximately two equal parts.

All Preliminary course work in a subject is to be satisfactorily completed to gain a Year 11 Record of Achievement. The Principal is required to certify satisfactory completion. The Preliminary Course is to be regarded as "assumed knowledge" for the HSC Examination. The major focus of the HSC Examination will be the HSC course.

Excellence through Respect, Responsibility and Participation

As a member of the Boorowa Central School community, we believe in

Respecting others, ourselves and our environment,
Being tolerant and establishing positive relationships,
Promoting self-confidence, self-identity and self-worth,
Accepting responsibility for our own actions,
Providing ourselves with necessary life skills,
Valuing and encouraging achievement and creativity,
Being informed and contributing to our community and our world.

New South Wales Education Standards Authority (NESA) Requirements

To qualify for the Higher School Certificate, students must have first satisfactorily completed a Preliminary pattern of study comprising of at least **12 Preliminary units** and at least **10 HSC Units**.

Both patterns must include at least six units from Board Developed Courses, at least two units of a Board Developed course in English, at least three courses of two units value or greater (either Board Developed or Board Endorsed courses) and at least four courses.

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

- followed the course as specified by the New South Wales Education Standards Authority.
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- achieved some or all of the course outcomes. In cases of non-completion of course requirements an 'N' determination will be submitted to the New South Wales Education Standards Authority. Students receiving an "N" award for a Preliminary course may not be allowed to continue studying that particular course in the following HSC year. The Principal of a school may allow a student to provisionally proceed to the HSC course while concurrently satisfying any outstanding Preliminary course requirements.
- undertaken the mandatory work placement (VET. students only).

Students and parents/ guardians will be notified in writing if the possibility exists of a student gaining an 'N' determination. This *warning will be given in time for the problem to be corrected by the student*. If the first warning letter is not effective, additional letters will be sent. Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course.

For VET students to gain an A.Q.F. qualification or Statement of Attainment, 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.

1 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.

Students and parents should also be aware that attendance data for each student is reported on their end of semester reports.

All senior students at Boorowa Central School are expected to follow the school's Code of Conduct and provide positive role models for junior students. As such students must:

- ensure they retain a copy of the guidelines to the Satisfactory Completion of the Preliminary Course.
- present work according to the schedule of date for assessment tasks.
- be aware of penalties for non-completion or late submission of assessment tasks.
- be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class.
- present their own work.
- submit their work in the appropriate format.
- not interfere with the efforts of others.
- acknowledge all secondary sources of information used.

1a. Assessment and the Award of the Preliminary Record of Achievement and Statement of Attainment (VET).

The award of the Preliminary Record of achievement is made on the basis of a student's performance in the school's internal assessment. Students who satisfy the course requirements at the school will be submitted to the New South Wales Education Standards Authority as satisfactory. The assessment will be based on achievements measured throughout the Preliminary course. To enter the HSC course, students must have satisfactorily completed the Year 11 Preliminary Course. The HSC course will commence in Term 4 of the preliminary year. Assessment tasks and external examinations will reflect a standards referenced approach where:

Student achievement is assessed and reported with reference to specified standards of performance. Standards are based on the aims, objectives, outcomes and content of the course. Together they specify what is to be learnt and how well it is to be achieved.

Marks awarded to students reflect the standards they have achieved.

Comparisons can be made between students based on their achievement of the standards.

Final examination marks are determined by the proportions of students who achieve each performance standard. There is no predetermined pattern of marks. This means that over time, while standards remain constant, the proportion of students achieving each standard may change year to year.

There are no limits on the number of students who can reach the top standard.

All students who meet the minimum standard receive a mark of 50. Students who perform above the minimum standards expected receive higher marks.

Reporting includes information on the knowledge, skills and understanding typically demonstrated by students who achieve a performance standard.

Internal assessment is intended to provide an indication of a student's attainment of a wider range of objectives than measured by the external examination. The assessment allows due weight to be given during a course to student achievement. Such objectives may be measured through: practical work, research skills, oral skills, and fieldwork to name a few examples.

The school determines the various tasks such as tests, assignment, and projects on which internal assessment is based. It also determines the marks allocated to each task. Each teacher is responsible for developing assessment schedules in accordance with syllabus requirements for individual subjects.

1b. Students who change schools or who repeat courses.

No action is necessary for students who transfer to another school before assessments begin for the Preliminary components of their courses. These students will be assessed by the receiving school.

Any information forwarded by the sending school may also be taken into account in the final assessment.

For students who repeat a course for the Preliminary, an assessment will be made on the work done in the repeat year only.

1c. Pathways students

Students may complete the HSC over a period of up to five years. Students who opt for this method are referred to as Pathways students. Students must still satisfy the requirements for Preliminary course units and have completed the necessary Preliminary requirements of a course before they can study it at the HSC level.

1d. HSC Minimum Standard

Students need to meet the HSC minimum standard to receive the HSC. To show they meet the standard students need to:

- achieve Level 3 or 4 in the online reading test or have achieved Band 8 or above in reading in Year 9 NAPLAN.
- achieve Level 3 or 4 in the online writing test or have achieved Band 8 or above in writing in Year 9 NAPLAN.
- achieve Level 3 or 4 in the online numeracy test or have achieved Band 8 or above in numeracy in Year 9 NAPLAN.

2 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 an 'Assessment Task notification'. A sample of the Boorowa Central School 'Assessment Task Notification' form is included in Appendix 9.a. 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.

2a. Completion of Assessment tasks

The New South Wales Education Standards Authority 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).

Every assessment task must be submitted with a cover sheet. (A copy of one is included in this booklet.) If the teacher is not available, then the task must be handed to the Head Teacher, Deputy Principal or Principal. The student must ensure that the teacher signs and dates the task to verify that it has been submitted on or before the due date.

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 encouraged to make use of the extension process if they require extra time to complete a set task. (See appendix 9.d).

For "in-school" assessment tasks such as formal examinations, class and practical tests, oral presentations etc, students must attend on the day specified. (See 4 (b) (i) below). 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.

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.

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.

The school is required to keep a record of all assessment marks each student gains, and a record of what each mark was for. The New South Wales Education Standards Authority 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 students. 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.

2b. Absence from Assessment tasks

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.

Where a candidate is unable to complete an assessment task on or by the assigned date, the students must complete a "form for illness or misadventure" (found in the appendix 9.c.) 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.

Students seeking an extension must apply in writing no less than 3 school days prior to the task being due using the "Extension Request Form". (found in the appendix 9.d.) 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.

2c. Misadventure

In cases of prolonged absences the assessment will be determined using completed tasks for that student only.

Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternative arrangements.

2d. Plagiarism and Malpractice

Plagiarism or the **unacknowledged copying** from any secondary sources will incur a mark of **zero**. All students are required to complete the New South Wales Education Standards Authority program “All My Own Work”. The Principal must sign and return a form to the Board acknowledging completion of this program.

2e. Technological Failure

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.

Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

2f. Recognised Prior Learning

This applies particularly to students who are re-entering post compulsory education.

Existing skills are recognised through the process of:

- credit transfer
- recognition of prior learning (RPL)
- recognition of current competencies (RCC)

Credit transfer and RPL/RCC refer to the acceptance of knowledge and skills held as a result of formal and informal training, work experience and/or life experiences. It is a way of giving students an opportunity to demonstrate their skills and understandings, taking into account when, where and how learning was undertaken. It is a process by which students can gain credit towards a qualification based on achievements.

RPL and PCC are based upon the following principles: competency, commitment, access, fairness and support. Students wishing to explore RPL, RCC or credit transfer, need to approach the Head Teacher in charge of the Vocational Education course you are interested in to obtain the relevant forms and further advice on this process. [see Queanbeyan Vocational Education and Training Handbook].

2e. Disability Provisions

Some students may have special examination needs related to a physical condition, visual impairment, hearing loss, or trouble expressing their ideas in writing. Applications for Disability Provision for examinations are made to the New South Wales Education Standards Authority through the school. Students wishing to apply for special provisions should see the Senior Advisor (Miss Tyson) or Mr. Jones.

The deadline for special provision applications is approximately **early April**.

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 special provisions for these incidents.

3 Preliminary Examinations

3a. Rules

i) Attendance at tests

You must attend the examinations. If you are not able to sit for the tests due to illness or misadventure, you must tell your Principal immediately.

Your Principal will ask you to complete an Illness/Misadventure Appeal form and will decide whether your explanation is satisfactory. If your explanation is not satisfactory, you will not be given a result in any of the tests that you missed, and you may not be awarded a Preliminary Certificate that year.

ii) Be on time

You should be waiting outside the exam room at least 10 minutes before the test begins. If you are late for the exam, you will still be allowed to do the test but you will not be given any extra time unless the lateness was outside your control. (For example, if the school bus broke down or the roads were flooded, you may be given the full test time.)

iii) Conduct during examinations

You may be removed from the test room if you do not follow the rules outlined below. Penalties for such actions may include the award of a zero mark for an assessment task if the examination was designated as a component of the assessment schedule for the subject.

You must:

- (a) follow the day-to-day rules of the school
- (b) follow the supervisors' instructions at all times
- (c) behave in a polite and courteous manner towards the supervisors and other students
- (d) make a serious attempt at answering all the questions in the test
- (e) place any watch on top of your desk where it can be seen by a supervisor
- (f) stop writing when instructed to by the supervisor.

You must not:

- (a) take a mobile phone into the test room
- (b) eat in the test room
- (c) speak to any person other than a supervisor during a test
- (d) behave in any way likely to disturb the work of any other student or upset the conduct of a test
- (e) attend a test while under the influence of alcohol or illicit drugs
- (f) take into the test room any books, notes, paper or any equipment other than the equipment allowed
- (g) take any electronic device such as an organiser, dictionary or computerised (Apple or similar) watch into the test room unless approved by the New South Wales Education Standards Authority
- (h) remove any test material from the test room
- (i) write before being instructed by the supervisor to do so
- (j) copy someone else's work during a test, or cheat in any other way.

Test answers that contain frivolous or objectionable material, or students who have not made a genuine attempt at answering the test questions may result in the cancelling of the test result. As a consequence, a student may not be eligible for the Preliminary Certificate in that subject.

3b. Required equipment

For all tests:

- pens (black is recommended)
- pencils and erasers
- a ruler marked in millimetres and centimetres
- highlighter pens (optional).

Additional equipment may be required for specific subjects. You should consult your teacher or the New South Wales Education Standards Authority website for more details.

4 Reviews and appeals

4a. Reviews

A student may seek a review of his/her assessment only if his/her rank position differs significantly from expectations gained from the course assessment tasks. Note that any such review relates only to a student's position in the group, not to any marks or grades awarded throughout the course.

4b. Rights of Appeal

Students have access to an appeals process if they feel dissatisfied with the assessment process. All students have the right to have their appeal dealt with confidentially, fairly, promptly and without fuss. VET. students also have the right to lodge an appeal against the assessment of their competency on the following grounds:

- the assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed, in advance, of the conditions and methods of assessment.
- The process was in some way discriminatory
- They were ill at the time of assessment (this must be supported with a medical certificate)

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion. Formal appeals need to be based on identified problems with assessment process rather than an unsuccessful result.

Appeals must be lodged with the Principal within five (5) school days of the actual assessment. The appeal may result in :

- upholding or rejecting the appeal at any stage.
- interviewing any of the people involved in the assessment process.
- requesting another assessor to review the case.
- scheduling another assessment.

All procedures and outcomes of the process will be fully documented and the students will be provided with copies.

If a student is still unhappy about an outcome of the appeal it should then be referred to Queanbeyan Office of the Department of Education and Training. Contact addresses for the relevant bodies may be found in appendix 9.h.

4c. Complaint / Grievance Procedures

It is against the law for discrimination on the grounds of race, sex, marital status, disability, homosexuality or age to occur in a variety of areas. Boorowa Central School has developed very clear procedures relating to student complaints about discrimination. If any student has a complaint the school's grievance officer is Mrs Hambly, or alternately a student may speak to any member of the executive.

5 Work Health and Safety

The NSW Work Health and Safety Act (WHS Act) aims to protect the health, safety and welfare of people at work. It specifies general requirements which must be met at places of work in New South Wales. The provisions of the W.H.S. Act cover every place of work in NSW and apply to self-employed people as well as employees and employers.

5a. Employers

Employers must ensure the health, safety and welfare at work of their employees by:

- providing or maintaining equipment plant and systems of work that are safe and without risk to health.
- making arrangements for ensuring the safe use, handling, storage and transport of equipment and substances.
- providing information, instruction, training and supervision necessary to ensure the health and safety at work of employees.
- maintaining places of work under their control in a safe condition, providing and maintaining safe entrances and exits.
- providing and maintaining a working environment that is safe and without risks to health.
- providing available and adequate information about the use and care of equipment and any research and relevant tests of substances used at the place of work.

5b. Employees

Employees must take reasonable care of the health and safety of others. Employees must cooperate with employers in their efforts to comply with occupational health and safety regulations.

VET students have many posters and pamphlets available in their training area and it is their responsibility to understand them.

While on work placement, clear emergency contact procedures have been established. If any student has concerns relating to Work Health and Safety issues he/she should discuss them politely with the employer. Students can get in touch with an emergency contact as listed on their workplace learning emergency procedures form and make them aware of the situation. It is unlawful to dismiss any employee for making a complaint about a health and safety issue. Ms Hawkins should be contacted regarding issues of work placement.

6 Assessment Schedules

6a. Board Developed and Board Endorsed Courses

English Studies	13
English Standard	14
Legal Studies	15
Standard Mathematics	16
Mathematics Advanced	17
Agriculture	18
Biology	19
Chemistry	20
Personal Development, Health and Physical Education	21
Sport, Lifestyle and Recreation	22
Community and Family Studies	23
Visual Arts	24
Visual Design	25

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6c. Assessment summary for VET subjects

AHC20116 Certificate II in Agriculture	27
CPC20211 Certificate II in Construction Pathways	28
MEM10119 Certificate I in Engineering and Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.	29
FSK20113 Certificate II in Skills for Work and Vocational Pathways	30

Course:	2 Unit English Studies	Teacher:	Miss Thomas
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Course Description: In this course, students will consolidate their English literacy skills to enhance their personal, social, educational and vocational lives.

Students study the mandatory module, *Achieving through English: English in education, work and community* to develop an understanding of, and practical competence in the use of language that allows access to opportunities in schooling training and employment.

Students study 2-4 additional syllabus modules.

Students may also study an optional teacher-developed module.

Assessment Requirements:

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

- *three assessment tasks*
- *the minimum weighting for an individual task is 20%*
- *the maximum weighting for an individual task is 40%*
- *only one task may be a formal written examination*
- *one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes*

Component (syllabus)	Task 1				Task 2				Task 3				Component weighting
	Due Date (2021)				Due Date (2021)				Due Date (2021)				
	Term	1	Week	9	Term	2	Week	9	Term	3	Week	8	
	Type of Task				Type of Task				Type of Task				
	Writing Task Mandatory Module <i>Achieving through English: English in education, work and community</i>				Multimodal Presentation Module A <i>The Way We Were</i>				Collection of Classwork All modules				
Knowledge and understanding of course content	15%				15%				20%				50%
Skills: *Comprehending texts *Communicating ideas *Using language accurately, appropriately and effectively	15%				15%				20%				50%
Outcomes to be assessed	ES11-2, ES11-3, ES11-5, ES11-6, ES11-7				ES 11-1, ES11-2, ES11-5, ES11-7				ES11-2, ES11-3, ES11-4, ES11-5, ES11-7, ES12-8, ES11-10				
Weighting	30%				30%				40%				100%

Course:	2 Unit English Standard										Teacher:	Ms Armstrong				
<p>Course Description: In the English Standard Year 11 course, students learn about language and literature by exploring and experimenting with the ways events, experiences, ideas and processes are represented in and through texts. Students study a range of texts which include prose fiction, drama, poetry, nonfiction, film, digital and media, as well as Australian texts.</p> <p>In the English Standard Year 12 course, students further strengthen their knowledge and understanding of language and literature by reflecting on and demonstrating the effectiveness of texts, including their own, for different audiences and purposes. Students study at least three types of prescribed texts drawn from: prose fiction; poetry or drama; film or media or nonfiction texts.</p> <p>In this course, students will consolidate their English literacy skills in order to enhance their personal, social, educational and vocational lives.</p> <p>The course has two sections:</p> <p>Content common to the English Standard and English Advanced courses is undertaken through a unit of work called <i>Reading to Write: Transition to Senior English</i>. Students explore texts and consolidate skills required for senior study. Two additional modules: <i>Close Study of Literature</i>, and <i>Contemporary Possibilities</i> in which students explore and examine texts and analyse aspects of meaning.</p>																
<p>Assessment Requirements:</p> <p>The Year 11 formal school-based assessment program is to reflect the following requirements:</p> <ul style="list-style-type: none">• <i>three assessment tasks</i>• <i>the minimum weighting for an individual task is 20%</i>• <i>the maximum weighting for an individual task is 40%</i>• <i>only one task may be a formal written examination</i>• <i>one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes</i>																
Component (syllabus)	Task 1				Task 2				Task 3				Component weighting			
	Due Date (2021)				Due Date (2021)				Due Date (2021)							
	Term	1	Week	10	Term	2	Week	9	Term	3	Week	8				
	Type of Task				Type of Task				Type of Task							
	Imaginative text and reflection Reading to Write				Multimodal presentation Contemporary Possibilities				Analytical Response Close Study of Literature							
Knowledge and understanding of course content	15%				20%				15%				50%			
Skills: *Comprehending texts *Communicating ideas *Using language accurately, appropriately and effectively	15%				20%				15%				50%			
Outcomes to be assessed	EN11-3, EN11-5, EN11-9				EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9				EN11-1, EN11-3, EN11-5, EN11-8							
Weighting	30%				40%				30%				100%			

Course:	2 Unit Legal Studies	Teacher:	Mrs Corcoran
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Course Description:

Legal Studies develops students' knowledge, understanding and critical thinking skills in relation to the legal system and its effectiveness in promoting a just and fair society, with a view to empowering students to participate effectively as responsible citizens at the local, national and international level.

The Preliminary course develops students' knowledge and understanding about the legal system, the individual and the law and provides a deeper understanding of the principles of law through a topic on law in practice. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.

Main Topics Covered: Preliminary Course

Core Part I - The Legal System: Basic legal concepts, Sources of contemporary Australian law, Classification of Law, Law Reform, Law Reform in Action

Core Part II - The Individual and the Law: Your Rights and Responsibilities, Resolving Disputes, Contemporary Issue: The Individual and Technology

Core Part III - The Law in Practice: unit is designed to provide opportunities for students to deepen their understanding of the principles of law covered in the first sections of the course.

Assessment Requirements: As per NESA guidelines, The Year 11 formal school-based assessment program is to reflect the following requirements:

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

Task number	Task 1	Task 2	Task 3	Component Weighting
Nature of task	Research Task The Legal System	Case Study The Individual and the Law	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Course:	Standard Mathematics	Teacher:	Mr Corcoran
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Course Description:

The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students can elect to study either the Mathematics Standard 1 Year 12 course (Category B) or the Mathematics Standard 2 Year 12 course (Category A).

The study of Mathematics Standard in Stage 6:

- enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely
- provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs
- provides an appropriate mathematical background for students entering the workforce and/or undertaking further community and workplace training.

Topics: Algebra, Measurement, Financial Mathematics and Statistical Analysis

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

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- one task must be an assignment or investigation-style with a weighting of 20–30%.

Component (syllabus)	Task 1		Task 2		Task 3		Component weighting
	Due Date (2021)		Due Date (2021)		Due Date (2021)		
	Term 2	Week 4	Term 2	Week 10	Term 3	Week 10	
	Type of Task		Type of Task		Type of Task		
	In class task- open ended problem solving		Investigation and presentation Task		Yearly Examination		
Understanding, fluency and communication	10%		20%		20%		50%
Problem- solving, reasoning and justification	20%		10%		20%		50%
Outcomes to be assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10		MS11-3, MS11-4, MS11-7, MS11-9, MS11-10		MS11-1 to MS11-10		
Weighting	30%		30%		40%		100%

Course:	Mathematics Advanced							Teacher:	Mr Corcoran				
Course Description: This course provides students with the opportunity to develop their knowledge, understanding and skills in mathematics and working mathematically. Students have the opportunity to develop ways of thinking and use mathematics as a powerful way of viewing and modelling the world to investigate patterns, order, generality and uncertainty.													
Assessment Requirements: The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• <i>three assessment tasks</i>• <i>the minimum weighting for an individual task is 20%</i>• <i>the maximum weighting for an individual task is 40%</i>• <i>one task must be an assignment or investigation-style with a weighting of 20–30%.</i>													
Component (syllabus)	Task 1				Task 2				Task 3				Component weighting
	Due Date (2021)				Due Date (2021)				Due Date (2021)				
	Term	2	Week	4	Term	2	Week	10	Term	3	Week	10	
	Type of Task				Type of Task				Type of Task				
	Class Test Topic: F1 & C1				Assignment/ investigation Topic: T1 & 2				Yearly Examination Topics: F1, T1, T2, C1, E1,S1				
Understanding, Fluency and Communicating	15%				15%				20%				50%
Problem Solving, Reasoning and Justification	15%				15%				20%				50%
Outcomes to be assessed	MA11-1 MA11-2 MA11-5 MA11-8 MA11-9				MA11-1 MA11-3 MA11-8 MA11-9				MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9				
Weighting	30%				30%				40%				100%

Course:	Agriculture		Teacher:	Mr Beadman			
<p>Course Description: <i>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.</i></p>							
<p>Assessment Requirements:</p> <ul style="list-style-type: none">• Overview (15%)• The farm case study (25%)• Plant production (30%)• Animal production (30%)							
Component (syllabus)	Task 1		Task 2		Task 3		Component weighting
	Due Date (2021)		Due Date (2021)		Due Date (2021)		
	Term 2	Week 5	Term 3	Week 7	Term 3	Week 9	
	Type of Task		Type of Task		Type of Task		
	Systems Experiment & Report		Farm Case Study		Examination		
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
Outcomes to be assessed	P1.2, P2.1, P2.2, P4.1		P1.1, P1.2, P2.3,P3.1, P5.1		P1.1, P1.2, P2.2, P2.3,P3.1, P4.1, P5.1		
Weighting	30		30		40		100

Course:	Biology	Teacher:	Mr Beadman
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Course Description:

The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.

The Year 12 course investigates reproduction, inheritance patterns and the causes of genetic variation in both plants and animals. Applications of this knowledge in biotechnology and various genetic technologies are explored in the light of their uses in the treatment, prevention and control of infectious and non-infectious diseases.

Assessment Requirements:

- As per NESA guidelines for all courses, there must be a maximum of 3 school based assessment tasks in the preliminary co Students are provided with 15 hours of course time for Depth Studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts.
- A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules.
- Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.
- Fieldwork is also mandated in Year 11 and is an integral part of the learning process.

Component (syllabus)	Task 1				Task 2				Task 3				Component weighting
	Due Date (2021)				Due Date (2021)				Due Date (2021)				
	Term	2	Week	6	Term	3	Week	4	Term	3	Week	10	
	Type of Task				Type of Task				Type of Task				
	Practical investigation				Depth study presentation.				Yearly examination				
Skills in Working Scientifically	20%				20%				20%				60%
Knowledge and Understanding	10%				10%				20%				40%
Outcomes to be assessed	11/12-1,11/12-2,11/12-3,11/12-7,11-9				11/12-1,11/12-4,11/12-5,11/12-6,11/12-7,11-10				11/12-4,11/12-5,11/12-6,11/12-7,11-8,11-9,11-10,11-11				
Weighting	30%				30%				40%				100%

Course:	Chemistry		Teacher:	Mr Corcoran			
Course Description: This course provides students with the opportunity to develop their knowledge, understanding and skills in relation to properties and structures of matter and a variety of chemical reactions incorporating organic compounds and acid/base equilibrium reactions.							
Assessment Requirements: The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">• <i>three assessment tasks</i>• <i>the minimum weighting for an individual task is 20%</i>• <i>the maximum weighting for an individual task is 40%</i>• <i>only one task may be a formal written examination</i>• <i>one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%</i>• <i>the depth study task must assess:</i><ul style="list-style-type: none">○ <i>the Working Scientifically skills outcomes:</i><ul style="list-style-type: none">▪ <i>Questioning and Predicting</i>▪ <i>Communicating</i>○ <i>a minimum of two additional Working Scientifically skills outcomes</i>○ <i>at least one Knowledge and Understanding outcome.</i>							
Component (syllabus)	Task 1		Task 2		Task 3		Component weighting
	Due Date (2021)		Due Date (2021)		Due Date (2021)		
	Term 1	Week 6	Term 2	Week 8	Term 3	Week 10	
	Type of Task		Type of Task		Type of Task		
	Practical Test Module 1 Properties and Structure of Matter		Depth Study Report Module 2 Quantitative Chemistry Module 3 Reactive Chemistry		Yearly Examination		
Skills in Working Scientifically	20%		30%		10%		60%
Knowledge and Understanding	10%		10%		20%		40%
Outcomes to be assessed	Outcomes assessed CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8		Outcomes assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9		Outcomes assessed CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11		

Weighting	30%	40%	30%	100%
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Course:	PDHPE	Teacher:	Miss Johnson
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Course Description:

The Preliminary course examines a range of areas that underpin health and physical activity. This includes how people think about health and physical activity, the management of personal health and the basis for how the body moves. Students have the opportunity to select from a range of practical options in areas such as first aid, outdoor recreation, composing and performing, and fitness choices.

Assessment Requirement:

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

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

Component (syllabus)	Task 1				Task 2				Task 3				Component weighting
	Due Date (2021)				Due Date (2021)				Due Date (2021)				
	Term	1	Week	8	Term	2	Week	10	Term	3	Week	10	
	Type of Task				Type of Task				Type of Task				
	Research Task & In Class Essay				Fitness Training and Analysis				Yearly Exam				
Knowledge and understanding of course content	10%				10%				20%				40%
Skills in critical thinking, research methodology, analysing and communicating	20%				20%				20%				60%
Outcomes to be assessed	P3, P4, P16				P 8, P11				All outcomes				
Weighting	30%				30%				40%				100%

Course:	Sport, Lifestyle and Recreation	Teacher:	Miss Johnson
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Course Description:

Students learn about the importance of a healthy and active lifestyle and recognise the need to be responsible and informed decision-makers. This course enables students to further develop their understanding of and competence in a range of sport and recreational pursuits. They are encouraged to establish a lifelong commitment to being physically active and to achieving movement potential.

Assessment Requirements:

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

- a maximum of 3 assessment tasks
- only one formal written exam
- tasks do not have to increase in weighting throughout the year

For Sport, Lifestyle and Recreation, the allocation of weighting to particular tasks is left to the individual schools, but the percentage allocated to each assessment component (50% each) must be maintained. There should be a balance between the assessment of:

- knowledge and understanding outcomes and course content (50%) and
- skills, outcomes and content (50%)

Component (syllabus)	<u>Task 1</u>				<u>Task 2</u>				<u>Task 3</u>				Component weighting
	Due Date (2021)				Due Date (2021)				Due Date (2021)				
	Term	1	Week	8	Term	2	Week	9	Term	3	Week	9	
	Type of Task				Type of Task				Type of Task				
	Games and Sports Applications II Sport Fact File & Practical Matrix				Social Perspectives of Games and Sports Writing Task				First Aid and Sports Injuries Scenario				
Knowledge and understanding of course content	15%				15%				20%				50%
Skills, outcomes and content	20%				10%				20%				50%
Outcomes to be assessed	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4				1.4, 2.4, 3.7, 4.5				1.3, 2.5, 3.6, 4.2, 4.4, 4.5				
Weighting	35%				25%				40%				100%

Course:	Community and Family Studies								Teacher:	Miss Williams			
Course Description: Community and Family Studies investigates the interactions among the individual, family, community and society. Recognition of the interdependence of the individual and other groups is central. The preliminary course focuses on the individual and their interactions with personal groups, family and community. The HSC course builds upon this by examining how the wellbeing of individuals, families and communities are affected by broader societal influences including sociocultural, economic and political factors.													
Assessment Requirement: The Year 11 formal school-based assessment program is to reflect the following requirements: <ul style="list-style-type: none">- three assessment tasks- the minimum weighting for an individual task is 20%- the maximum weighting for an individual task is 40%- only one task may be a formal written examination.													
Component (syllabus)	Task 1				Task 2				Task 3				Component weighting
	Due Date (2021)				Due Date (2021)				Due Date (2021)				
	Term	1	Week	8	Term	2	Week	8	Term	3	Week	10	
	Type of Task				Type of Task				Type of Task				
	Analysis Task				Leader Study				Yearly Exam				
Knowledge and understanding of course content	10%				10%				20%				40%
Skills in critical thinking, research methodology, analysing and communicating	20%				20%				20%				60%
Outcomes to be assessed	P1.1, 1.2, 4.1, 4.2				P 2.3, 3.2, 4.1, 4.2, 6.2				P1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1., 6.2				
Weighting	30%				30%				40%				100%

Course:	2 Unit Visual Arts							Teacher:	Ms Packwood				
Course Description: This art course provides students with the opportunities to exploit, and make use of, the links between art and the world. Students are encouraged to explore the practices of painting, printmaking, sculpture, drawing, photography, digital manipulation, collage, mixed media, film and textiles in the production of their art making assessment tasks. •													
Assessment Requirements: Art Making – 50% Critical & Historical – 50%													
Component (syllabus)	Task 1				Task 2				Task 3				Component weighting
	Due Date (2021)				Due Date (2021)				Due Date (2021)				
	Term	2	Week	2	Term	3	Week	3	Term	3	Week	10	
	Type of Task				Type of Task				Type of Task				
	<u>ART MAKING -</u> Postmodern Painting- Manga vs. Mambo Submission of artwork(painting) in the chosen theme of mambo/manga, postmodern artwork to be based on a famous fine art work. Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artist's practice through the Frames				<u>ART MAKING - Portfolio of Experimental Works- Body Parts Unit</u> Submission of 5–10 exploratory artworks Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artist's practice through the Frames				<u>CRITICAL & HISTORICAL –</u> Preliminary Examination Visual Arts exam Section 1(short responses) & Section 2 (extended response) 1 ½ hours plus 5 minutes reading time				
Artmaking	20%				30%								50%
Critical & Historical	10%				10%				30%				50%
Outcomes to be assessed	P1,P3, P4, P5, P6, P7,P8				P1, P2, P4, P5, P6, P9, P10				P7, P8, P9, P10				
Weighting	30%				40%				30%				100%

Course:	2 Unit Visual Design	Teacher:	Ms Packwood
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Course Description:

Visual Design is a practical based course that focuses on Designing and Making techniques including graphic design, clocks, skateboard decks, posters, and the making of art that has a function.

Assessment Requirements:

Designing & Making –75%

Critical & Historical – 25%

Component (syllabus)	Task 1		Task 2		Task 3		Component weighting
	Due Date (2021)		Due Date (2021)		Due Date (2021)		
	Term 1	Week8	Term 2	Week 9	Term 3	Week 8	
	Type of Task		Type of Task		Type of Task		
	DESIGNING & MAKING Product Design 1 – Graphic Design CRITICAL & HISTORICAL- Accompanying VPD including evidence of material and conceptual experimentation with explanation of related designer’s practice through the Frames, both through written accounts and material experiments		DESIGNING & MAKING Product Design 2 – Toy/Textile Design CRITICAL & HISTORICAL- Accompanying VPD including evidence of material and conceptual experimentation through written accounts and material experiments and research		DESIGNING & MAKING Product Design 3 – Own choice individual project Submission of project CRITICAL & HISTORICAL- Accompanying VPD including evidence of material and conceptual experimentation through written accounts and material experiments and research, makes links to conceptual framework		
Designing & Making	25%		25%		25%		75%
Critical & Historical	15%		5%		5%		25%
Outcomes to be assessed	DM2, DM5, DM6, CH1, CH 3		DM4, DM3, CH4		DM1, CH2		
Weighting	40%		30%		30%		100%

6b. Assessment Advice for HSC 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 e.g. written tasks, practical demonstration, portfolio or assignment.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet 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 Board Developed Courses.

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

Your trainer will keep a record of units of competency achieved. 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 yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Educational Standards Authority on behalf of Public Schools NSW – Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO. Refer to RTO Student Guide for further information and process

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

Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an '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 Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary

HSC Examination

- ONLY available in some VET courses. (Refer to the specific course assessment summary for more 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. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

Assessment Summary for AHC20116 Certificate II in Agriculture

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
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Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
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Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y
AHCWRK205 Participate in workplace communications	Y		Y	Y	Y	Y		

Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
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Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			

Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y	Y		Y			Y	Y
AHCLSK205 Handle livestock using basic techniques	Y	Y		Y			Y	
AHCLSK206 Identify and mark livestock	Y	Y		Y			Y	
AHCLSK204 Carry out regular livestock observations	Y	Y		Y			Y	

Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM302 Operate machinery and equipment	Y		Y	Y				
AHC BIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				

Cluster 8 Feed and Water Livestock

AHCLSK211 Provide feed for livestock	Y		Y	Y				
AHCLSK209 Monitor water supplies	Y		Y	Y				

Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC20116 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture

Assessment Summary for CPC20211 Certificate II in Construction Pathways

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Term 3 2021
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assessment, tests	Role-play. Oral presentation	Third party report	Self-Assessment	HSC examina-ble
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Cluster 1 Working Safely in the Construction Industry

CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y			Y	Y		Y	Y	Y
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Cluster 2 White Card

CPCCWHS1001 – Prepare to work safely in the construction industry	Y			Y	Y	Y	Y		Y
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Cluster 3 Carpentry Basics

CPCCCA2011A – Handle carpentry materials	Y		Y		Y			Y	Y
CPCCCA2002B – Use carpentry tools and equipment	Y		Y	Y	Y		Y		**

Cluster 4 Reading Plans and Levelling

CPCCCM2001A – Read and interpret plans and specifications	Y			Y	Y				Y
CPCCCM2006B – Apply basic levelling procedures	Y			Y	Y				

Cluster 5 Prepare for Concreting

CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y				Y	
CPCCCM1015A Carry out measurements & calculations	Y	Y		Y				Y	Y

Cluster 6 Group Project

CPCCCM1013A - Plan and organise work	Y	Y		Y			Y	Y	Y
CPCCCM2004A – Handle construction materials	Y			Y			Y		

Cluster 7 Skills Into Action

CPCCCM1012A – Work effectively and sustainably in the construction industry				Y			Y	Y	Y
CPCCCM1014A - Conduct workplace communication				Y	Y	Y			Y

Cluster 8 Option 1 – Joinery

CPCCJN2001A - Assemble components	Y	Y		Y				Y	
CPCCJN2002B - Prepare for off-site manufacturing process	Y	Y		Y				Y	

** CPCCCM2005B Use construction tools and equipment – syllabus content to be delivered Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 3
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	NA

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	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
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering	x	x	x	
	MEM16006	Organise and communicate information				
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools	x	x	x	
	MEM18002	Use power tools/hand held operations				
Cluster 3 – Engineering in Practice	MEM12024	Perform computations	x	x	x	
	MEM16008	Interact with computer technology				
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project	x	x	x	x
	MEMPE001A	Use engineering workshop machines				
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines	x	x		
	MEMPE004A	Use fabrication equipment				

Cluster 6 – My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	x		x	
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Assessment Summary for FSK20113 Certificate II in Skills for Work and Vocational Pathways

Requirements for HSC purposes	
Work Placement	Mandatory NESA work placement is NOT required in this course
There is NO HSC Examination available in this Board Endorsed Course	This VET course cannot be used in the calculation of an ATAR

Assessment Plan			Evidence Collection		
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	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Foundation Skills Core 1	FSKDIG03	Use digital technology for routine workplace tasks	X		X
	FSKWTG09	Write routine workplace texts			
Foundation Skills Core 2	FSKLRG09	Use strategies to respond to routine workplace problems	X		X
	FSKOCM07	Interact effectively with others at work			
Foundation Skills Core 3	FSKRDG10	Read and respond to routine workplace information	X		X
	FSKNUM15	Estimate, measure and calculate routine metric measurements for work			
Foundation Skills Core 4	FSKLRG11	Use routine strategies for work-related learning	X		X
Foundation Skills Core 5	FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	X		X
	FSKLRG10	Use routine strategies for career planning		X	X

	FSKOCM04	Use oral communication skills to participate in workplace meetings	X		X
	FSKRDG09	Read and respond to routine standard operating procedures	X		X
	FSKWTG07	Write routine formal workplace texts			X
	BSBITU211	Produce digital text documents	X		X
	BSBWOR204	Use business technology	X		X
	BSBITU212	Create and use spreadsheets	X		X
	FNSFLT202	Develop and use a saving plan			X

Appendix

Assessment Task Notification	Error! Bookmark not defined. Assessment Task Feedback	35
Form for illness/ misadventure	Error! Bookmark not defined. Form for requesting an extension for a HSC assessment task	37
Form for notifying the Award of zero marks for an assessment task	Error! Bookmark not defined. Warning letter – unsatisfactory completion of a HSC course	39
Glossary of key words from the NSW Education Standards Authority		41
Contact details for the school and avenues of appeal and information	Error! Bookmark not defined. Personal Assessment Calendar	43

9. a. Assessment Task Notification

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.

Teacher:	Course:
Task and Number:	Task Weighting:
Date Issued:	Date Due:
Syllabus component:	
Syllabus outcomes being assessed:	
Description of task:	
Submission of Task requirements:	
Note: If a student is absent for an assessment task or fails to submit a task when it is due, then a medical certificate or other acceptable explanation must be presented on the first day the student returns to school or a zero mark is awarded.	

9. b. Assessment Task Feedback

Student: _____

Task: _____

Teacher Feedback

STRENGTHS

-
-
-
-

AREAS TO STRENGTHEN

-
-
-
-

TEACHER COMMENT

MARK



EFFORT

Didn't try very hard and gave up	Put in a bit of effort	Worked OK but could have done more	Worked very well	Pleased with my effort
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DIFFICULTY OF THE TASK

Too hard	Hard	Some parts were hard but achievable	OK	Easy
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WHAT OTHER THINGS I COULD HAVE DONE - Student Response

9. c. Form for illness/ misadventure

Course:	Teacher:
Task:	Task weighting:

I, _____, hereby apply for consideration of the following factor/s
(Full name of student)
which affected my performance in this assessment task, or unexpected absence from an Assessment
Task conducted at the school: (Documentary evidence from Parent/ Doctor should be attached, except
in exceptional circumstances)

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student's signature: _____ date: __/__/__

Parent/Guardian's signature: _____ date: __/__/__

Recommendation of the faculty:

Teacher Signature: _____ date: __/__/__ Head Teacher Signature: _____
date: __/__/__

Principal's decision: I have noted the above request and have taken the following action:

Late penalty to apply
Original Task to be undertaken
Substitute task to be given
Estimate to be given
Zero mark to be recorded
Non- attempt to be recorded
Other as specified
date: __/__/__

Signature: _____

9. d. Form for requesting an extension for a Year 11/HSC assessment task

Forms should be submitted at least 3 days before the due date.

Form for requesting an extension for a Year 11/HSC Assessment task

Course:	Teacher:
Task:	Task weighting:
Date of task notification given:	Date task due:

I, _____, hereby apply for an extension of time for the above
(Full name of student)
mentioned task.

Reason for request of extension:

(Documentary evidence from parent/ doctor should be attached, except in exceptional circumstances.)

In applying for this extension, I assure the Principal that I am not seeking an unfair advantage over other students in this course.

Student's signature: _____ date: ____/____/____

Parent/Guardian's signature: _____ date: ____/____/____

Recommendation of the faculty:

Teachers Signature: _____ date: ____/____/____ HT Signature: _____
date: ____/____/____

Principal's decision:

I have noted the above request and HAVE / HAVE NOT granted an extension of time.

Your extension is limited to : _____ days and is now due in on: _____ the
____/____/____

Signature: _____ date: ____/____/____

9. e. Form for notifying the Award of zero marks for an assessment task

re: **Zero Mark Awarded in a Preliminary Assessment Task**

Course:	Teacher:
Task:	
Date of task:	Task weighting:

Date: ____/____/____

Dear _____,

I am writing to inform you that your son/daughter's assessment task has been given a score of zero as a result of:

- Proven cheating in an assessment task
- Absence from an assessment task without a valid reason
- Non-submission of an assessment task
- Non-serious attempt at an assessment task
- Significantly interfering with other students completing an assessment task

I am concerned that this result affects _____ Preliminary results. Please contact me if you would like to discuss this matter.

Yours sincerely,

.....
Please complete and return this section to the Head Teacher or Principal.

Dear _____,

I have noted the zero mark awarded to _____ in his/her Preliminary Year assessment task.

Parent/Guardian's signature: _____ date: ____/____/____



Principal: Paula Hamblin

Boorowa Central School
Pudman Street, Boorowa 2586

Phone: 6385 3009 Fax: 6385 3409
Email: boorowa-c.school@det.nsw.edu.au

Dear

Re: OFFICIAL WARNING - Non-completion of a Preliminary Course

I am writing to advise that your son/daughter is in danger of not meeting the Course Completion Criteria for the Preliminary course.

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the 1st official warning we have issued concerning

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if he/she has not satisfactorily completed the Preliminary Course.

To date, has not satisfactorily met c) of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with and contact the school if further information or clarification is needed.

Yours sincerely

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by

<i>Task Name(s) / Course Requirement(s) / Course Outcome(s)</i>	<i>Original due date (if applicable)</i>	<i>Action required by student</i>	<i>Revised date to be completed by (if applicable)</i>

-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----

Please detach this section and return to the school

Requirements for the Satisfactory Completion of a Preliminary Course

- I have received the letter dated indicating that is in danger of not having satisfactorily completed
- I am aware that this course may not appear on his/her Record of Achievement.
- I am aware that the determination of non-completion of course requirements may make him/her ineligible to proceed to the Higher School Certificate course.
- I am also aware that the determination of non-completion of course requirements may make him/her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

|

9. g. Glossary of key words from the NSW Education Standards Authority

Account	Account for; state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Examine to identify the important features / components and the relationship between them: draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement about the value, quality, outcomes or results or size
Calculate	Ascertain / determine from given facts, figures or information
Clarify	Make clear
Classify	Arrange or include in classes/ categories
Compare	Show how things are similar or different
Construct	Make; build put together items or arguments
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 the meaning and identify essential qualities
Demonstrate	Show by examples
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: determine the value of
Examine	Inquire into
Explain	Relate cause and effect: make the relationship between things evident: provide why and/or how
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
Predict	Suggest what may happen based in available information
Propose	Put forward(for example 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
Synthesise	Putting together various elements to make a whole

9. h. Contact details for the school and avenues of appeal and information

Boorowa Central School	Pudman St Boorowa, 2586 Ph (02) 6385 3009 Fax (02) 6385 3409	Principal	Mr. Graham Jones
		Deputy Principal	Ms Chris Hawkins
		Head Teachers	Ms. Julie Poplin Mr. Andrew Corcoran Mr. Stewart Blomfield
		Senior Advisor	Miss Liz Moorby
		Careers Advisor	Ms Willow Bridge
		Work placement coordinator	Ms Willow Bridge
Queanbeyan COS Office	Level 1 City Link Plaza 24-36 Morisset St Queanbeyan 2620 Ph 13 15 36 Fax (02) 6299 0412	Reception will connect you to the person most able to answer your query or concern.	
New South Wales Education Standards Authority	PO Box 478 Wagga Wagga Ph (02) 6937 3889 Fax (02) 6937 3809	Liaison Officer	Christine Keys
New South Wales Education Standards Authority Disability Provisions Section	GPO Box 5300 Sydney NSW 2001 Ph (02) 9367 8325 (02) 9367 8381 Fax (02) 9367 8482	Reception will connect you to the person most able to answer your query or concern.	

9. i. Assessment Calendar

Term 1 2021

Wk	Subject/Task			
1-6	Chemistry Task 1			
7				
8	PDHPE Task 1	CAFS Task 1	Visual Design Task 1	PDHPE Task 1
9	English Studies Task 1	Legal Studies Task 1		
10	English Standard Task 1			

Term 2 2021

1				
2	Visual Arts Task 1			
3				
4	Standard Maths Task 1	Advanced Maths Task 1		
5	Agriculture Task 1			
6	Biology Task 1			
7				
8	Legal Studies Task 2	Chemistry Task 2	CAFS Task 2	
9	English Studies Task 2	English Standard Task 2	SLR Task 2	Visual Design Task 2
10	Standard Maths Task 2	Advanced Maths Task 2	PDHPE Task 2	

Term 3 2021

1			
2			
3	Visual Arts Task 2		
4	Biology Task 2		
5			
6			
7	Agriculture Task 2		
8	English Studies Task 3	English Standard Task 3	Visual Design Task 3
9	Legal Studies Task 3	SLR Task 3	
10	Preliminary Examinations - Standard Maths, Advanced Maths, Chemistry, PDHPE, Biology, CAFS, Visual Arts, Agriculture		

Term 4 2021: HSC Courses begin