



# YEAR 11

## PRELIMINARY ASSESSMENT BOOKLET 2021

TERRIGAL HIGH SCHOOL

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Dear Year 11 Students and Parents

This booklet contains the assessment procedures for the courses offered by Terrigal High School for the 2021 Preliminary Year

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 subject.

Much of the information contained in the booklet is from the NESA 'Rules and Procedures for Higher School Certificate Candidates'. This document is available at

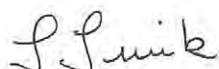
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-proceduresguide-students>

The syllabuses of all subjects can be found on the NESA website: <http://educationstandards.nsw.edu.au>

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 the issue escalates and becomes too large to manage. Students need to maintain communication channels with parents, class teachers, 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



Mrs Jenny Bennett

DEPUTY PRINCIPAL (Year 11)

## Eligibility for the HSC

To be eligible for the Higher School Certificate (HSC), students must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NSW Education Standards Authority (NESA)
- attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Year 11 or Year 12 courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed in 'Pattern of Study'
  - completing the requirements of each course
  - completing the tasks designed for the internal assessment program in each HSC course at THS
- sit for and make a serious attempt at the required HSC exams
- 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 and
  - achieve Level 3 or 4 in the online writing test and
  - achieve Level 3 or 4 in the online numeracy test.

NESA may refuse to grant the HSC to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

## Pattern of Study

### *Board Developed Courses*

Board Developed Courses are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops Higher School Certificate examinations for most of these courses.

### *Board Endorsed Courses*

- School Designed Courses – These are courses developed by the individual school in response to local interest, or need and endorsed by NESA
- Content Endorsed Courses (CECs) – These fall into two categories: general CECs and VET CECs including many delivered by TAFE.

All Board Endorsed Courses count towards the Higher School Certificate and are listed on the Record of Achievement.

Board Endorsed Courses do not count towards calculation of the ATAR.

To qualify for the HSC students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and a Year 12 pattern of study comprising at least 10 units. Both patterns must include:

- At least six (6) units from Board Developed Courses
- At least two (2) units of a Board Developed Course in English
- At least three (3) courses of two units value or greater (either Board Developed or Board Endorsed courses)
- At least four (4) subjects

To satisfy pattern of study requirements for the HSC a student may count a maximum of six (6) Year 11 units and seven (7) Year 12 units from courses in Science.



Students must meet eligibility requirements for:

- English EAL/D
- Continuers course in language
- Beginners course in language
- Literature course in language
- Context course in language

### **Pathways**

A student may take up to 5 years to accumulate their 10 HSC units for the award of the HSC. The time begins from the year the students sits for their first HSC examination. Schools will need to ensure that the NESA requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.

### **Life Skills**

Students following a life skills special program of study will be eligible for the award of the HSC provided the above requirements are met. The completion of a transition planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6.

Preliminary students will check their NESA pattern of study in Term 1 and report any discrepancies to the Head Teacher Administration who is 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.

## **Vocational Education and Training**

Vocational Education and Training (VET) courses are competency based. The purpose of assessment in this context is to judge competence on the basis of performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made on the basis of evidence which can be in a variety of forms.

NESA requires providers of VET curriculum framework courses to:

- ensure that all courses are delivered under the auspices of a Registered Training Organisation (RTO)
- use a competency-based approach to assessment
- maintain a record of all of the competencies achieved by each student
- progressively record the achievement of elements of competency and units of competency in a competency record book (student log) supplied by the RTO
- use only qualified assessors to carry out assessment
- report to the NESA via Schools Online both the units of competency each student intends to study in a year and the units of competency actually achieved by each student in each course
- verify that students have completed the mandatory work placement hours that have been assigned to each course
- prepare students enrolled in 240-hour courses for the optional HSC examination, if the students elect to present for the examination.

Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for any of the optional VET curriculum framework examinations. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examination, such as a trial HSC examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will be used only in the case of a successful illness/ misadventure appeal.

If a student fails to undertake any mandatory work placement component of a VET course it will be determined that the student has not met NESA mandatory work placement requirements. In this case the Principal will indicate that the course has not been satisfactorily completed and the student may be recommended for an 'N' determination.

### Responsibilities

Each student has the responsibility to:

- Understand NESA course requirements and procedures for each course of study
- Follow a pattern of study that meets their educational needs and not make any unapproved changes
- Confirm their pattern of study by signing the *Confirmation of Entry* form
- Communicate to their teacher any changes in their circumstances that may impact on their HSC performance
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks
- Make a serious attempt at each task and act on constructive feedback
- Apply themselves with diligence and sustained effort to the set work and experiences provided in each course
- Submit work that is the student's own work, acknowledging sources which have been consulted and/or quoted
- Adhere to HSC assessment guidelines

Terrigal High School has the responsibility to:

- Develop tasks that meet syllabus requirements in the course
- Publish scope, sequence and timing details of all tasks at the beginning of the assessment year
- Demonstrate an understanding of course content, objectives and outcomes
- Implement classroom assessment procedures according to school and NESA requirements
- Ensure that students have copies of all relevant course documents
- Provide parents/students with information that gives a true reflection of student progress
- Provide quality teaching and learning for year 11 and 12 students, establishing high expectations
- Ensure learning is based on current material and meets student/syllabus needs
- Identify students causing concern and employ strategies to support them and communicate with parents
- Provide strategies to support gifted and talented students
- Provide students with detailed feedback on their performance, in a timely manner.

The Terrigal High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence.



## The Higher School Certificate

School-based assessment tasks will contribute to 50% of the marks for the Higher School Certificate. The school assessment mark will be based on student performance in assessment tasks undertaken during each course. The other 50% of the marks will be based on student performance in the HSC examination for each subject.

The Higher School Certificate is a testamur document, issued by NESA, which states that a student has met all of the requirements and has been awarded a HSC.

On the satisfactory completion of the HSC, students will receive a portfolio containing:

- The Higher School Certificate Testamur – This shows that a student is eligible for the Higher School Certificate. It includes the student's name, school and date of the award. The HSC Testamur is delivered by post in January. Students are able to download their credentials via their Students Online account.
- Higher School Certificate Record of Achievement – The Higher School Certificate (HSC), Record of Achievement (RoSA) including Year 11 grades, and if applicable, Year 10 (Stage 5) grades.



## The Higher School Certificate Record of Achievement

This provides formal recognition of a student's senior secondary school achievements. Stage 6 HSC results, Stage 6 Year 11 results and, if applicable, Stage 5 results will appear on separate pages.



**Assessment mark:** School-based assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit a HSC assessment mark based on performance in these tasks for every student in every course. NESA puts the marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

**Examination mark:** The examination mark for each course shows the student's performance in the HSC examination for that course. The examination consists of a written paper and, for some courses, may include speaking and listening examinations, practical examinations, or major works that are submitted for external marking. Each student's achievement is assessed and reported against set standards of performance.

**HSC mark:** The Higher School Certificate mark is a 50:50 combination of a student's external examination mark and school-based assessment mark for each course.

**Performance Bands:** Student performance in the Higher School Certificate examinations is reported in relation to defined standards (or levels of achievement) using performance bands that have been developed for each course. For 2 Unit courses students receive a mark out of 100 and a place within one of the six performance bands. For Extension courses students receive a mark out of 50 and a place within one of four performance bands.

HSC marks for non-Extension courses are divided into 6 bands:

- Band 6 = 90 - 100 marks
- Band 5 = 80 - 89 marks
- Band 4 = 70 - 79 marks
- Band 3 = 60 - 69 marks
- Band 2 = 50 - 59 marks
- Band 1 = 0 - 49 marks

Each Extension course is divided into 4 bands:

- Band E4 = 45 - 50 marks
- Band E3 = 35 - 44 marks
- Band E2 = 25 - 34 marks
- Band E1 = 0 - 24 marks

Further information relating to standards-referenced assessment can be found at:

<https://arc2.nesa.nsw.edu.au/page/faq/course>

**Stage 6 Year 11 grades:** Schools, using the Common Grade Scale for Year 11 courses, award A – E grades for Stage 6 Year 11 courses (other than Life Skills and Vocational Education and Training (VET) courses).

**Stage 5 grades:** Schools, using the Common Grade Scale and course performance descriptors, award A – E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

## **Moderation**

Detailed information on moderation can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/about-HSC/moderation>



### **The Australian Tertiary Admissions Rank**

The requirements for the Australian Tertiary Admission Rank (ATAR) are determined by the universities. The ATAR is calculated by the Universities Admissions Centre (UAC) on behalf of universities in NSW and the ACT.

To be eligible for an ATAR students must complete at least 10 units of NESA Developed Courses including:

- at least eight units from Category A subjects (no more than 2 units of Category B subjects)
- at least two units of English
- at least three NESA Developed Courses of two units or greater
- at least four subjects

Students wishing to have an ATAR calculated must ensure that this is recorded on their HSC Confirmation of Entry.

Students should refer to the Universities Admissions Centre website at: <https://www.uac.edu.au/>

### **Student Assessment**

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

#### **Assessment:**

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

#### **Assessment for, assessment as, assessment of learning**

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

### **Assessment for Learning**

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

### **Assessment as Learning**

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

### **Assessment of Learning**

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching program or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

### **Using these principles**

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

### Assessment Schedules

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by the Head Teacher. Faculty members maintain a responsibility to ensure that they are aware of relevant assessment schedules and apply these within published timeframes.

#### General Guidelines:

- Assessment in the Year 11 course should not begin before Week 5 of Term 1 for that cohort
- Assessment for the Year 12 course may commence in Term 4 of the year prior to the HSC examination in that course
- Students who have been admitted to the HSC course on probation will need to complete all outstanding assessment tasks for the relevant Year 11 Course by the end of Term 4.

#### Preliminary Examination:

- All courses will have a formal examination (except English Extension 2 and some CEC and BEC courses)
  - Examination papers should mirror the HSC as far as possible in skills, content, duration and difficulty
- Students:
- are required to wear school uniform
  - need only attend during the time of their scheduled examinations
  - are not permitted to leave the examination earlier than the finish time
- If a student is absent from a Preliminary examination they are required to:
    - contact the school on the day of the examination
    - catch-up the task within the scheduled period as arranged by the HT Administration.

### Tasks

The assessment tasks used should be appropriate to the outcomes and components of the course being assessed, for example tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce, improvisations, arrangements, original compositions, portfolios, and presentations of performance. The syllabus provides guidance in relation to the types of tasks that are suitable.

The assessment tasks should allow for a range of marks to allow for discrimination between the performances of individual students and be set at an appropriate level of difficulty that allows the full range of marks to be available.

- Head Teachers are required to validate each task prior to distribution to students.
- All assessment tasks for a course should be completed by each candidate.
- The students will sign to acknowledge the receipt, submission and return of a task.
- Teachers should assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations.



- Students who indicate they are sick on the day of an assessment task should report to the Deputy Principal to discuss whether the student should sit the task and to discuss the required documentation for non-completion.

### Number of Tasks

NESA mandates:

- mandatory components and weightings for both Year 11 and Year 12 courses
- the maximum number of formal assessment tasks is three in Year 11 and four in Year 12
- a maximum of one formal written examination task that mimics the HSC examination per course, with a maximum weighting of 30% for the Year 12 course.

### Assessment Notifications

In addition to the information in this Year 11 Assessment Schedule Booklet, each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of two weeks prior to the task that contains:

- The date and time of the task
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable
- Feedback procedures.

Additional information:

- The format of the notification must be on the agreed school proforma
- All assessment tasks are required to be submitted to the Deputy Principal at least two weeks prior to the distribution of task to students.
- The teacher will sign the notification sheet to indicate the task assesses the outcomes learnt in class and that it meets NESA requirements. This is counter signed by the Head Teacher and Deputy Principal to certify the task.
- Students will be notified of the task and provided the task in person and via their DoE email.
- Students are to sign that they have received the assessment task notification
- A copy of the task notification is filed with the teacher's monitoring folder for the course.
- If a student is absent on the day that a notification for an assessment task is given to students, it is the responsibility of the student to speak to the teacher or Head Teacher to obtain a copy. A digital copy can also be obtained from the student's DoE email inbox.

\*Note: Unless there are exceptional circumstances, an extension of time for the task will not be granted.



## Submission of Assessment Tasks

NESA expects students to attempt all assessment tasks set. NESA requires all students to follow an assessment program and have an assessment mark submitted for all non-VET courses in which they are enrolled.

### Submission of tasks at Terrigal High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

All hand in assessment tasks must be submitted by **9.00am** on the due date. Details of submission will be indicated on the assessment task notification sheet. Students have a responsibility to ensure:

- the correct electronic file is attached
- the file is not corrupt
- all files are backed-up throughout the task

\* Note: Technology fault is not grounds for appeal

HSC takes precedence over all school activities, including excursions, competitions and sporting events. Work placement for VET may be varied to accommodate the assessment due date. Under special circumstances the Principal may grant an exemption.

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. 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.

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.

In cases where task completion is to occur across multiple days, such as Music Viva Voce, every student is required to be prepared for the task completion on the first day of the task and is required to submit a draft of the task on the first day it is due.

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods. In cases where clashes with assessment tasks are unavoidable, students are required to plan alternate assessment scheduling with the Deputy Principal. Students need to be reminded of their responsibilities in checking the time of tasks. If an assessment task is issued prior to work placement, students are required to submit the task by the due date. If the task is a test or examination, students are required to make arrangements to sit the task prior to leaving on placement.

Final submission dates for Practical Works to NESA vary between courses. It is the school's expectation that all HSC practical submissions will be between 90% and 100% complete by the start of Term 3 in the HSC year. Students will be guided and monitored in each course in the development of their practical submission for the HSC. Although this guidance will include advice regarding time management, it is ultimately the responsibility of each student to work consistently over the twelve-month period and ensure that the submission is completed as early as possible. Failure to manage time effectively or to consistently apply themselves to the submission's development may lead to the application of 'N' warnings in that course. The expectation that HSC practical submissions will be between 90% and 100% complete by the start of Term 3 is further subject to the Practical Submission Policy of each faculty. Evidence of progress of work needs to be displayed by students for certification.



Change of dates for assessment tasks to outside the advertised assessment schedule will only be permitted in exceptional circumstances. Approval is required by the Deputy Principal. If the date for an assessment task is approved to be changed from the advertised date in the booklet then at least two weeks' notice in writing will be given to all students concerned. A new assessment schedule will also be issued to all students within the course.

### **Procedures for Task Administration**

For separate classes completing the same course, Head Teachers are required to ensure:

- students receive the same information to ensure consistency in the administration of the assessment task
- where possible, the task should be completed on the same day/period to protect the integrity of the task
- all students have the same examination conditions and experiences
- in subjects where more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

During an assessment task, students must turn off their mobile phone and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

### **Procedures for Awarding Marks**

The HSC requires that a standards-referenced approach be used for assessing and reporting student achievement. In a standards-referenced approach, the assessment mark submitted to NESA will reflect the rank order and relative difference between the achievements of students, based on the extent to which students have demonstrated the achievement of the outcomes.

#### **Marks**

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

Marks are calculated on the basis of the mandatory assessment components and weightings found in the syllabus for each course. Marks will be aggregated to the nearest whole number and ranked accordingly. The assessment marks should show the relative differences between students' performances. This is best achieved when a sufficiently wide mark range is used in allocating the marks for the individual tasks.

Marking guidelines need to be detailed, explicit and show clearly where the marks will be allocated. This information is to be provided for students with the understanding that students can use the assessment criteria to grade their own work to gauge assessment progress and self-assess.

It is stressed that the final assessment mark should not be revealed to the students, but students must be informed that they can receive their final assessment rank. This will be provided as the assessment rank on their Semester Two report.

#### **Moderation**

Tasks may be statistically moderated as these procedures help ensure that the weightings for each task are as intended and reduce the effect of individual task characteristics on overall assessment mark collation. Statistical procedures may not be appropriate in courses with small candidatures. A meeting is held with



the Principal to analyse the final raw and moderated marks for each course as the Principal is required to certify the accuracy of the marks submitted to NESA.

### Feedback

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students.

Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher.

For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance. This advice should indicate:

- Student attainments in the task relative to the outcomes
- Student relative positions within the course group
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or section of).

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

### Procedures for Late Submission and Task Non-Completion

Where a student experiences an illness, misadventure or requires an alteration to an assessment task she/he should obtain an *Illness/Misadventure/Alteration to Task Form* from the Deputy Principal (also available on the THS website and in the appendix of this booklet).

#### Where the teacher of the class is absent on the due date

- In the case of a known absence, arrangements can be made with the respective Head Teacher to reschedule the task or go ahead with the task depending on task nature. In the case of unforeseen absence, the respective faculty Head Teacher will decide to reschedule the task or go ahead with the task depending on task nature.

\*Note: Rescheduling any task must be done in writing and with consideration of other faculty assessment schedules.

#### Where a student is absent on the due date

- Students who for a valid reason (e.g. illness, accident, family, disturbance) are late in submitting a task or fail to complete the task or are absent on the day of task or examination, must complete and submit to the Deputy Principal an *Illness/Misadventure/Alteration to Task 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 an *Illness/Misadventure/Alteration to Task Form* to be

accepted, it must be accompanied by a doctor's/medical certificate, a 'Statutory declaration' form or any other relevant documentation.

- Students who want to apply for an extension must do so on an Illness/Misadventure/Alteration to Task Form before the task is due. Students cannot be given extensions unless an application is made. The faculty Head Teacher and Deputy Principal will decide on a new submission date (if approved).
- 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. The student will be provided with written individual feedback.
- If the excuse is invalid, the task will be marked and a mark of zero included in the student's assessment. The student will be provided with written individual feedback.
- Students have the right to appeal any decisions related to the Illness/Misadventure/Alteration to Task process to the school HSC Assessment Review Panel. The Deputy Principal should be contacted to convene this panel within three days of initial notification.
- 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 may result in zero for the task.
- Students absent during a scheduled examination period must phone the school on the date of the examination to explain the reason for their absence. For the Illness/Misadventure/Alteration to Task Form to be accepted, it must be accompanied by a doctor's/medical certificate, a 'Statutory Declaration' form or any other relevant documentation. The Head Teacher Administration will contact the student to organise a rescheduled exam time. Failure to attend a reschedule examination (unless this extended time is supported with documentation) will result in a zero being awarded for the task.
- 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/Alteration to Task Form.
- Where a written task is to be handed in on a due date or an in-class assessment performed, and the absence is known beforehand, the student must make arrangements for the task to be submitted, or completed, on or before time e.g. sporting commitments, excursions etc.
- Failure to follow the above procedures will result in an N Award warning letter being sent to parents/caregivers of the student.
- Where a student is awarded an estimate mark to be given on a missed task, the mark shall be developed at the discretion of the Principal, taking into account such factors as course outcomes, course rank and individual performance in the course.
- Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Executive and Senior Executive Staff, to design an equitable individualised assessment plan.

Under no circumstances does a suspension from school entitle a student to submit an assessment after the due date. If a student is on suspension from school at the time when an assessment item is due, it remains the student's responsibility to ensure the task is submitted on the due date. It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of suspension. Where appropriate, the student may be asked to complete the task on return from suspension.

### Examples of valid and invalid explanations on an Illness/Misadventure/Alteration to Task Form

Each application for special consideration due to accident, illness, misadventure or alteration 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 (e.g. 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)

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within 5 school days of the official task submission date. Teachers are required to maintain records of this notification on SENTRAL. Teachers are then to issue an 'N' warning notification for all assessment tasks that are incomplete or not submitted and appropriate documentation is not received. Head Teachers are responsible for the monitoring of parent notification and documentation.

#### Invalidity of Assessment Tasks

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration.

An investigation will be undertaken by the Deputy Principal and Head Teacher of the Faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- negotiation with all students affected
- implement an alternate task supplied for the whole or part of the original
- mark adjustment to discount the invalid part of the task
- other, as determined by the Head Teacher and Deputy Principal



## Malpractice

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

- copying 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 section/s or question/s of the task ( a mark of zero may apply to the whole task if the task is an exam or one essay)
- 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:

- Be familiar with the style of acknowledgement required
- 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
- 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
- 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

- 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
- Keep a copy of your working papers to assist you in case you ever need to answer an allegation of plagiarism

### Procedures When Disputes Arise Over Assessment Tasks

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the course teacher. If the issue is not resolved, the task will be retained by the teacher of the course and the students should approach the Head Teacher to request a review. The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is FINAL. The review may result in the final mark remaining the same or higher or being lower than the original mark.

The Head Teacher's decision is final. If the matter cannot be resolved, the student can complete the "Student Request for Assessment Review Form" and the matter referred to the HSC Assessment Review Panel. It should be noted, however, that a teacher's professional judgement cannot be the basis of an appeal.

Students have the right to appeal the mark awarded for an assessment task within 3 days of the marking feedback being given. Students are to complete the Student Request for Assessment Review form and return it to the Deputy Principal.

Investigation into claims and recommendations will be made by this panel. The HSC Assessment Review Panel will consist of a Deputy Principal, Head Teacher (from an alternate faculty) and the Faculty Head Teacher.

The Panel should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task, an estimated mark adjusting marks accordingly, dismiss the student appeal or impose a penalty.

\*Note: The Principal is the final arbiter in all procedural matters.



## N-Determination

If the principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for him/her to correct the problem and satisfactorily complete the course. Where students fail to comply with the school's expectations an 'N' determination warning letter will be issued. A minimum of two warning letters will be sent to parents before the school may recommend to NESAs that a student does not receive an award in a course. This is known as an 'N' Determination and it may result in the non-award of the HSC.

An "N" Warning Letter may be given in circumstances such as the following:

- A student is absent from an assessment task and has not provided acceptable evidence to justify that absence with the first 3 days of return to school
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESAs. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the HSC. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

The Principal will use the following as a guide for N-Determination:

- 50% Rule: In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute in excess of 50% of available marks
- Attendance: A student who attends less than 85% of their lessons would be deemed as causing concern
- Set Tasks and Experiences: Principals must determine if there is sufficient evidence to progress with an N determination for a student's application of diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a decision is made to progress with an N-Determination:

- The principal will notify the parent/carer that in the school's view, their student has not met the completion requirements for the award of the Year 11 RoSA or HSC
- Offer an Appeal form (if required) and review the appeal
- Form an Appeals panel (if required) ○ If the appeal is upheld, award the marks for the course ○ If the appeal is declined, forward all documentation to the NESAs for determination.

If an 'N' determination is given:

- the course will be listed as 'Not Completed' on the Record of Achievement
- the student may be ineligible for the award of a Year 11 RoSA or HSC.



## Disability Provisions

NESA may provide disability provisions for students in the HSC examinations. Disability provisions may assist students to read examination questions and write their answers. Provisions may include rest breaks and extra time. The use of any provision is not written on the student's results. The Learning and Support Teacher is responsible for the identification and management of students requiring disability provisions.

- Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students may need provisions for:
  - a permanent condition, such as diabetes or reading difficulty
  - a temporary condition, such as a broken arm, or
  - an intermittent condition, such as back pain when sitting for long periods
- Principals have the authority to decide on and to implement Disability Provisions for school-based assessment.

Terrigal High School will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component. Students who accessed special provisions for Year 10 should be screened for similar access for senior assessment and examination. The Learning and Support Teacher will develop a list of students requiring disability provisions by the end of Term 1. Additional students may be added during the year.

### Applying for Disability Provisions:

- If you wish to seek disability provisions you must speak to the Learning and Support Teacher (LaST).
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need.
- Evidence will be evaluated against NESA criteria and approved if criteria met.
- If a student is granted the use of a computer, he/she will only have access to a school computer with Wi-Fi access disabled.
- Students who have been awarded disability provisions are to check with the LaST about the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

Further information can be found on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

## Practical and Submitted Works

The following courses require you either to undertake practical examinations or to submit major works or projects:

- |                         |                               |
|-------------------------|-------------------------------|
| ▪ Dance                 | ▪ Music 1 and Music Extension |
| ▪ Drama                 | ▪ Science Extension           |
| ▪ English Extension 2   | ▪ Society and Culture         |
| ▪ History Extension     | ▪ Textiles and Design         |
| ▪ Industrial Technology | ▪ Visual Arts                 |
| ▪ Languages             |                               |

Students are required to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision and that the work is the students' own original work and that any material drawn from other sources or any outside assistance is acknowledged. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks. Teachers should ensure that students understand what malpractice is, and how it relates to their projects. This includes students understanding the requirements regarding outside assistance, and that outside assistance is acknowledged in the project documentation. Students must sign to acknowledge the receipt of NESA guidelines.

Students are required to be provided with written notice of:

- relevant guidelines for the project work so the work falls within NESA and HSC guidelines for size, weight and duration
- examination dates for practical, submitted works and performances.

### Examination Procedures

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
- be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination)
- fill in an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal
- 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.



## HSC Equipment Checklist for Examinations

### What you should bring into your exam room:

- Black pens
- Pencils (at least 2B) and pencil sharpener
- Eraser
- Ruler (marked in mm and cm)
- Highlighters
- Bottle of water in a clear bottle

### What you cannot bring into your exam room:

- A mobile phone. Mobile phones are not permitted in an exam room under any circumstances
- A programmable watch, e.g. a smart watch
- Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads), music players or electronic dictionaries
- Paper or any printed or written material. You can ask your presiding officer for working paper
- Print dictionaries, except where permitted in language exams
- Correction fluid.

Specific course equipment can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>

Students may only use scientific calculators that appear on the NESA's list of approved scientific calculators. The list of approved scientific calculators, can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

## Maintaining Records

Procedures for providing assessment marks for students who transfer into the school after the commencement of the Preliminary course.

- For students who transfer into the school before 30 June in the year of the HSC examination:  
Request the former school forward information regarding:
  - assessment marks, task weightings and rank
  - N-Awards

The marks provided can be used as the basis of estimates for task that have been missed. Tasks attempted after enrolment can also be used to assist this estimate.

- For students who transfer into the school after 30 June in the year of the HSC examination, the previous school is to provide assessment marks.

In the case of VET curriculum framework courses for the HSC, students who have achieved units of competency through study or experience are not required to be reassessed for recognition of those units of competency. However, a qualified assessor from an RTO must have assessed such competencies.



#### Other Relevant Documents/Sites

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>
- <https://arc.nesa.nsw.edu.au/>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/exam-equipment-list>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/f2ef71a2-ea7c-4b96-92f6398fe141925c/english-stage-6-prescriptions-2019-2023.pdf?MOD=AJPERES&CVID=>
- <https://educationstandards.nsw.edu.au/wps/wcm/connect/a74b9113-cfa0-4ca3-9c6cb2d5f6d45c3e/drama-st6-course-prescriptions-2019-21.pdf?MOD=AJPERES&CVID=>
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-creative-arts/visual-arts-syllabus/submitted-works-advice>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/practical-performance-exams>

## ABORIGINAL STUDIES - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	Missions and Reserves (Comparison of 4)	Research Project Local Issue	Preliminary Examination
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9
<b>Outcomes Assessed</b>	P1.1, P1.2, P2.2, P3.1, P3.2, P3.3	P1.3, P3.2, P3.3, P4.1, P4.2	P1.1, P1.2, P2.1, P3.1, P4.3
<b>Components</b>			
Knowledge and understanding of content	10		30
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	20	10	
Research and inquiry methods		10	5
Communication of information, ideas and issues in appropriate forms		10	5
<b><u>TOTAL</u></b>	<b><u>30</u></b>	<b><u>30</u></b>	<b><u>40</u></b>
			<b><u>100</u></b>

## ANCIENT HISTORY – Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Source Analysis and Extended Response	Historical Investigation	Preliminary Examination
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Week 8/9
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	20
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>100</b>



## BIOLOGY - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Depth Study Report and/or Field Presentation	Practical Examination	Preliminary Examination
Timing	Term 2 Week 3	Term 2 Week 10	Term 3 Week 8/9
Outcomes Assessed	BIOL11-1, BIOL11-2, BIOL11-3, BIOL11-4, BIOL11-5, BIOL11-6, BIOL11-7, BIOL11-11	BIOL11-8 BIOL11-9 BIOL11-10	BIOL11-1, BIOL11-2, BIOL11-3, BIOL11-4, BIOL11-5, BIOL11-6, BIOL11-7, BIOL11-8, BIOL11-9, BIOL11-10, BIOL11-11
Components	Weighting %		
Knowledge and understanding of course content	5	10	25
Working scientifically	25	20	15
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>

## BUSINESS STUDIES – Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Research Report	In-class Task	Preliminary Examination
Timing	Term 1 Week 9	Term 2 Week 10	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
Stimulus based skills	10		10
Communication of business information, ideas and issues		10	10
Inquiry and research	10	10	20
<b>TOTAL</b>	<b>30</b>	<b>35</b>	<b>35</b>
			<b>100</b>



# CHEMISTRY - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	First-hand investigation Practical assessment	Depth study Research & report	Preliminary Examination
Timing	Term 2 Week 4	Term 2 Week 9	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	10	20
Working scientifically	20	20	20
<b><u>TOTAL</u></b>	<b><u>30</u></b>	<b><u>30</u></b>	<b><u>40</u></b>
			<b><u>100</u></b>

# COMMUNITY AND FAMILY STUDIES - Preliminary Year 11, 2021

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 9	Term 2 Week 9	Term 3 Week 8/9
Outcomes Assessed	P1.2, P4.1, P4.2, P6.1	P2.4, P3.1, P3.2 P4.1, P4.2	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
<b><u>TOTAL</u></b>	<b><u>35</u></b>	<b><u>35</u></b>	<b><u>30</u></b> <b><u>100</u></b>

**School Name:**
**Student Competency Assessment Schedule**
**Course: Preliminary Construction**
**2021**

Assessment Tasks for Certificate II Construction Pathways CPC20211		Cluster A	Cluster B
Assessment due		Safety	Organise to Communicate
Code	Unit of Competency	Week: Term:	Week: Term:
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

Yearly Examination
Week: Term:
HSC Exam/Inable Units of Competency

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.



## DANCE - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	<b>Presentation of Dance Performance and Process Diary</b> Presentation of performance demonstrating dance technique, and performance quality with informal/oral interview presenting safe dance practice research in Process Diary	<b>Written Core Appreciation Examination</b> Written evaluation of Bangarra's "Ochres" under Examination conditions	<b>Preliminary Examination Presentation of Solo Composition</b> Demonstration Core Composition dance. Including process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9
Outcomes Assessed	P1.1, P1.2, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5 P2.6	P4.1, P4.2, P4.4, P4.5	P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7, P4.3
<b>Components</b>			
Performance	40		40
Composition			30
Appreciation		20	10
<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>40</b>
<b>Weighting %</b>			
Performance	40		40
Composition			30
Appreciation		20	30
<b>TOTAL</b>	<b>40</b>	<b>20</b>	<b>100</b>

# **DRAMA - Preliminary Year 11, 2021**

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	<b>Elements of a Production</b> Students will recognise the collaborative contribution of actors, directors, playwrights, designers and technicians to production. Promotions and program based off the production. Costume design of two characters from the play.	<b>Monologues and Group Performance</b> Monologue performance in the style of realism and group performance influences by theatre practitioners	<b>Theatrical Traditions and Conventions: Contemporary Australian Theme</b> Final examination in style of HSC Essay #1 Elements of Production Essay #2 Contemporary Australian Theme
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
<b>Outcomes Assessed</b>	P1.1, P1.4, P1.6, P1.7, P2.2	P1.1, P1.2, P1.3, P2.1, P2.4, P2.5	P1.8, P2.3, P2.5, P3.1. P3.2, P3.3, P3.4
<b>Components</b>			
Making	20	20	40
Performing	10	20	30
Critically studying			30
<b>TOTAL</b>	<b>30</b>	<b>40</b>	<b>100</b>

# EARTH AND ENVIRONMENTAL SCIENCE - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Practical Examination	Depth Study Report and/or Fieldwork Presentation	Preliminary Examination
Timing	Term 2 Week 4	Term 2 Week 10	Term 3 Week 8/9
Outcomes Assessed	EES11-3, EES11-4, EES11-5, EES11-6, EES11-7, EES11-8	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-7, EES11-11	EES11-1, EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9, EES11-10, EES11-11
Components			Weighting %
Knowledge and understanding of course content	10	5	25
Working scientifically	20	25	15
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>



## ECONOMICS – Preliminary Year 11, 2021

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

# ENGINEERING STUDIES - Preliminary Year 11, 2021

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

# ENGLISH ADVANCED - Preliminary Year 11, 2021

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	Preliminary Examination
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 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
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15
<b>TOTAL</b>	<b>30</b>	<b>40</b>	<b>30</b>
			<b>100</b>



# ENGLISH EXTENSION 1 - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Imaginative Text	Multimodal Presentation on Independent Project	Preliminary Examination
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
Outcomes Assessed	EN11-1, EN11-2, EN11-3	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6	EN11-1 EN11-2
Components			Weighting %
Knowledge and understanding of texts and why they are valued	10	20	20
Skills in complex analysis composition and investigation	20	20	10
<b>TOTAL</b>	<b>30</b>	<b>40</b>	<b>30</b>
			<b>100</b>

# ENGLISH STANDARD - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Imaginative Text Reading to Write Portfolio of Writing	Multimodal Presentation TED-Ed Mini Lesson Contemporary Possibilities	Preliminary Examination
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 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
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15
<b><u>TOTAL</u></b>	<b><u>30</u></b>	<b><u>40</u></b>	<b><u>30</u></b>
			<b><u>100</u></b>

# ENGLISH STUDIES - Preliminary Year 11, 2021

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 9	Term 2 Week 9	Term 3 Week 8/9
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	20	10
Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>	10	20	20
<b>TOTAL</b>	<b>30</b>	<b>40</b>	<b>30</b>
			<b>100</b>



**School Name:**
**Student Competency Assessment Schedule**
**Course: Entertainment Industry - Preliminary**
**2021**

Assessment Tasks for Statement of Attainment towards Certificate III in Live Production and Services CUA30415		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		Safety	The Entertainment Industry	Audio Operations	Lighting Operations	
		Week: Term:	Week: Term:	Week: Term:	Week: Term:	
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCOHS1001A	Work safely in the construction industry	X				
CUAIND301	Work effectively in the creative arts industry		X			
CUAWHS302	Apply work health and safety practices	X	X			
CUASOU301	Undertake live audio operations			X		
CUASOU306	Operate sound reinforcement systems			X		
CUALGT301	Operate basic lighting				X	
CUASTA202	Assist with bump in and bump out of shows				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate III in Live Production and Services CUA30415.

**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.

## EXPLORING EARLY CHILDHOOD - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Pregnancy and Childbirth	Child Growth and Development	Nutrition
Timing	Term 1 Week 8/9	Term 2 Week 9/10	Term 3 Week 8/9
Outcomes Assessed	1.1 2.1 5.1	2.2 4.1 4.3	1.3 1.5 6.1
<b>Components</b>			
Knowledge and understanding of course content	20	5	25
Skills	5	35	10
<b>TOTAL</b>	<b>25</b>	<b>40</b>	<b>35</b>
			<b>Weighting %</b>
			50
			50
			<b>100</b>

## FOOD TECHNOLOGY - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	Food Availability and Selection Research and Preparation	Food Quality, Investigation, Design and Preparation	Preliminary Examination
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9
<b>Outcomes Assessed</b>	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P4.3, P4.4, P5.1
Components			Weighting %
Knowledge and understanding of course content			40
Knowledge and skills in designing, researching, analysing and evaluating	15	15	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20	30
<b>TOTAL</b>	<b>25</b>	<b>35</b>	<b>100</b>



# GEOGRAPHY - Preliminary Year 11, 2021

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 9	Term 3 Week 8/9
Outcomes Assessed	P1, P2, P3 P9, P10	P1, P4, P5, P12	P7, P8, P9, P10, P11, P12
Components			
Knowledge and understanding of course content	20	20	40
Geographical tools and skills	10		20
Geographical inquiry and research, including fieldwork			20
Communication of geographical information, ideas and issues in appropriate forms		10	20
TOTAL	30	30	100

**School Name:**
**Student Competency Assessment Schedule**
**Course: Preliminary Hospitality- Food and Beverage Stream**
**2021**

Assessment Tasks for Certificate II Hospitality SIT20316 Assessment Due:		Cluster A Getting ready for work	Cluster B Practical Café Skills	Cluster C Working relationships	Yearly Examination
Code	Unit of Competency	Week: Term:	Week: Term:	Week: Term:	
SITXFSA001	Use hygienic practices for food safety	X			HSC Examinable Units of Competency
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.

**School Name:**

**Student Competency Assessment Schedule**

**Course: Preliminary – Information and Digital Technology**

**2021**

Assessment Tasks for Statement of Attainment towards Certificate III in Information, Digital Media and Technology ICT30118		Cluster A Systems and Software	Cluster B Working on the Web	Cluster C Advanced Applications	Yearly Examination  Week: 8-9 Term:3
		Week: 10 Term:1	Week: 10 Term:2	Week: 10 Term:3	
Code	Unit of Competency				HSC Examinable Units of Competency
ICTICT203	Operate application software packages	X			
ICTSAS308	Run standard diagnostic tests	X			
ICTWEB302	Build simple website using commercial programs		X		
ICTWEB303	Produce digital images for the web		X		
ICTWEB201	Use social media tools for collaboration and engagement		X		
ICTICT308	Use advanced features of computer applications			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 ICT30118.

**Schools may schedule exam items 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.



## INVESTIGATING SCIENCE - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Practical Investigation	Depth Study Report and/or Fieldwork Presentation	Preliminary Examination
Timing	Term 1 Week 9	Term 2 Week 9	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
Working scientifically	25	25	10
<b><u>TOTAL</u></b>	<b><u>30</u></b>	<b><u>30</u></b>	<b><u>40</u></b>
			<b><u>100</u></b>

# JAPANESE CONTUNUERS – Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Responding in English to aural and 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 9	Term 3 Week 8/9
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
<b>Components</b>			
Speaking		10	10
Listening	10	10	10
Reading	15 (A)		15 (A+B)
Writing	5	10	5
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Weighting %</b>			<b>100</b>

## LEGAL STUDIES - Preliminary Year 11, 2021

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 9	Term 2 Week 4	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
Inquiry and research		15	5
Analysis and evaluation	5	5	10
Communication of legal information, issues and ideas in appropriate forms	5	5	10
<b><u>TOTAL</u></b>	<b><u>30</u></b>	<b><u>30</u></b>	<b><u>40</u></b>
			<b><u>100</u></b>



## MARINE STUDIES - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Practical Application, Safety Assessment and 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			
Knowledge and understanding	5	20	25
Skills	25	15	10
<b>TOTAL</b>	<b>30</b>	<b>35</b>	<b>35</b>
<b>Weighting %</b>			
			<b>50</b>
			<b>50</b>
			<b>100</b>

# MATHEMATICS ADVANCED - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Topic Test	Assignment	Preliminary Examination
Timing	Term 1 Week 8/9	Term 2 Week 9/10	Term 3 Week 8/9
Outcomes Assessed	MA11-1, MA11-2, 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
Problem solving, reasoning and justification	15	15	20
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>

# MATHEMATICS EXTENSION - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Topic Test	Assignment	Preliminary Examination
Timing	Term 1 Week 8/9	Term 2 Week 9/10	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
Problem solving, reasoning and justification	15	15	20
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>

# MATHEMATICS STANDARD - Preliminary Year 11, 2021

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



## MODERN HISTORY – Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	In-class Test	Essay and Logbook	Preliminary Examination
Timing	Term 1 Week 9	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			
Knowledge and understanding of course content	20		20
Historical skills in the analysis and evaluation of sources and interpretations	10	10	
Historical inquiry and research		10	10
Communication of information, ideas and issues in appropriate forms		10	10
TOTAL	30	30	40
			100

## Preliminary Music – Year 11 2021

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

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION - Preliminary Year 11, 2021

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 Week 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
<b>Components</b>			
Knowledge and understanding of course content	5	5	30
Skills in critical thinking, research analysis and communicating	25	25	10
<b>TOTAL</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>Weighting %</b>
			40
			60
			<b>100</b>

## PHYSICS - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Practical Investigation	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, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10, PH11-11	PH11-6, PH11-8, PH11-9, PH11-10, PH11-11
<b>Components</b>			
Knowledge and understanding	5	5	30
Skills working scientifically	25	25	10
<b><u>TOTAL</u></b>	<b><u>30</u></b>	<b><u>30</u></b>	<b><u>40</u></b>
			<b><u>Weighting %</u></b>
Knowledge and understanding			40
Skills working scientifically			60
<b><u>TOTAL</u></b>			<b><u>100</u></b>



## SOCIETY AND CULTURE - Preliminary Year 11, 2021

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 8/9	Term 2 Week 9	Term 3 Week 8/9
Outcomes Assessed	P1, P3, P5	P6, P7, P8, P9, P10	P1, P2, P4
Components			
Knowledge and understanding of course content	10	10	30
Application and evaluation of social and cultural research methods	10	20	
Communication of information, ideas and issues in appropriate forms	10	10	
TOTAL	30	40	30
			100

## SPANISH BEGINNERS – Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
<b>Nature of Task</b>	(Responding to written texts, pronunciation, counting, oral interaction) Topics include introduction, identity and family	(Responding to spoken texts and writing according to a specific text type, oral interaction) Topics include home, daily routine and sport	Preliminary Examination
<b>Timing</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8/9
<b>Outcomes Assessed</b>	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
<b>Components</b>	<b>Weighting %</b>		
Speaking	10	5	5
Listening and responding		20	10
Reading and responding	15		15
Writing in Spanish		10	10
<b>TOTAL</b>	<b>25</b>	<b>35</b>	<b>40</b>
			<b>100</b>

## SPORT, LIFESTYLE AND RECREATION - Preliminary Year 11, 2021

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 and Performance
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
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 and understanding	20	20	10
Skills	15	15	20
<b>TOTAL</b>	<b>35</b>	<b>35</b>	<b>30</b>
			<b>100</b>

## TEXTILES AND DESIGN - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Project 1	Project 2	Preliminary Examination
Timing	Term 2 Week 4	Term 3 Week 9	Term 3 Week 8/9
Outcomes Assessed	P1.1, P1.2, P2.1, P2.2, P2.3	P2.1, P2.2, P2.3, P3.1, P4.1, P6.1	P1.1, P1.2, P3.1, P3.2, P5.1, P6.1
Components			Weighting %
Knowledge and understanding of textiles and the textiles industry	5	5	40
Skills in design, manipulation, experimentation, analysis, manufacture and selection of textiles for specific end purposes using appropriate technologies	20	30	50
<b>TOTAL</b>	<b>25</b>	<b>35</b>	<b>40</b>
			<b>100</b>



## TIMBER - Preliminary Year 11, 2021

Task Number	Task 1	Task 2	Task 3
Nature of Task	Dovetail Box Project and Design Polio	Minor Project and Design Folio	Preliminary Examination
Timing	Term 2 Week 3	Term 3 Week 10	Term 3 Week 8/9
Outcomes Assessed	P1.2, P2.1, P3.1, P4.2, P5.1	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.2, P2.1, P6.2, P7.1, P7.2
Components			
Knowledge and understanding of course content			40
Knowledge and skills in the management, communication and production of projects	20	40	60
<b><u>TOTAL</u></b>	<b><u>20</u></b>	<b><u>40</u></b>	<b><u>100</u></b>
			Weighting %

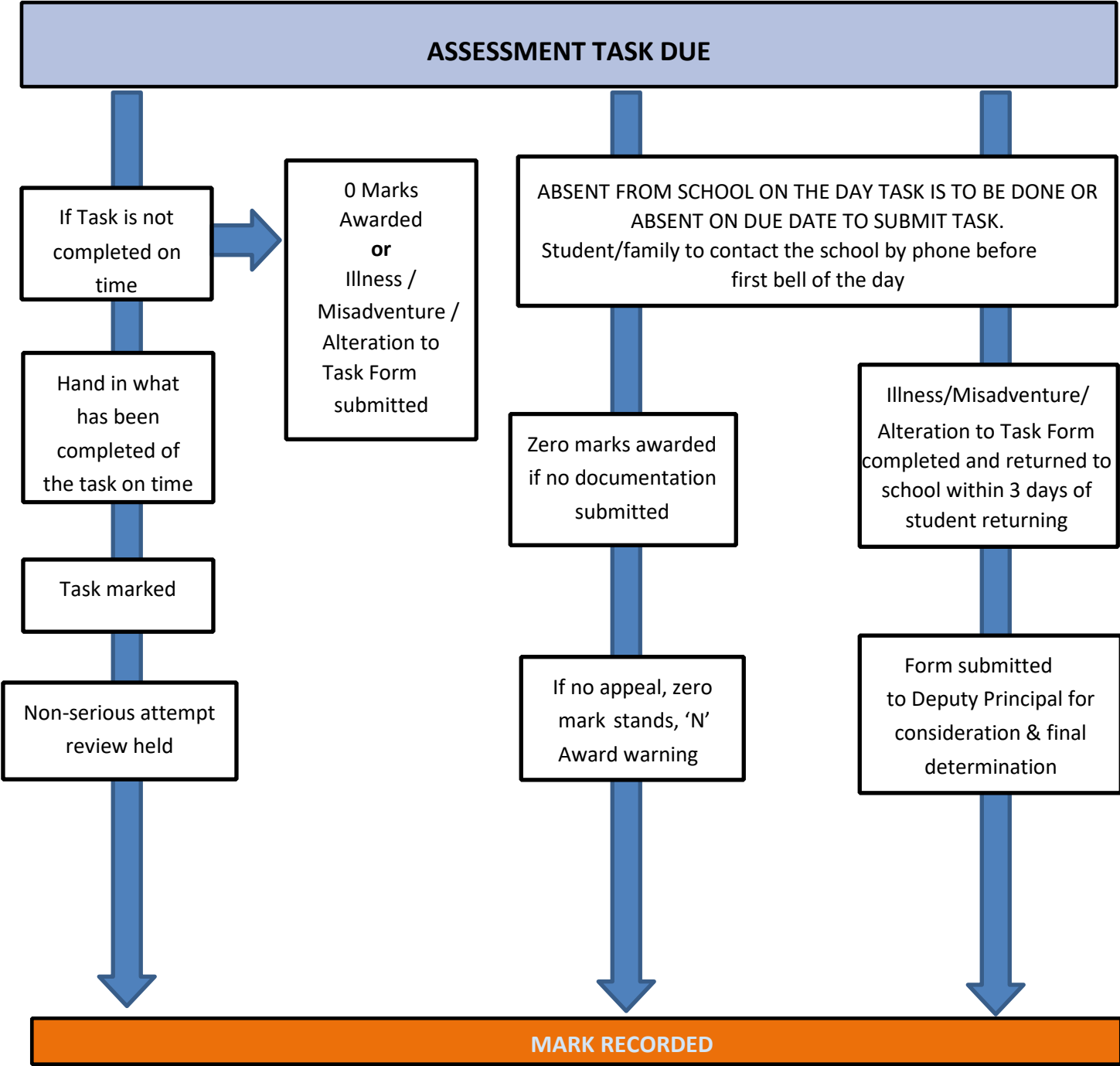
## Preliminary Visual Arts – Year 11 2021

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 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>Traditions and Conventions Part A <i>Prepared essay in class about conventions and traditions of the portrait in painting.</i></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

## Appendices

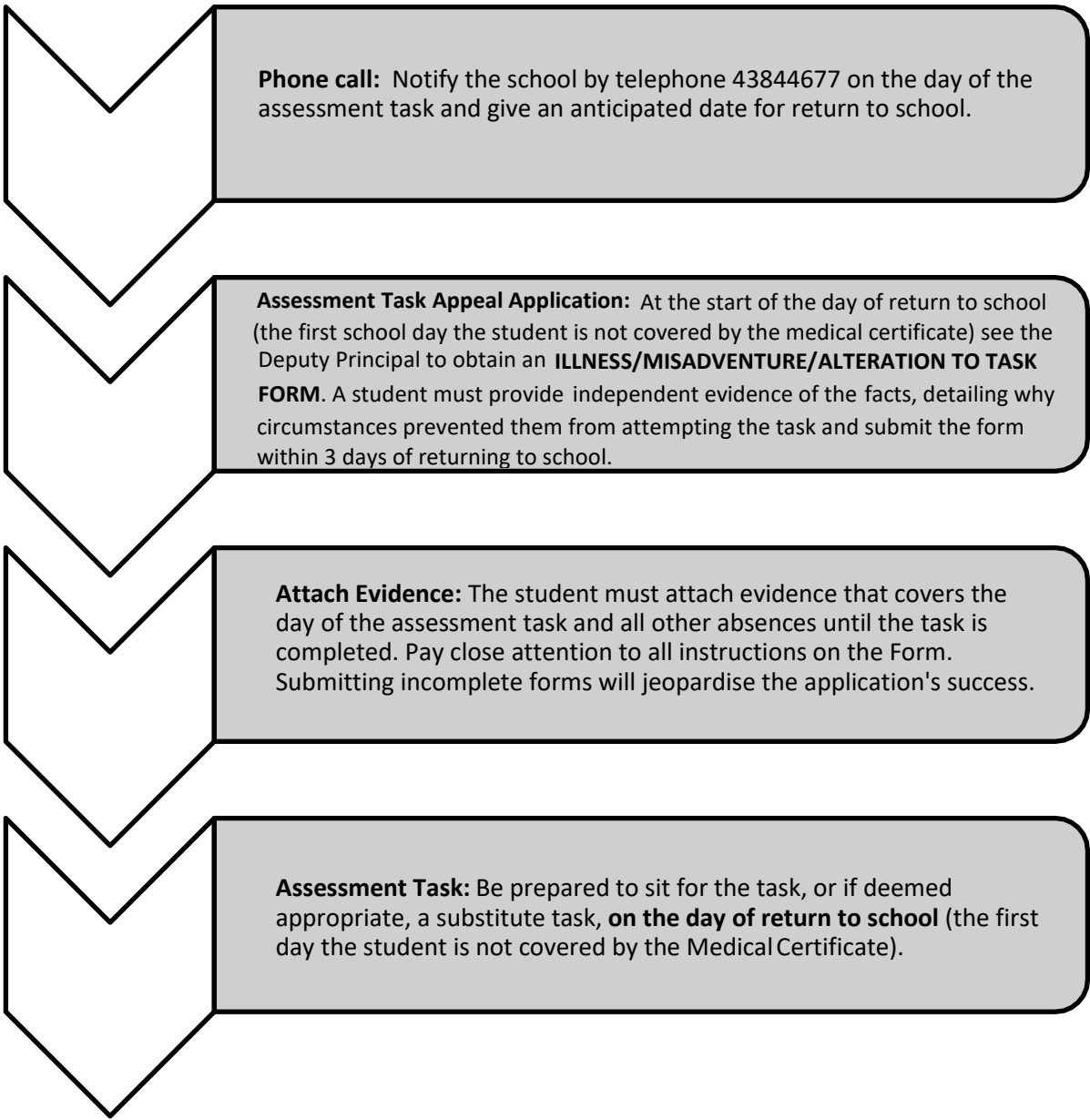
- Assessment Task Flowchart
- Missed Assessment Task Flowchart
- Illness, Misadventure, Alteration to Task Form
- Request for Assessment Review Form
- Quick Guide to Harvard Referencing

ASSESSMENT TASK FLOWCHART



# MISSED ASSESSMENT TASK FLOWCHART

Terrigal High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure/alteration to task process. See the flow chart below. For more information refer to the Terrigal High School Assessment Policy.







## ILLNESS, MISADVENTURE, ALTERATION TO TASK FORM

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

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

**SECTION A: Student is required to complete this page and submit to the Deputy Principal prior to the illness/misadventure/alteration to task being approved/not approved.**

NAME: \_\_\_\_\_ YEAR: 10 / 11 / 12

SUBJECT: \_\_\_\_\_ DATE SUBMITTED TO DEPUTY PRINCIPAL: \_\_\_\_\_

TASK NAME: \_\_\_\_\_ DUE DATE OF ASSESSMENT TASK: \_\_\_\_\_

### TYPE OF ASSESSMENT TASK:

- |  |   |  |   |
|--|---|--|---|
| <input type="checkbox"/> Examination       | <input type="checkbox"/> Topic or Unit Test | <input type="checkbox"/> Research Activity | <input type="checkbox"/> Practical Test |
| <input type="checkbox"/> Oral Presentation | <input type="checkbox"/> Field Work         | <input type="checkbox"/> In Class Task     |   |
| <input type="checkbox"/> Other _____       |   |  |   |

### REASON FOR APPLICATION:

Documentary evidence must be provided, except in exceptional circumstances.

- |                                      |                                       |   |                                 |
|--------------------------------------|---------------------------------------|---|---------------------------------|
| <input type="checkbox"/> Illness     | <input type="checkbox"/> Misadventure | <input type="checkbox"/> Work Placement | <input type="checkbox"/> Travel |
| <input type="checkbox"/> Other _____ |                                       |   |                                 |

*Student is to write an explanation of their reasons. (State sufficient details to support your case for consideration):*

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### SUPPORTING DOCUMENTS (Please attach)

- |  |  |                                       |
|--|--|---------------------------------------|
| <input type="checkbox"/> Medical Certificate | <input type="checkbox"/> Statutory Declaration | <input type="checkbox"/> Other: _____ |
|--|--|---------------------------------------|

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 illness/misadventure/alteration to task being approved / not approved.*

**HEAD TEACHER:** \_\_\_\_\_

Number of days late: \_\_\_\_\_ Maximum mark for task: \_\_\_\_\_

**Comment:**

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Head Teacher Signature: \_\_\_\_\_ **DATE:** \_\_\_\_\_

**SECTION C: To be completed by ROSA/HSC ASSESSMENT REVIEW PANEL**

**Decision:**      Approved / Not Approved

**Outcome:**    ☐ Sit task alternative time as advised by Head Teacher                      ☐ Estimate

☐ Alternative task                      ☐ Adjust marks accordingly

☐ Submit task at alternative time as advised by Head Teacher

**Comment:**

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**Deputy Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

☐ Notification to Teacher and Head Teacher on Sentral

☐ Copy to Student

☐ Original in student file



## REQUEST FOR ASSESSMENT REVIEW FORM

Date of Assessment Task: ..... Course: ..... Teacher: .....

Task Number: ..... Date Submitted to Deputy Principal: .....

Task Name: .....

Student name: ..... Year 10 ☐ Year 11 ☐ Year 12 ☐

I hereby apply for a review of the above Assessment. My reasons for requesting a review are:

*(Student is to write an explanation of their reasons)*

.....

.....

.....

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.....

.....

Student signature: ..... Date: ...../...../.....

*Completed form to be handed to Deputy Principal for FINAL DECISION to be made by the  
ROSA/ HSC Assessment Review Panel*

### RECORD OF DECISION *(Office use only)*

.....

.....

*I have noted the above request and HAVE / HAVE NOT granted the review as per above.*

Deputy Principal signature: ..... Date student notified: .....

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### TO BE COMPLETED BY THE ROSA/HSC ASSESSMENT REVIEW PANEL *(If Required)*

Scheduled Meeting Date: ...../...../..... Venue: .....

☐ Uphold the appeal

☐ Dismissing the appeal

.....

.....

Deputy Principal: ..... Faculty Teacher: .....

Head Teacher: ..... Date: ...../...../.....

# 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](http://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
<b>One author</b> <i>Follow this format for articles from library databases or in print</i>	... notes its prominence (Acciari 2014) OR Acciari (2014) notes that ...	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
<b>Two authors</b> <i>Follow this format for articles from library databases or in print</i>	... notes its prominence (Kummitha & Crutzen 2017) Kummitha and Crutzen (2017) state ...	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
<b>Three authors</b> <i>Follow this format for articles from library databases or in print</i>	... support frameworks (Wilson, Cordier & Wilkes-Gillan 2014) OR Wilson, Cordier and Wilkes-Gillan (2014) state that ...	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
<b>Four or more authors</b> <i>For all in-text citations, use only the first author's name, followed by 'et al.'</i>	... needs a change (Vromen et al. 2017) OR Vromen et al. (2017) suggest ...	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
<b>Corporate author</b> <i>Written by an organisation or a group</i>	... trial (SPRINT Research Group 2015) OR The SPRINT Research Group (2015) concluded that ...	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
<b>Reference within an article (secondary source)</b> <i>Where possible, try to access the work being cited, otherwise follow this pattern</i>	<b><i>For this example, Baker's work from 2008 is being quoted in Bail's 2016 article.</i></b>  ... 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 ...	<b><i>Reference the article you have, not the one being quoted.</i></b>  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

# BOOKS & EBOOKS

TYPE	IN-TEXT CITATION	REFERENCE LIST
<b>One author</b>	... notes its prominence (Weller 2011) OR Weller (2011) notes that ...	Weller, M 2011, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York.
<b>Two authors</b>	... national consistency (Madden & Hogan 1997) OR 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.
<b>Three authors</b>	... (Garner, Ferdinand & Lawson 2016) OR Garner, Ferdinand & Lawson (2016) state that ...	Garner, R, Ferdinand, P & Lawson, S 2016, <i>Introduction to politics</i> , 3rd edn, Oxford University Press, Oxford.
<b>Four or more authors</b> <i>For all in-text citations, use only the first author's name, followed by 'et al.'</i>	... support frameworks (Haralambos et al. 2013) OR 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.
<b>Corporate author</b> <i>Written by an organisation or a group</i>	... in their guide (American Welding Society 2015) OR 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.
<b>Book without a date</b> <i>Use n.d. instead of a year</i>	... about Nelson (Southey n.d.) OR Southey (n.d.) suggests ...	Southey, R n.d., <i>The life of Nelson</i> , Blackie, London.
<b>Chapter from a book</b> <i>Where the same authors have written the whole book</i>	... fill a need (Lumby & Probyn 2003) OR Lumby and Probyn (2003) describe ...	<b><i>As the whole book is written by the same authors, reference the book.</i></b> Lumby, C & Probyn, E 2003, <i>Remote control: new media, new ethics</i> , Cambridge University Press, Port Melbourne.
<b>Chapter from an edited book</b> <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) OR Ashman (2009) notes that ...	<b><i>As the chapter has specific authors listed, reference the chapter not the book.</i></b> 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><b>eBook</b>  <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 &amp; Danaher 2013)  OR  Bhopal and Danaher (2013) suggest ...</p>	<p>Bhopal, K &amp; Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i>, e-book, Bloomsbury Academic, London, viewed 15 February 2018, <a href="https://ebookcentral.proquest.com">https://ebookcentral.proquest.com</a></p>
<p><b>Chapter from an edited e-book</b>  <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 &amp; 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, <a href="https://ebookcentral.proquest.com">https://ebookcentral.proquest.com</a></p>
<p><b>Entries from reference works (encyclopaedias, dictionaries, etc.)</b>  <i>Use title in the place of author if no author is listed. Note that editors do not count as authors.</i></p>	<p><b>No author listed:</b>  ... is tailor-made ('Bespoke' 2009)    <b>Author listed:</b>  ... unfortunate condition (Opitz 2015)  OR  Opitz (2015) contradicts ...</p>	<p><b>No author listed:</b>  'Bespoke' 2009, B. Moore (ed.), <i>Australian concise Oxford dictionary</i>, 5th edn, Oxford University Press, South Melbourne, p. 127.    <b>Author listed:</b>  Opitz, JM 2015, 'Congenital disorder', <i>Encyclopaedia Britannica</i>, viewed 15 February 2018, <a href="http://academic.eb.com/topic/132266/congenital-disorder">http://academic.eb.com/topic/132266/congenital-disorder</a>    <i>Be sure to check with your lecturer if these kinds of resources are suitable for use in your assignments.</i></p>
<p><b>Reference within a book (secondary source)</b>  <i>Where possible, try to access the work being cited, otherwise follow this pattern</i></p>	<p><b>For this example, Grieve and Gear's work from 1996 is being quoted in Kirtley's 2006 book.</b>    ... the pattern (Grieve &amp; 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><b>Reference the book (or chapter) you have, not the resource being quoted.</b>    Kirtley, C 2006, <i>Clinical gait analysis</i>, Elsevier, Edinburgh.</p>

# WEB RESOURCES

TYPE	IN-TEXT CITATION	REFERENCE LIST
<b>Web page with author/s listed</b> <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, <a href="http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/">http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/</a>
<b>Web page with corporate author</b> <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, <a href="https://healthtimes.com.au/hub/aged-care/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/">https://healthtimes.com.au/hub/aged-care/2/news/nc1/the-future-of-aged-care-nursing-in-australia/495/</a>
<b>Web page without author/s</b> <i>Title becomes main entry – use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise (\$250m funding boost for malaria vaccine 2003) <b>Subsequent entries:</b> ... (\$250m funding boost 2003)	<i>\$250m funding boost for malaria vaccine 2003</i> , viewed 15 February 2018, <a href="http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/">http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/</a>
<b>Web page without a date</b> <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, <a href="https://www.midwives.org.au/what-mpr">https://www.midwives.org.au/what-mpr</a>  <b><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></b>
<b>Online document</b> <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, <a href="http://www.hha.org.au/UserFiles/file/Hand%20Hygiene%20Fact%20Sheet%284%29.pdf">http://www.hha.org.au/UserFiles/file/Hand%20Hygiene%20Fact%20Sheet%284%29.pdf</a>
<b>Government report</b> <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, <a href="http://www.health.qld.gov.au/news/stories/140313-lyssavirus.asp">http://www.health.qld.gov.au/news/stories/140313-lyssavirus.asp</a>
<b>Research report</b> <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, <a href="http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf">http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf</a>  <b><i>Where the author listed is a person, include the host organisation's name between the report title and the viewed date</i></b>
<b>Conference paper published online</b>	... 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, <a href="http://aare.edu.au/data/publications/2010/1744Bland.pdf">http://aare.edu.au/data/publications/2010/1744Bland.pdf</a>

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

## OTHER SOURCES

TYPE	IN-TEXT CITATION	REFERENCE LIST
<b>Lectures and PowerPoints Online</b>	... 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.
<b>Personal communication</b> <i>Interviews, letters, emails, material not publicly available, etc.</i>	... was confirmed in her interview (C Dresden 2018, pers. comm. 15 February)	<b><i>Personal communication is not included in your reference list. Be sure to obtain the permission of the person being referred to. Be sure to check with your lecturer if these kinds of resources are suitable for use in your assignments.</i></b>

## ABBREVIATIONS USED IN THE HARVARD REFERENCING STYLE

<b>&amp;</b>	Use an ampersand (&): <ul style="list-style-type: none"> <li>between two authors or before the final author in your reference list, or</li> <li>within the parenthesis in an in-text citation, e.g. <b>(Jackson &amp; Burns 2017)</b>.</li> </ul> Do not use an ampersand when using authors' names in your assignment text – use 'and' instead, e.g. <b>Jackson and Burns (2017) found that ...</b>
<b>ed. or eds.</b>	Used for editor or editors. Do not confuse with edition (below).
<b>edn</b>	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.
<b>et al.</b>	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.
<b>n.d.</b>	Used for references that have no publication/creation date listed.
<b>p.   pp.   para.</b>	<b>p.</b> is used for single page citations; <b>pp.</b> when multiple pages are involved; and <b>para.</b> for websites (count the paragraphs, e.g. <b>para. 3</b> ).
<b>trans.</b>	Used for 'translated by', e.g. <b>trans. M Tanaka</b>