



"WE STRIVE"

YEAR 11

ASSESSMENT SCHEDULES &

PROCEDURES

2020

Dear Year 11 Students, Parents and Carers,

This booklet contains the assessment procedures for the courses offered by Terrigal High School for the 2020-2021 Higher School Certificate.

The course assessment procedures contained in this booklet should be read in conjunction with the course schedules and are accurate at time of publication.

NSW Education Standards Authority (NESA) requires that an assessment process be undertaken for the award of the Higher School Certificate. All schools must follow NESA regulations in arriving at a student's final HSC assessment mark and rank in a course.

Much of the information contained in the booklet is from the NESA 'Rules and Procedures for Higher School Certificate Candidates'. The syllabuses of all courses can be found on the NESA website: <http://educationstandards.nsw.edu.au>

Syllabuses for the Preliminary and HSC courses are all expressed in terms of the outcomes students are to work towards achieving. NESA define the standards that students are to be assessed against.

The Principal may use their discretion in not awarding passes in HSC courses where a student has failed to meet the requirements and one or more of the following has occurred:

- Non course completion through diminished attendance
- No participation in learning experiences and assessment tasks
- Not meeting requirements in terms of application such as non serious, or frivolous, attempts at tasks
- Not satisfactorily attending the course outcomes

In Year 11, students are in the final stages of secondary education. Students are responsible for the educational choices they make and the consequences of these choices. At Terrigal High School our aim is to support and guide students throughout their educational journey. If students require help it is our desire that they access support early, before issues escalate and become too large to manage. Students need to maintain communication channels with parents, class teaches, the Year Advisor, the Careers Advisor, Deputy Principals and the Principal. In addition, the School Counsellor is available to help, especially with personal or family issues.

Parents and students should feel free at any time to contact the school to discuss any matter relating to senior studies or career options.

Yours sincerely

Mrs Tania Turik
PRINCIPAL

Mr Brett Marchant
DEPUTY PRINCIPAL (Year 11)

Expectations of Senior Students

It is Terrigal High School's intention that maximum time and effort will be given to ensure that all students will be prepared in a manner that will enable them to obtain the best HSC result that they are capable of achieving. The executive and teaching staff are extremely experienced at preparing students for their HSC studies and examinations and are prepared for the challenges ahead.

This booklet will outline the expectations that we have of all stage 6 students and the assessment policies that all students must follow.

To assist students in obtaining the result that they desire and to develop a greater responsibility for their own learning, the school has introduced a number of initiatives. These will be outlined again to all students during the course of their senior studies.

In order for the initiatives to be effective, individual students must demonstrate that they are prepared to consistently meet the expectations of the school. Senior students elect to attend this school and therefore elect to abide by the rules of the school.

Terrigal High School expects all senior students to:

- Set a positive example, through their words and actions, to younger students and the community at large
- Adhere to the school uniform code
- Attend all timetabled classes and compulsory school events (eg carnivals)
- Actively participate in all courses that they are undertaking and to satisfactorily and punctually complete all assessment tasks (refer to assessment schedules)
- Use study time constructively (especially during non-timetabled classes)
- Respect the rights and property of other students and the school (including when working unsupervised in the library and computer bays)
- Take responsibility for their own learning
- **Strive to be the best that they can be**

Preliminary and HSC Procedures

NESA has very clear rules and procedures for HSC attainment. The Terrigal High School procedures have been developed to align with NESA requirements.

The following link is to the NESA rules and procedures guide for students. You must make yourself aware of this document.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>

The school procedures outline what you must do to satisfactorily complete your Preliminary or HSC course and the key areas that you must understand and follow in relation to assessment tasks. Read this carefully and make sure that you understand it. Refer to it whenever you are unsure about assessment rules and procedures as this will act as a point of reference.

If you are unsure of any aspect of the school's assessment policy ask your teacher, the Head Teacher of the course you are studying or the Deputy Principal.

Most importantly, keep this information in a secure place where you can refer to it throughout your studies.

Requirements for the satisfactory completion of the preliminary courses:

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 developed or endorsed by NESAs
- 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

Evidence that you have met these conditions will be demonstrated by:

- I. The successful completion of the assessment program in each course and
- II. Regular attendance in class and consistent completion of classwork and homework

There are some important points to note about these requirements for the satisfactory completion of HSC courses.

1. Requirement b) refers to **diligence and sustained effort** in **all** tasks and activities in the course, **not just assessable tasks**. Although satisfactory completion of assessable tasks is essential in all courses, it is possible that a student could complete all assessable tasks and still not satisfactorily complete the course, due to lack of effort in class and/or at home in relation to normal class activities and exercises.
2. You must also make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for that course. Teachers will determine if an attempt is genuine based on the task requirements, student ability and work submitted. Students must attempt all sections or components of a task for it to be regarded as a genuine attempt.
3. A student who is absent for more than 15% of the course can have great difficulty in demonstrating **sustained** effort and diligence.
4. Failure to meet course requirements in a HSC course means that the course will not appear on a "HSC Testamur" from NESAs and could mean that the student may not be qualified for the award of the HSC. It is essential, therefore, that you heed any warnings you may receive about possible failure to meet course requirements. These warnings may be in the form of emails, phone calls and letters. It is especially important to follow up any official "N" determination warning letters and complete the required work.

If you are in any doubt about your progress in any course, then you must **discuss** your concerns immediately with your class teacher and follow up as necessary with the appropriate Head Teacher and Deputy Principal.

School and Course Assessment Information

Assessment is the process of identifying, gathering and interpreting information about student achievement.

You have now received your Preliminary Assessment booklet. You must sign a form to indicate that you have received this booklet and your Preliminary Course Assessment Schedule. **Assessment Notification** will be distributed a minimum of two weeks prior to a task being due.

The Course Assessment Schedule will:

1. Indicate the number of tasks and scheduled week for each specific course
2. Outline the components and weightings for each course as published by NESAs
3. Specify the nature of each assessable task (eg research essay, in-class test etc) and the value of the task in relation to the total number of marks for the course
4. Specify the outcomes of the course that are being assessed in each task

Points to remember regarding assessment tasks:

1. A minimum of two weeks' notice will be given
2. The details of the assessment task will be distributed to students via email or paper copy. The details on the Assessment Notification will include all of the above information and the assessment criteria and/or assessment rubric
3. Students must make a genuine attempt at all assessment tasks and scheduled examinations
4. Remember to carefully read the requirements of each assessment task. Take note of how much the task is worth, when it is due, what outcomes are being assessed and any specific requirements of the task
5. Assessment tasks must be completed or submitted by the due date. **Students who truant scheduled lessons on the day that the task is due may be given zero for the task as they may gain an unfair advantage**
6. **Being late to class when the task is being undertaken may be considered as fractional truancy. If it is deemed that an advantage may have been gained by being late, again the student may be given zero for the task.** (See section headed "Illness, Misadventure or Late Submission of assessment tasks/scheduled examinations on the due date" for procedures to follow in cases of illness, accident misadventure etc)
7. **All Preliminary assessment tasks will be handed in / signed in at the time and date specified in the task**
8. Oral presentations must be shown to the class teacher on the due date of the task, even if the presentation is not made on that day
9. The work submitted must be the student's own work. If tasks are given in different courses which cover similar content, each task must be a separate piece of work. Students who copy, cheat, (malpractice), plagiarise or submit essentially unchanged work from another course or source will usually receive zero marks
10. The school regards cheating in Preliminary and HSC Course assessment tasks, test / internal examinations as a very serious offence. Where evidence indicates that cheating has occurred, the student/s will usually receive zero marks or an appropriate penalty as determined by the school
11. Students will be given, wherever possible, at least two weeks' notice of any change in the nature or timing of an assessment task any change in the outcomes to be assessed. Students who have been absent must check to see if such changes have been made
12. Any student who has major concerns about the processes involved or the results of the task should put these concerns in writing and present them to the appropriate Head Teacher or Deputy Principal

Procedures regarding the Illness/Misadventure and / or Non completion of assessment tasks / scheduled examinations on the due date

1. Students who, for a valid reason (eg illness, accident, family, disturbance), are late in submitting a task or fail to complete the task or are absent on the day of the task or examination, must complete and submit to their course Head Teacher an "Illness/Misadventure" form within three school days of their return to school. **Apart from exceptional cases, failure to submit the form within three days may render any excuse invalid.** Students must **phone the school** on the date of the task to explain the reason for their absence. For the "Illness/Misadventure" form to be accepted, it must be accompanied by a doctor's/medical certificate, a 'Statutory declaration' form or any other relevant documentation.
2. Students who want to apply for an extension must do so on an "Illness/Misadventure" form **before** the task is due. Students cannot be given extensions unless an application is made.
3. The validity of reasons for late submission will be determined by the Deputy Principal. The decision will be based on evidence supplied by the student. If the excuse for the late submission of a task or absence on the day of the task is valid, the task will be marked and the marks included in the student's assessment. If the excuse is invalid, the student will usually receive zero marks.
4. Students who wish to review the decision will make application to the HSC Review Committee
5. If a student is involved in any type of malpractice he/she may be given zero marks for the task. The student will be given the right to explain his/her action to the teacher and Head Teacher. Any form of cheating or malpractice will lead to a mark of zero being awarded for the whole task even if the cheating or malpractice was related only to one component or question.
6. Students must sit for in-class tasks or examinations **as soon as possible after they return to school**, preferably on the first day back at school. Depending on the nature of the assessment, an alternate task/test may be set. On the student's first day returning to school the student must report to their teacher or the Head Teacher of the faculty to arrange a reschedule time to sit the task. In most cases this will occur on the day they return. Failure to arrange a reschedule on the first day back at school will result in zero for the task.
7. Students absent during a scheduled examination period, must contact the Head Teacher Administration to organise a rescheduled exam time. Failure to organise a reschedule time during the examination schedule (unless this extended time is supported with documentation) will result in a zero being awarded for the task.
8. Any type of assessment task which is late (due to a student absence) **must be handed in on the day the student resumes to school.** If the student has been unable to complete the task due to illness etc, that must be explained on the "Illness/Misadventure" form. If the student requests extra time on the form the Head Teacher will decide on a new submission date.
9. An Invalid Task and/or Non-Discriminating Task will result in another task of equal weighting being administered to the students of that course. All procedures for the notification of a task to students will be followed.
10. During scheduled examinations students must arrange a rescheduled time during the examination period. Please contact the Head Teacher Administration to arrange reschedules.
11. Students have the right to appeal any faculty based decisions related to illness and misadventure processes to the school HSC Assessment Review Panel. The Deputy Principal should be contacted to convene this panel within three days of initial notification.

Examples of valid and invalid explanations on an “Illness/Misadventure” form

Each application for special consideration due to accident, illness or misadventure is considered individually on the evidence provided by the student. The following examples are given as a general guide to what is usually acceptable and what is not.

Valid explanations:

1. Illness supported by a doctor’s certificate
2. Family disruption due to **serious** illness, death or misadventure to a family member (supported by evidence)
3. Accident in the period leading up to the due date of the assessment task
4. Participation in a school sanctioned activity (eg representing the school in sport, debating etc), provided **prior arrangements** are made for the completion or submission of the task

Invalid explanations:

1. Forgetting the task was due (it is the student’s responsibility to know when tasks are due)
2. Inability to complete the task due to the pressure of other school work (prior application has to be made in these circumstances)
3. Driving lessons or tests; job interviews; and non-urgent medical and dental appointments (these appointments must be organised so that they do not clash with assessment tasks or examinations)
4. Work commitment outside school (assessment tasks take priority)
5. Computer or printer breakdown (whenever a task is being completed on a computer, hard copies of drafts must be kept to prove the progress of the assignment)

Additional Important Information for ALL Students

1. Marks for individual assessment tasks and records of competency are recorded and maintained (as a hard copy) by the class teacher. There is also a centrally based electronic copy of the marks maintained
2. Transferring students who transfer into the school after 30 June each year will have assessment marks provided by the previous school. The individual class teacher will then make a professional decision on the student’s overall assessment mark
3. HSC students will check their NESA study pattern in Term 1 and report any discrepancies to the Head Teacher responsible for NESA entries. Students will also check that they are eligible for an ATAR at this time if they require one at the completion of the HSC
4. Students will be awarded marks for each assessment task commensurate with the quality of their response in relation to the marking guidelines. Marking guidelines will enable teachers to reward work which shows more complex development and higher order achievement with higher marks and students whose work demonstrates only a basic level of achievement will receive relatively low marks. The marking guidelines for each assessment task will show the full range of marks available for the task. Teachers will provide feedback to students for each assessment task to assist in their learning
5. Students who are absent on the day a task is due for a reason not covered by illness/misadventure must have approved leave by the Principal
6. Students representing the school on a sporting excursion must inform their teacher before the due date and arrange with the teacher an alternative time or task

Alternate Tasks

If an unfair advantage is gained by a student in completing a task after the due date or if a doubt exists as to the security of a task then an alternate task will be given.

- If a task fails to discriminate between candidates, the teacher may decide to reduce the mark value of the task and/or set an extra task. In extreme cases an invalid task will be discarded completely. At least one week's notice will be given of an extra task.
- In exceptional circumstances, where a student has missed a task and the completion of a substitute task is not feasible, the Principal may authorise the use of an estimate for that particular task. This will be used to determine the student's position in the order of merit for that task. When the position is determined, the student will be awarded and have recorded the mark that is most appropriate to that position according to the outcomes being assessed.

N Determinations

Students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient: tasks worth in excess of 50% must be attempted. If this is not the case, the Principal must indicate that the course has not been satisfactorily completed. In cases of non-satisfactory completion of a course an "N" determination will be submitted by the Principal to NESAs. Courses which are not satisfactorily completed will not be printed on HSC Testamurs, Records of Students Achievement or results notices. Letters will be sent to parents/careers advising that a student is in danger of receiving an 'N' determination for a HSC course. These will outline the remedial action needed with appropriate timelines.

Disability Provisions

If a student requires disability provisions for an assessment task (eg reader, writer, extra examination time) it is his/her responsibility to apply to the School Learning and Support Teacher or Head Teacher Wellbeing to establish eligibility. The student must apply well in advance to allow sufficient time for the special provisions that are required to be put in place. Except for circumstances of illness/misadventure the only students who will be granted special provisions are those who have applied for and been granted special provisions by NESAs.

Malpractice and Plagiarism

Malpractice (including plagiarism) is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copy someone else's work in part or in whole and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules

- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice

Plagiarism includes:

- Copying any material from books, journals, study notes or tapes, the web, the work of other students or any other source without indicating this by quotation marks or by indentations, italics or spacing **and** without acknowledging that source by footnote or citation
- Rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations
- Unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice

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

Penalties for Malpractice and Plagiarism:

The following penalties will usually apply:

- A mark of **zero** will be given for the whole task (even if plagiarism or malpractice occurred in only one section)
- An interview with the Deputy Principal
- Resubmission of the task or an alternative task to demonstrate satisfactory achievement of outcomes
- Should a student choose not to resubmit his/her work the task will be considered a **NON-ATTEMPT and so will not count towards the mandatory 50% of assessment tasks which must be completed to achieve a HSC**

The following guidelines will help you to avoid plagiarism:

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

Acknowledgement of Source Material

Materials that you should acknowledge:

Advertisements	other student's work	others' idea	blogs
encyclopaedia articles	personal interviews	CDROMs and DVDs	letters
pictures	magazines	maps	TV programs
pamphlets	journals	newspapers	movies
artworks	teachers	lectures	books
websites	emails	discussion groups	music

Where do the acknowledgements go?

- In the body of your work where you make a direct reference to the source
 - At the end of your work in a bibliography and/or reference list
- **Bibliography** – a list of all the sources you have used to inform you in preparing your work, arranged alphabetically in order author's or editor's surname (or title if author unknown) and placed on a separate page at the end of your work
- **Reference list** – a list of all sources referred to in your work, arranged alphabetically as for the Bibliography listed toward the end of this document. It is usual to indent after the first line of the reference list

Attached to this booklet is the 'Quick Guide to Harvard Referencing'.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Wear full school uniform to all examinations
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor
- Follow the examination supervisor's instructions at all times
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
 - ✓ **NESA awards zero** to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a **non-attempt of the examination in that course**
 - ✓ In Year 12 this will result in a **non-award of the HSC** in that course so that course will not appear on your HSC

- ✓ In Year 12 this will also result in the student **not being awarded an ATAR** if this course counts towards his/her 10 units
- Not take food into the examination room
- Only take permitted equipment into the assessment/examination room. **Books, notes, paper, mobile phones and electronic equipment (including smart watches) of any kind are not to be taken into the assessment/examination room.** The area where bags are placed is not considered to be part of the examination room, but a **mobile phone left in a bag in this area must be switched off**
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Finally

It is in the best interests of every student that assessment task deadlines are strictly adhered to. The submission of a task one day late or the missing of an in-class task, without a valid excuse, will usually lead to zero marks being awarded. **Students should only miss assessment task deadlines due to serious and unavoidable reasons. The school should be notified on the day and the student must see their teacher on their first day back at school.**

If an assessment task is missed or handed in late, it is up to the student to submit an **'Illness/Misadventure'** form **within 3 days** of returning to school. If this does not occur the student may receive zero for the task even if it was missed or late for a valid reason.

Checklist – if a student is away on the day of an assessment task or the deadline day for a task they are to:

1. Phone the school before 9:00am (the school phone will be answered any time after 8:15am) to inform the school that you will not be attending school that day
2. When you phone you will need to provide the following information:
 - Your name
 - Course
 - Teacher name
 - Type of assessment eg class task, research task done at home etc
 - Brief detail of illness etc
3. Make an appointment to see a doctor that day and make sure you get a medical certificate. All absences due to sickness will require a doctor's/medical note
4. Complete a school 'Illness/Misadventure' form that can be found at the end of this document or in the Deputy's office
5. On the day you return to school:
 - Report straight away to the Head Teacher of the appropriate subject
 - Submit to the Deputy Principal the completed doctor's/medical certificate, a 'Statutory Declaration' form or any other relevant documentation
 - Hand in the assessment task OR arrange a time to complete the task/test
 - Be prepared to complete the task on the first day you return to school
6. If you are absent during a scheduled examination period you must contact the Head Teacher Administration to organise a rescheduled exam time. Failure to organise a reschedule time during the examination schedule (unless this extended time is supported with documentation) will result in a zero being awarded for the task
7. The Head Teacher will make a recommendation and submit to the Deputy Principal

Quick Guide to Harvard Referencing



THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA



For more information see the Harvard Referencing Guide at:

libguides.newcastle.edu.au/referencing/harvard

HARVARD BASICS

GENERAL

- The Harvard style of author-date referencing is widely accepted in academic publications, although you may see a number of variations in the way it is used. This guide is based on the Monash version of Harvard. Check your Course Outline for any variations required or consult your lecturer.
- References cited in your assignment text (in-text citations) must appear in the reference list and vice versa, except for '[personal communications](#)'.

IN-TEXT CITATIONS

- When inserting a citation into the text of your document, include the author's surname and the year of publication, enclosed in parentheses, e.g. (Smith & Jones 2016). This brief citation allows the reader to find the appropriate full reference in the list at the end of the document.
- An in-text citation can appear anywhere in a sentence, provided that it follows the paraphrasing of the source or a direct quote (see below).
- If you include a direct quote (word-for-word), the in-text citation must include the page number/s where the quotation appeared, e.g. ... *"correct referencing is a necessity"* (Smith & Jones 2016, p. 16). Page numbers are also required when paraphrasing specific information.
- Use "and" when citing authors' names in sentences and "&" for parenthetical usage, e.g. Smith and Jones (2016) ... versus ... (Smith & Jones 2016).
- For multiple in-text citations within parentheses, alphabetise citations by first author and add a semi colon (;) between them to differentiate citations, e.g. (Sato & Yamada 2014; Smith & Jones 2016).
- For different authors with the same surname and with the same publication year, include their initials after a comma, e.g. (Smith, A 2017) and (Smith, DL 2017).

REFERENCE LIST

- The reference list starts on a separate page and is always organised in alphabetical order.

THINGS TO LOOK OUT FOR

- When no author is available, cite the work by its title in both its in-text citation, e.g. ('Bespoke' 2009), and also in the reference list. In the reference list, ignore articles such as "A", "An", and "The" when alphabetising by title.
- When you have multiple works from exactly the same authors in the same year, alphabetise by title for your reference list and then add a, b, c, and so on after the year to differentiate the references. For example:
Acciari, M 2014a, 'British Asian music and its networks: notes from a music-making workshop at the Apache Indian Music Academy, Handsworth, UK', *South Asian Popular Culture*, vol. 12, no. 3, pp. 181-188.
Acciari, M 2014b, 'The Italianization of Bollywood cinema: ad hoc films', *Studies in European Cinema*, vol. 11, no. 1, pp. 14-25.
The in-text citation would then be (Acciari 2014a) or (Acciari 2014b), depending on which document you cited.
- When no publication date is available, use n.d. (no date) in the place of the year, e.g. Smith (n.d.) notes that ...
- If a [DOI \(Digital Object Identifier\)](#) is available for your source, place it at the end of the reference as shown in the journal article examples below.

JOURNAL ARTICLES

TYPE	IN-TEXT CITATION	REFERENCE LIST
<p>One author <i>Follow this format for articles from library databases or in print</i></p>	<p>... notes its prominence (Acciari 2014) OR Acciari (2014) notes that ...</p>	<p>Acciari, M 2014, 'The Italianization of Bollywood cinema: ad hoc films', <i>Studies in European Cinema</i>, vol. 11, no. 1, pp. 14-25, doi:10.1080/17411548.2014.903099</p>
<p>Two authors <i>Follow this format for articles from library databases or in print</i></p>	<p>... notes its prominence (Kummitha & Crutzen 2017) Kummitha and Crutzen (2017) state ...</p>	<p>Kummitha, RKR & Crutzen, N 2017, 'How do we understand smart cities?: an evolutionary perspective', <i>Cities</i>, vol. 67, pp. 43-52, doi:10.1016/j.cities.2017.04.010</p>
<p>Three authors <i>Follow this format for articles from library databases or in print</i></p>	<p>... support frameworks (Wilson, Cordier & Wilkes-Gillan 2014) OR Wilson, Cordier and Wilkes-Gillan (2014) state that ...</p>	<p>Wilson, NJ, Cordier, R & Wilkes-Gillan, S 2014, 'Men's Sheds and mentoring programs: supporting teenage boys connection with school', <i>International Journal of Men's Health</i>, vol. 13, no. 2, pp. 92-100, doi:10.3149/jmh.1302.92</p>
<p>Four or more authors <i>For all in-text citations, use only the first author's name, followed by 'et al.'</i></p>	<p>... needs a change (Vromen et al. 2017) OR Vromen et al. (2017) suggest ...</p>	<p>Vromen, A, Loader, BD, Xenos, MA & Bailo, F 2016, 'Everyday making through Facebook engagement: young citizens' political interactions in Australia, the United Kingdom and the United States', <i>Political Studies</i>, vol. 64, no. 3, pp. 513-533, doi:10.1177/0032321715614012</p>
<p>Corporate author <i>Written by an organisation or a group</i></p>	<p>... trial (SPRINT Research Group 2015) OR The SPRINT Research Group (2015) concluded that ...</p>	<p>SPRINT Research Group 2015, 'A randomized trial of intensive versus standard blood-pressure control', <i>New England Journal of Medicine</i>, vol. 33, no. 22, pp. 2103-2116, doi:10.1056/NEJMc1602668</p>
<p>Reference within an article (secondary source) <i>Where possible, try to access the work being cited, otherwise follow this pattern</i></p>	<p><i>For this example, Baker's work from 2008 is being quoted in Bail's 2016 article.</i></p> <p>... was signified (Baker 2008 cited in Bail 2016, p. 1175) OR Baker's study (2008 cited in Bail 2016, p. 1175) suggested a higher prevalence for ...</p>	<p><i>Reference the article you have, not the one being quoted.</i></p> <p>Bail, CA 2016, 'Emotional feedback and the viral spread of social media messages about autism spectrum disorders', <i>American Journal of Public Health</i>, vol. 106, no. 7, pp. 1173-1180, doi:10.2105/AJPH.2016.303181</p>

BOOKS & EBOOKS

TYPE	IN-TEXT CITATION	REFERENCE LIST
One author	... notes its prominence (Weller 2011) <i>OR</i> Weller (2011) notes that ...	Weller, M 2011, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York.
Two authors	... national consistency (Madden & Hogan 1997) <i>OR</i> Madden and Hogan (1997) find that ...	Madden, R & Hogan, T 1997, <i>The definition of disability in Australia: moving towards a national consistency</i> , Australian Institute of Health and Welfare, Canberra.
Three authors	... (Garner, Ferdinand & Lawson 2016) <i>OR</i> Garner, Ferdinand & Lawson (2016) state that ...	Garner, R, Ferdinand, P & Lawson, S 2016, <i>Introduction to politics</i> , 3rd edn, Oxford University Press, Oxford.
Four or more authors <i>For all in-text citations, use only the first author's name, followed by 'et al.'</i>	... support frameworks (Haralambos et al. 2013) <i>OR</i> Haralambos et al. (2013) state that ...	Haralambos, M, Holborn, M, Chapman, S & Moore, S 2013, <i>Sociology: themes and perspectives</i> , 8th edn, Collins Educational, London.
Corporate author <i>Written by an organisation or a group</i>	... in their guide (American Welding Society 2015) <i>OR</i> The American Welding Society (2015) states that ...	American Welding Society 2015, <i>Guide for the visual examination of welds</i> , 3rd edn, American Welding Society, Miami.
Book without a date <i>Use n.d. instead of a year</i>	... about Nelson (Southey n.d.) <i>OR</i> Southey (n.d.) suggests ...	Southey, R n.d., <i>The life of Nelson</i> , Blackie, London.
Chapter from a book <i>Where the same authors have written the whole book</i>	... fill a need (Lumby & Probyn 2003) <i>OR</i> Lumby and Probyn (2003) describe ...	<i>As the whole book is written by the same authors, reference the book.</i> Lumby, C & Probyn, E 2003, <i>Remote control: new media, new ethics</i> , Cambridge University Press, Port Melbourne.
Chapter from an edited book <i>Where each chapter has separate authors listed, reference the chapter. Each chapter cited gets a separate entry in the reference list</i>	... notes a problem (Ashman 2009) <i>OR</i> Ashman (2009) notes that ...	<i>As the chapter has specific authors listed, reference the chapter not the book.</i> Ashman, A 2009, 'Contemporary cultures and education', in A Ashman & J Elkins (eds.), <i>Education for inclusion and diversity</i> , 3rd edn, Pearson Education, Frenchs Forest, pp. 3-34.

<p>eBook <i>eBooks follow the same patterns as above, but need the qualifier 'ebook' added before the publisher information, plus a viewing date and an access URL</i></p>	<p>... the most prestigious of the British universities (Bhopal & Danaher 2013) OR Bhopal and Danaher (2013) suggest ...</p>	<p>Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i>, e-book, Bloomsbury Academic, London, viewed 15 February 2018, https://ebookcentral.proquest.com</p>
<p>Chapter from an edited e-book <i>Where each chapter has separate authors listed, reference the chapter. Each chapter cited gets a separate entry in the reference list</i></p>	<p>... a child's self-belief and motivation (Martin 2014) OR Martin (2014) indicates that ...</p>	<p>Martin, AJ 2014, 'Student motivation and engagement: strategies for parents and educators', in H Street & N Porter (eds.), <i>Better than OK: helping young people to flourish at school and beyond</i>, e-book, Fremantle Press, Fremantle, viewed 15 February 2018, pp. 41-47, https://ebookcentral.proquest.com</p>
<p>Entries from reference works (encyclopaedias, dictionaries, etc.) <i>Use title in the place of author if no author is listed. Note that editors do not count as authors.</i></p>	<p>No author listed: ... is tailor-made ('Bespoke' 2009) Author listed: ... unfortunate condition (Opitz 2015) OR Opitz (2015) contradicts ...</p>	<p>No author listed: 'Bespoke' 2009, B. Moore (ed.), <i>Australian concise Oxford dictionary</i>, 5th edn, Oxford University Press, South Melbourne, p. 127. Author listed: Opitz, JM 2015, 'Congenital disorder', <i>Encyclopaedia Britannica</i>, viewed 15 February 2018, http://academic.eb.com/topic/132266/congenital-disorder Be sure to check with your lecturer if these kinds of resources are suitable for use in your assignments.</p>
<p>Reference within a book (secondary source) <i>Where possible, try to access the work being cited, otherwise follow this pattern</i></p>	<p>For this example, Grieve and Gear's work from 1996 is being quoted in Kirtley's 2006 book. ... the pattern (Grieve & Gear 1996 cited in Kirtley 2006, p. 15) OR Grieve and Gear (1996 cited in Kirtley 2006, p. 15) suggest a pattern of ...</p>	<p>Reference the book (or chapter) you have, not the resource being quoted. Kirtley, C 2006, <i>Clinical gait analysis</i>, Elsevier, Edinburgh.</p>

WEB RESOURCES

TYPE	IN-TEXT CITATION	REFERENCE LIST
Web page with author/s listed <i>Follows the same author formatting as other resources</i>	... notes its prominence (Palmer 2008) OR Palmer (2008) notes that ...	Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/
Web page with corporate author <i>Written by an organisation or a group</i>	... in their care (HealthTimes 2015) OR HealthTimes (2015) suggests ...	HealthTimes 2015, <i>The future of aged care nursing in Australia</i> , viewed 15 February 2018, https://healthtimes.com.au/hub/aged-care/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/
Web page without author/s <i>Title becomes main entry – use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise (<i>\$250m funding boost for malaria vaccine</i> 2003) Subsequent entries: ... (<i>\$250m funding boost</i> 2003)	<i>\$250m funding boost for malaria vaccine 2003</i> , viewed 15 February 2018, http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/
Web page without a date <i>Use (n.d.) instead of a year</i>	... in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that ...	Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 February 2018, https://www.midwives.org.au/what-mpr <i>In this case there is a copyright date at the bottom of the page, but it is a footer repeated across every page on the site – it is not a true creation date.</i>
Online document <i>Provide description as required, e.g. fact sheet, brochure, pamphlet, policy brief</i>	... is important (Hand Hygiene Australia, n.d.). OR Hand Hygiene Australia (n.d.) state ...	Hand Hygiene Australia n.d., <i>Hand hygiene</i> , fact sheet, viewed 15 February 2018, http://www.hha.org.au/UserFiles/file/Hand%20Hygiene%20Fact%20Sheet%284%29.pdf
Government report <i>Use the name of the department as noted on the document</i>	... in bats (Queensland Health 2014) OR Queensland Health (2014) suggests ...	Queensland Health 2014, <i>Lyssavirus in bats prompts reminder not to touch the animal: care and treatment</i> , report 432, viewed 15 February 2018, http://www.health.qld.gov.au/news/stories/140313-lyssavirus.asp
Research report <i>Use the name of the department as noted on the document</i>	... that year (United Nations 2013). OR The United Nations (2013) reported ...	United Nations 2013, <i>The Millennium Development Goals report 2013</i> , viewed 15 February 2018, http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf <i>Where the author listed is a person, include the host organisation's name between the report title and the viewed date</i>
Conference paper published online	... notes its prominence (Bland 2010) OR Bland (2010) notes that ...	Bland, D 2010, 'Drawing on imagination: primary students' ideal learning environments', in J. Wright (ed.), <i>AARE 2010 Conference proceedings</i> , viewed 15 February 2018, pp. 1-22, http://aare.edu.au/data/publications/2010/1744Bland.pdf

YouTube and other streaming video	... colour (Vsauce 2013) OR Vsauce (2013) posits that ...	Vsauce 2013, Is your red the same as my red?, online video, viewed 15 February 2018, https://www.youtube.com/watch?v=evQsOFQju08
Podcast	... has ended (Rissian 2012) OR Rissian (2012) notes	Rissian, LC 2012, Twelve parsecs, podcast, viewed 15 February 2018, http://itunes.apple.com

OTHER SOURCES

TYPE	IN-TEXT CITATION	REFERENCE LIST
Lectures and PowerPoints Online	... notes its prominence (Smith 2018) OR Smith (2018) notes that ...	Smith, J 2018, <i>EDUC3065 Diversity and Inclusion in Early Childhood: pedagogy and inclusion</i> , online course materials, Semester 1, 2018, University of Newcastle.
Personal communication <i>Interviews, letters, emails, material not publicly available, etc.</i>	... was confirmed in her interview (C Dresden 2018, pers. comm. 15 February)	<i>Personal communication is not included in your reference list. Be sure to obtain the permission of the person being referred to.</i> <i>Be sure to check with your lecturer if these kinds of resources are suitable for use in your assignments.</i>

ABBREVIATIONS USED IN THE HARVARD REFERENCING STYLE

&	Use an ampersand (&): <ul style="list-style-type: none"> between two authors or before the final author in your reference list, or within the parenthesis in an in-text citation, e.g. (Jackson & Burns 2017). Do not use an ampersand when using authors' names in your assignment text – use 'and' instead, e.g. Jackson and Burns (2017) found that ...
ed. or eds.	Used for editor or editors. Do not confuse with edition (below).
edn	Used for editions. You do not need to include edition information for a 'standard' first edition. Note: Editions contain major revisions – reprints do not, so it is not necessary to include a reprint number.
et al.	This is used in in-text citations when there are four or more authors to mean 'and others'. All authors are still listed in full in the reference list.
n.d.	Used for references that have no publication/creation date listed.
p. pp. para.	p. is used for single page citations; pp. when multiple pages are involved; and para. for websites (count the paragraphs, e.g. para. 3).
trans.	Used for 'translated by', e.g. trans. M Tanaka



ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION

(Must be submitted within 3 school days of the task examination)

Submit to Deputy Principal for consideration by the ROSA / HSC Committee

SECTION A – Student is required to fully complete this page and submit to the Deputy Principal prior to the misadventure being approved/not approved.

NAME: _____ **YEAR 10 / 11 / 12** (circle)

SUBJECT: _____ **DATE OF APPLICATION:** _____

TYPE OF ASSESSMENT TASK:

- Examination Topic or Unit Test Research Activity Practical Test Oral
Presentation
- Field Work In Class Task Other

DUE DATE OF ASSESSMENT TASK: _____

REASON FOR ABSENCE:

(State sufficient details to support your case for consideration)

MEDICAL CERTIFICATE / STATUTORY DECLARATION (*copy attached*) **FROM:**

—
State Name of Doctor / Justice of the Peace

Student's Signature: _____

Date:

Parent's Signature: _____

Date:

Head Teacher's Signature: _____

Date:

SECTION B: Student to write their name and teacher and then submit to Head Teacher

STUDENT NAME: _____

TEACHER:

To be considered by the Head Teacher to make comment below and return to the Deputy Principal prior to the misadventure being approved / not approved.

HEAD TEACHER:

Number of days late: _____

Maximum mark for task:

Comment:

Head Teacher Signature: _____ DATE: _____

SECTION C: To be completed by ROSA/HSC REVIEW COMMITTEE

ROSA / HSC REVIEW COMMITTEE DECISION

Decision: Approved / Not Approved

Outcome: Sit task alternative time as advised by Head Teacher Estimate Alternative task
 Submit task at alternative time as advised by Head Teacher Adjust marks accordingly

Comment: -

Signed:

- Notification to Teacher and Head Teacher on Sentral
- Copy to Student
- Original in student file

Preliminary Ancient History – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Source analysis and Extended Response	Historical Investigation	Preliminary Examination	
Timing	Week 8 - Term 1	Week 10 - Term 2	Week 8/9 - Term 3	
Outcomes Assessed	AH11-5 AH11-6 AH11-7 AH11-9	AH11-7 AH11-8 AH11-9	AH11-1 AH11-2 AH11-3 AH11-4 AH11-9	
Components				Weighting %
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	10	5	20
TOTAL	30	30	40	100

Preliminary Biology – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Depth Study	Practical Examination	Preliminary Examination	
Timing	Term 2 - Week 1	Term 2 - Week 10	Term 3 - Week 8/9	
Outcomes Assessed	BIO11-1 BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-11	BIO11-8 BIO11-9 BIO11-10 BIO11-11	BIO11-1 BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Components			Weighting %	
Knowledge and Understanding	5	10	25	40
Skills – Working Scientifically	25	20	15	60
TOTAL	30	30	40	100

Preliminary Business Studies – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Report	Business Plan of a SME	Preliminary HSC Examination	
Timing	Term 2- Week 2	Term 3- Week 6	Term 3 - Week 8/9	
Outcomes Assessed	P2 P5 P6 P7 P8	P4 P5 P7 P8 P9	P1 P2 P3 P4 P5 P6 P10	
Components				Weighting %
Knowledge and Understanding	10	15	15	40
Stimulus Based Skills	10		10	20
Communication of business information, ideas and issues		10	10	20
Inquiry and Research	10	10		20
TOTAL	30	35	35	100

Preliminary Community and Family Studies – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Case Study Resource Management	Research Task Families and Communities	Preliminary Examination Core 1, 2 & 3	
Timing	Term 1 - Week 11	Term 2 - Week 8	Term 3 - Weeks 8/9	
Outcomes Assessed	P1.1 P3.2 P4.2 P6.1	P1.2 P2.2 P4.1 P4.2 P6.1	P1.1 P1.2 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2 P5.1 P6.1 P6.2	
Components				Weighting %
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research analysis and communicating	20	20	20	60
TOTAL	35	35	30	100

Preliminary Chemistry – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Examination	Depth Study	Preliminary Examination	
Timing	Term 1 - Week 11	Term 2- Week 1	Term 3 - Week 9	
Outcomes Assessed	CH11-3 CH11-5 CH11-7 CH11-8 CH11-9	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-7 CH11-10	CH11-6 CH11-8 CH11-9 CH11-10 CH11-11	
Components				Weighting %
Knowledge and Understanding	10	5	25	40
Working Scientifically	20	25	15	60
TOTAL	30	30	40	100

School Name: Terrigal High School
Student Competency Assessment Schedule
Course: Preliminary Construction
2020

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B	Cluster C	Yearly Examination
		Safety	Organise to Communicate	Reading Plans and Calculating	
		Week: 5 Term: 2	Week: 3 Term: 3	Week: 10 Term: 3	Week:8/9 Term:3
Code	Unit of Competency				HSC Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry	X			
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X			
CPCCCA2002B	Use carpentry tools and equipment	X			
CPCCCM1012A	Work effectively and sustainably in the construction industry	X			
CPCCCM1013A	Plan and organise work		X		
CPCCCM1014A	Conduct workplace communication		X		
CPCCCM2001A	Read and interpret plans and specifications			X	
CPCCCM1015A	Carry out measurements and calculations			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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

Preliminary Dance – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
	<p>Presentation of Dance Performance Performance of class sequences, including process diary with reflection and safe dance practice research</p>	<p>Presentation of Solo Composition Demonstration performance of Core Composition. Including process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent</p>	<p>Yearly Examination Written Core Appreciation Exam Presentation of Performance demonstrating dance technique, and performance quality, including process diary, written reflections, observations and research</p>	
Timing	Term 1 - Week 9	Term 2 - Week 8	Term 3 - Week 9	
Outcomes Assessed	<p>P1.1 P1.2 P2.1 P2.2 P2.3 P2.4 P2.5</p>	<p>P1.2 P3.1 P3.2 P3.3 P3.4 P3.6 P4.4</p>	<p>P4.1 P4.2 P1.1 P1.2 P1.3 P2.4 P2.5</p>	
Components				Weighting %
Performance	20		20	40
Composition	10	20		30
Appreciation		10	20	30
TOTAL	30	30	40	100

Preliminary Earth and Environmental Science - Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Examination	Depth Study	Preliminary Examination	
Timing	Term 1 - Week 10	Term 2 - Week 10	Term 3 - Week 8/9	
Outcomes Assessed	EES11-3 ESS11-4 ESS11-5 EES11-6 ESS11-7 ESS 11-8	EES11-1 ESS11-2 EES11-3 EES11-4 EES11- 5 ESS11-7 ESS11-11	ESS11-1 ESS11-4 ESS11-5 ESS11-6 ESS11-7 ESS11-8 ESS11-9 ESS11-10 ESS11-11	
Components				Weighting %
Knowledge and Understanding	10%	5%	25%	40%
Skills - Working Scientifically	20%	25%	15%	60%
TOTAL	30	30	40	100

Preliminary Engineering Studies – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Materials Study - Engineered Product Analysis	Engineering Report	Yearly Examination	
Timing	Term 1- Week 10	Term 2- Week 8	Term 3- Week 8/9	
Outcomes Assessed	P1.1 P1.2 P3.1 P4.1 P4.2 P5.1	P1.1 P2.2 P3.1 P3.2 P5.1 P5.2 P6.1 P6.2	P1.2 P2.1 P2.2 P3.1 P3.3 P4.1 P4.2 P4.3 P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
TOTAL	30	30	40	100

Preliminary Economics - Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Introduction to Economics and Economic Behaviour Class Test	Government and the Economy Research and report	Preliminary examination	
Timing	Term 1 - Week 11	Term 3 - Week 4	Term 3 - Week 8/9	
Outcomes Assessed	P1 P2 P4 P8 P10 P11	P5 P6 P7 P9 P10	P3 P4 P5 P6 P7 P11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Inquiry and Research	5	15		20
Stimulus-based skills	10		10	20
Communication of economic information, issues and ideas in appropriate forms	5	5	10	20
TOTAL	30	30	40	100

Preliminary English Extension – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative text	Multimodal Presentation on Independent Project	Preliminary Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8/9	
Outcomes assessed	EE11-1 EE11-2 EE11-3,	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5 EE11-6	EE11-1 EE11-2,	
Components				Weighting %
Knowledge and Understanding of texts and why they are valued	10	20	20	50
Skills in complex analysis composition and investigation	20	20	10	50
Total %	30	40	30	100

Preliminary English Advanced – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative text Reading to Write Portfolio of writing	Multimodal presentation Narratives that Shape our World TED-Ed mini lesson	Analytical response Critical Study of Literature Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 8-9	
Outcomes assessed	EN11-3 EN11-5 EN11-9	EN11-1 EN11-2 EN11-3 EN11-5 EN11-6 EN11-7	EN11-1 EN11-3 EN11-4 EN11-5 EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Preliminary English Standard – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of task	Imaginative text Reading to Write Portfolio of writing	TED-Ed mini lesson (multimodal presentation) Contemporary Possibilities	Analytical response Close Study of Literature Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 8-9	
Outcomes Assessed	EN11-3 EN11-5 EN11-9	EN11-1 EN11-2 EN11-3 EN11-5 EN11-6 EN11-7	EN11-1 EN11-3 EN11-4 EN11-5 EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Preliminary English Studies – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of task	Resume and Cover Letter Mandatory Module: Achieving through English	Multimodal Presentation Elective Module: On the Road	Collection of classwork All modules	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9 ES11-10	
Components				Weighting %
Knowledge and understanding of course content	20	10	20	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	10	20	20	50
Total %	30	30	40	100

Preliminary Exploring Early Childhood – YEAR 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Brochure	Play and the developing child	In-Class Task	
Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 7	
Outcomes Assessed	1.1 1.4 5.1	2.2 4.2 6.2	1.2 1.3 1.4 3.1 4.3	
Components				Weighting %
Knowledge and understanding of course content	20	5	25	50
Skills	20	25	5	50
TOTAL	40	30	30	100

Preliminary Food Technology – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Food Availability and Selection Research and Preparation	Food Quality Investigation, Design and Preparation	Preliminary HSC Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8 - 9	
Outcomes Assessed	P1.1 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	
Components				Weighting %
Knowledge and understanding of course content			40	40
Knowledge and skills in the designing, researching, analysing and evaluating	15	15		30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		30
TOTAL	30	30	40	100

Preliminary Geography- Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	Biophysical Interactions In-class test	Global Challenges Essay	Senior Geography Project	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8/9	
Outcomes Assessed	P1 P2 P3 P10	P4 P5 P6 P8	P7 P9 P11 P12	
Components				Weighting %
Knowledge and understanding of course content	20	20		40
Geographical tools and skills	10		10	20
Geographical inquiry and research, including fieldwork			20	20
Communication of geographical information, ideas and issues in appropriate forms		10	10	20
TOTAL	30	30	40	100

School: Terrigal High School
Student Competency Assessment Schedule
Course: Preliminary - Information and Digital Technology
2020

Assessment Events for Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICA30111		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		Communicate at work	Prepare for work Systems and Software	Systems and Software	Hand Coding Website	
		Week: 9 Term:1	Week: 4 Term:2	Week: 3 Term:3	Week:9 Term:3	
Code	Unit of Competency					
ICTICT202	Work and communicate effectively in an IT environment	X				
BSBWHS304	Participate effectively in WHS communication and consultation processes		X			
ICTICT203	Operate application software packages		X			
ICTICT302	Install and optimise operating system software			X		
ICTSAS301	Run standard diagnostic tests			X		
ICTWEB301	Create a simple mark-up language document				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICA30111.

Schools may schedule examination in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

School Name: Terrigal High School

Student Competency Assessment Schedule

Course: Preliminary Hospitality- Food and Beverage Stream

2020

Assessment Tasks for Certificate II Hospitality SIT20316		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Practical Café Skills	Working relationships	
		Week: 8/9 Term: 1	Week: 6 Term: 3	Week: 9/10 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHFAB005	Prepare and serve espresso coffee		X		
SITHCCC003	Prepare and present sandwiches		X		
SITHFAB004	Prepare and serve non-alcoholic beverages		X		
BSBWOR203	Work effectively with others			X	
SITXCOM002	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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

Preliminary Investigating Science – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	Practical Investigation	Depth Study	Preliminary Examination	
Timing	Term 1 Week 10	Term 3 Week 5	Term 3 Week 8/9	
Outcomes Assessed	INV11-2 INV11-3 INV11-5 INV11-7 INV11-8	INV11-1 INV11-4 INV11-6 INV11-7 INV11-10	INV11-5 INV11-8 INV11-9 INV11-10 INV11-11	
Components				Weighting %
Knowledge and Understanding	5	5	30	40
Skills - Working Scientifically	25	25	10	60
TOTAL	30	30	40	100

Preliminary Industrial Technology – Timber Products & Furniture – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	Practical Project 1 and folio	Mini Major Project and folio	Preliminary Examination	
Timing	Term 2, Week 1	Term 3, Week 8	Term 3, Weeks 8/9	
Outcomes assessed	P2.1 P2.2 P3.1 P4.2 P5.1 P6.2	P2.1 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3 P5.1 P5.2	P1.1 P1.2 P2.1 P6.1 P6.2 P7.1 P7.2	
Components				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

Preliminary Japanese Continuers – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	Responding in English to aural & written texts, Composition in Japanese	Oral interaction, Responding in English to aural texts, Composition in Japanese	Preliminary examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	
Outcomes assessed	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Components				Weighting %
Speaking		10	10	20
Listening	10	10	10	30
Reading	15 (A)		15 (A+B)	30
Writing	5	10	5	20
TOTAL	30	30	40	100

Preliminary Legal Studies – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	The Legal System Topic Test	Law reform Research and extended response	Preliminary Examination	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Week 8/9	
Outcomes assessed	P1 P2 P3 P6	P5 P7 P8 P9 P10	P1 P2 P4 P7 P9	
Components				Weighting %
Knowledge and understanding of course content	20	5	15	40
Inquiry and Research		15	5	20
Analysis and Evaluation	5	5	10	20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
TOTAL	30	30	40	100

Preliminary Marine Studies – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	Practical Application, Safety Assessment & Dive Log	Practical Demonstration and Research Task	Preliminary Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	1.1 1.3 2.2 3.1 5.1 5.2 5.4	1.1 1.2 1.3 2.1 2.3 4.1 4.2 5.1	1.1 1.2 1.3 3.2	
Components				Weighting %
Knowledge and Understanding	5	20	25	50
Skills	25	15	10	50
TOTAL	30	35	35	100

Preliminary Mathematics Standard – YEAR 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test	Assignment	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-9	
Outcomes Assessed	MS11 – 1, 2, 3, 4, 10	MS11 – 2, 5, 6, 9, 10	MS11 – 1, 2, 3, 4, 5, 6, 7, 8, 10	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
TOTAL	30	30	40	100

Preliminary Mathematics Advanced – YEAR 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test	Assignment	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8-9	
Outcomes Assessed	MA11-1, MA11-3, MA11-9	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
TOTAL	30	30	40	100

Preliminary Mathematics Extension – YEAR 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test	Assignment	Yearly Examination	
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Week 8-9	
Outcomes Assessed	ME11-2, ME11-5, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
TOTAL	30	30	40	100

Preliminary Modern History – Year 11 2020

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	
TASK TYPE	In-class test	Essay and logbook	Preliminary Examination	
DUE DATE	TERM 1 WEEK 11	TERM 2 WEEK 4	TERM 3 WEEK 8/9	
OUTCOMES ASSESSED	MH11-1, MH11-3, MH11-6, MH11-7, MH11-9	MH11-2, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-3, MH11-4, MH11- 5, MH11-9	
Components				Weighting %
Knowledge and understanding of course content	20%		20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	10%	10%		20%
Historical inquiry and research		10%	10%	20%
Communication of historical understanding in appropriate forms		10%	10%	20%
TOTAL MARKS	30	30	40	100%

Preliminary Personal Development, Health and Physical Education – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research Task Health Behaviours of individuals (Core 1)	Movement Analysis Body in Motion (Core 2)	Preliminary Examination Cores and Options	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes assessed	P2, P4, P15, P16	P8, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Components				Weighting %
Knowledge and understanding of course content	5	5	30	40
Skills in critical thinking, research analysis and communicating	25	25	10	60
TOTAL	30	30	40	100

Preliminary Music – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Performance and research Viva task with aural methods of notating music	Composition And Musicology Portfolio Australian Music	Aural and Performance Music for Small ensembles	
Timing	Term 1 Week 9/10	Term 2 Week 8	Term 3 Week 8/9	
Outcomes Assessed	P1, P5, P6	P2, P3, P4, P6, P8	P1, P3, P6, P7, P8, P9, P10	
Components				Weighting %
Performance	10		15	25
Composition		25		25
Musicology	15	10		25
Aural	5	5	15	25
TOTAL	30	40	30	100

Preliminary Physics - Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Practical Examination	Depth Study	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9	
Outcomes Assessed	PH11-3, PH11-4, PH11-5, PH11-7, PH11-10	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-11	PH11-6, PH11-8, PH11-9, PH11-10, PH11-11	
Components				Weighting %
Knowledge and Understanding	5	5	30	40
Skills-Working Scientifically	25	25	10	60
TOTAL	30	30	40	100

Preliminary Sport, Lifestyle and Recreation – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	Outdoor Recreation Expedition	Coaching and Training Development and Session Plan	Games and Sports Application & Performance	
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Week 7	
Outcomes assessed	1.3 4.1 4.2	1.1 2.1 4.5	3.1 4.4 5.2 5.5	
Components				Weighting %
Knowledge & Understanding	20%	20%	10%	50%
Skills	15%	15%	20%	50%
TOTAL	35%	35%	30%	100%

Preliminary Society and Culture – Year 11 2020

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research Cross Cultural Comparison	Mini Personal Interest Project	Preliminary Examination	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8/9	
Outcomes assessed	P1, P3, P5	P6, P7, P8, P9, P10	P1, P2, P4,	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	10	20		30
Communication of information, ideas and issues in appropriate forms	10	10		20
TOTAL	30	40	30	100

Preliminary Visual Arts – Year 11 2020

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<p>The Art History Time Line Part A Research on selected art work form art history. Research will be presented to the class as a presentation</p> <p>Part B Clay sculpture based on selected sculpture from art history</p>	<p>The Art of Conflict Part A 200 word prepared essay in class about the issues that relate to Picasso’s painting Guernica</p> <p>Part B Photography or film which explores issues that relate to conflict in some way. Your artwork must reference to the image of Guernica</p>	<p>Gender representation in Art Part A Research task in the form of a short 3 min documentary</p> <p>Part B A choice of a watercolour or acrylic self-portrait on a wooden board</p>	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes Assessed	P1, P3, P4, P7, P8, P9,	P2, P3, P5, P8, P9, P10	P1, P3, P5, P6, P7, P9	
Components				Weighting %
Art criticism and art history	15	20	15	50
Art making	15	15	20	50
TOTAL	30	35	35	100