

Gloucester High School 2024 Preliminary Course Information Booklet

Containing

- **Introduction from the Principal**
- **Disability Provisions**
- **Short guide to the GHS Assessment Policy**
- **2024 GHS Assessment Policy**
- **Glossary of key words for assessment and examination questions**
- **Schedule of 2024 Assessment Tasks by Course**
- **2024 Assessment Calendar**
- **Illness/Misadventure Appeal Form**

PRELIMINARY COURSE ASSESSMENT POLICY

This booklet contains the following information and should be read in conjunction with the HSC documents available from the NSW Education Standards Authority (NESA) (<http://educationalstandards.nsw.edu.au>)

- General principles, purposes and rules of the GHS Higher School Certificate Assessment Policy
- Gloucester High's Faculty Assessment Schedules for each 2024 Year 11 course
- Gloucester High's 2024 Year 11 Assessment Calendar
- Glossary of Key Words
- Illness/Misadventure Appeal Form

To be awarded the NSW Higher School Certificate students must first satisfactorily complete the Preliminary Course of their chosen subjects. To satisfactorily complete the HSC in a course, students must complete the internal school-based assessment and the external examination in that course. Both parts of the assessment contribute equally to the Australian Tertiary Admission Rank (ATAR) and as such are a very important assessment for many students. Employers invariably look to the school's judgement of a prospective employee's worth through the assessment mark.

At the presentation of the Higher School Certificate, all students who have attempted Board Developed Courses will be given three separate marks:

- an external examination mark
- a school based assessment mark
- a HSC mark which is a combination of the external exam mark and school-based assessment.

VET Curriculum Framework courses are assessed in terms of the competencies achieved by the students. Students can also elect to sit for a HSC examination in one of these courses which can contribute to their Australian Tertiary Admission Rank (ATAR). There is no school-based assessment schedule for these courses as competencies are accredited when completed through the course.

The specific course assessment policies indicate the various mandatory components as well as providing an indication of assessable tasks and, where applicable, their due date. An assessment calendar is also provided.

Assessment will be based on the following:

- each student's demonstrated achievement of the stated outcomes for each assessment task
- there being no limit on the number of students who can reach top marks.

Student ranks in assessment tasks and cumulative ranks will be available after each task is returned.

Formal reporting will occur midway through Term 2 and early in Term 4, after the Preliminary Year Final examinations. These reports will show the student's examination mark and rank, plus the cumulative assessment rank.

Teachers will use different types of assessment tasks, allowing them to assess the variety of assessment components in a course. A combination of some or all of the following will be used:

- those assessment tasks completed *in class*
- those assessment tasks *submitted* by a due date
- *formal examinations*
- tasks completed or researched outside class time but *presented in class*
- work placements and workplace journals.

The attached Schedule of Assessment Tasks has been designed to meet the requirements specific to each course as set out by NESA in their course syllabus documents. Gloucester High School's Higher School Certificate Assessment Policy is also included. The policy should be carefully read by students and parents to ensure thorough understanding of the procedures and responsibilities. This policy is to be applied in conjunction with the [Assessment Certification and Examination \(ACE\) Manual](http://www.ace.nesa.nsw.edu.au) available at <http://www.ace.nesa.nsw.edu.au>

Student Responsibilities

To satisfy the requirements for a Higher School Certificate and Preliminary Course Record of Achievement a student must:

- make genuine efforts to master course work
- make themselves aware of all rules concerning the completion of their courses and assessment procedures (i.e. this policy booklet in conjunction with the Board of Studies documentation)
- give priority to assessment tasks over all other controllable activities e.g. sporting and social functions

In addition, note that the award of a Higher School Certificate and Preliminary Course Record of Achievement requires satisfactory attendance, satisfactory conduct and a satisfactory level of application and effort over the period of enrolment in the courses studied.

What should students and parents know?

For each assessment task the following should be included:

- what is to be assessed (including outcomes)
- how it will be assessed (marking guidelines)
- when it will be assessed (date due)
- the relative value of each task.

General information contained in this booklet:


- Details concerning; illness and misadventure, zero scores, cheating, appeals, review panel, order-of merit, reports, change of school/course/repeats
- A zero mark shall be awarded for:
 - i) non-submission of an assessment task
 - ii) non-attendance at an assessment task
 - iii) non-serious attempt at an assessment task
 - iv) cheating during the performance of an assessment task.

Please note: Where a candidate has been given zero marks because of the failure to complete assessment tasks totalling 50% or more of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily.

I ask that you complete the separate sheet, indicating that you have received this information about the Preliminary Course Assessment Program and list the names of courses that you are studying in Year 11.

Please contact me at school if you wish to discuss any matters related to assessment.

I wish you well in your endeavours during your Preliminary year.



T Edman
Principal
9 February 2024

ASSESSMENT - DISABILITY PROVISIONS

NESA may approve disability provisions for HSC exams for students with a disability that would, in normal circumstances, prevent them from reading exam questions or communicating responses.

The provisions granted are solely determined by how the student's exam performance is affected. It is not embarrassing to apply for provisions, and more than 7000 HSC students apply for provisions each year.

Provisions help students to show the markers what they know and can do.

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESA determines disability provisions for the Higher School Certificate examinations. To apply for provisions, schools must submit an online application to NESA. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Class teachers need to ensure that all school-based assessment activities are accessible to students with disability. This is a requirement under the *Disability Standards for Education 2005*. Some students with disability need adjustments to assessment activities to enable access to the task. They also need an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Evidence (documentation can be provided by, but is not limited to, a Doctor, a Psychologist, an Occupational Therapist or a Speech Pathologist) of the individual student need **MUST** be provided to the Learning and Support Coordinator to support all HSC Disability Provisions applications.

Teachers/Learning Support Coordinator may talk with you to discuss possible adjustments and decide on and **approve any adjustments** for school-based assessment tasks. Some students may require:

- adjustments to the assessment process
- adjustments to the assessment activities
- alternative formats for responses

Please refer to the following website for further information.

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

Parents and carers are encouraged to contact the school to discuss their child's individual learning needs and whether their child may be eligible for HSC Disability Provisions.

Mrs Margo Cameron
Learning and Support Coordinator

Short Guide to GHS Assessment Policy

SITUATION	RESPONSE
Student is not applying himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.	An initial N determination warning letter will be issued, indicating work required to rectify the situation. As required, a second warning letter will be issued. Should the concern not be addresses,
Student misses class because of school commitments .	It is the responsibility of the student to inform the teacher in advance, to collect any material issued and to complete set work. Failure to do so may result in an N determination warning letter detailing work required.
Student's attendance is of concern, e.g. below 85%.	An N determination warning letter will be issued, indication work required to rectify the situation.
Repeated failure to complete homework .	An N determination warning letter will be issued, indicating worked required to rectify the situation.
Non serious attempt at task.	Zero marks awarded. N determination warning letter sent home. A genuine attempt at the task must be made.
Student knows in advance that he/she is unable to sit for a task on the designated day because of a school endorsed activity or leave.	A student must notify their class teacher and submit an Illness/Misadventure Appeal Form on or before the designated date for the assessment.
Student knows in advance that he/she is unable to submit a task on the designated day because of a school endorsed activity or leave.	Students must notify their class teacher and submit the task before the due date or arrange for the task to be submitted on the due date.
Student fails to sit for a task, or is absent on the designated date, or absent the day before the task is due.	Illness/Misadventure Appeal Form must be submitted on the due date or within twenty four hours of student's return to school. The student should expect to complete the task on the first day of return to school.
Task is submitted after the due date.	Zero marks will apply unless there are grounds for Illness/Misadventure. If absent, the student should expect to submit the task on the first day of return to school. An Ill/Misadventure Appeal Form must be provided within twenty four hours of the student's return to school. If not possible within 3 days, contact the school. If present, the student should submit an Illness/Misadventure Appeal Form on the day the task is due.
Student is unable submit an Illness/Misadventure Appeal Form within three days of the task.	Contact must be made with the school, preferably on the day but within three days and arrangements must be made for submission of the Illness/Misadventure Appeal From. An N determination warning letter will be issued, indicating negotiated task completion details.
Student submits an Illness/Misadventure Appeal Form within the required time.	Deputy Principal or Principal and Head Teacher consider the appeal in consultation with class teacher and notifies student of the outcome.
Illness/Misadventure Appeal is upheld .	Marks awarded for completed task.
Illness/Misadventure appeal is dismissed .	Zero marks awarded and letter sent notifying of this. Student may appeal the decision. N determination warning letter sent home if the task has not been submitted. Student is still required to complete the task.
Student fails to submit an Illness/Misadventure Appeal Form as required above.	Zero marks awarded and letter sent notifying of this. N determination warning letter sent home if the task has not been submitted. Student is still required to complete the task.
Task is not completed or submitted on the due date and student has no grounds for Illness/Misadventure appeal.	Zero marks awarded and letter sent notifying of this. N determination warning letter sent home. Student is still required to complete the task.

GLoucester High School Preliminary & Higher School Certificate Course Assessment Policy

1. Assessment Periods

The Preliminary Assessment period will commence after Week 5 of Term 1 and finish at the end of Term 3 in Year 11. The HSC Assessment period will commence in Term 4 of Year 11 and finish mid-Term 3 of Year 12.

2. Assessment free periods

Notwithstanding the overall Assessment periods identified in point 1, there are two assessment free periods in Year 12 and two in Year 11:

Year 12

- i) weeks 3 and 4 of Term 4 (the first term of Yr 12), for VET-related work placements;
- ii) weeks 3 and 4 of Term 3 – the 2 weeks prior to the HSC Trial examinations.

Year 11

- i) weeks 2 and 3 of Term 3, for VET-related work placements;
- ii) late Term 2/early Term 3, Jindabyne Year excursion.

3. Task Notification

Students will be informed in writing of the specific requirements, outcomes and marking guidelines for each assessment task. This will be made available to students at **least two weeks** in advance of the proposed due date. Note that the task notification does not apply to examination assessment tasks held in the nominated examination period.

For each assessment task, the notification will include:

- i) the specific course outcomes that are being assessed;
- ii) marking criteria describing how the task will be assessed;
- iii) the date the task is due; and
- iv) how the task is to be submitted.

Teachers will require students to sign a register to indicate receipt of task notification.

It is the responsibility of an absent student to check with the teacher about missed task information upon their return to school. Being absent when task notification is issued does not automatically warrant an extension of time for the task.

4. Impact of mandatory work placements

Students who consider that their ability to complete a task will be adversely affected by a requirement to complete a mandatory work placement should discuss their situation with their teacher at the time the task notification is issued. In approved cases, appropriate adjustments will be developed to enable the student to have equal opportunity to complete and submit the task.

5. Applying for additional support for school-based tasks

Students requiring additional support to access a school-based task have the right to apply for special provisions to assist them complete the task. Such provisions may include help with writing/reading/interpreting the task, additional time, separate supervision or, in some cases, a modified or alternative task.

Students needing additional support should speak with their classroom teacher and/or the Learning Support Coordinator (Mrs Cameron) as soon as possible after the receipt of the task notification.

In approved cases, appropriate adjustments are implemented for that student and the student then completes and submits the task. Any adjustments to tasks for students with additional learning needs will be consistent with the Disability Standards for Education Act (2005).

Attachment A contains a flowchart outlining the special provisions process for school-based assessment tasks.

Accessing HSC Disability Provisions

It is important to note that there is a completely separate process managed by the New South Wales Education Standards Authority (NESA) for students wanting to apply for additional support during formal HSC examinations. Students with a diagnosed disability or an identified additional need may apply for examination provisions such as a reader, separate supervision, rest breaks, extra time and/or a writer. NESA has a comprehensive application process that requires a collaborative approach including the student, teachers, families and any external agencies to provide evidence supporting the student's application for special provisions.

The school must submit applications for HSC Disability Provisions to NESA by the end of Term 1 2024. Any student who is interested in applying for additional support during HSC examinations should speak with the Learning Support Coordinator and/or their teacher at the earliest opportunity so that the application can be completed and submitted on time.

6. Submission of Drafts

In subjects where a draft task can be handed to a teacher for feedback before the task is due, one draft for any task or section will be allowed, unless otherwise stated by the teacher in the task notification. Students are encouraged to present drafts to assist with their learning. A draft can only be given to the class teacher and must be done at least 5 school days before the due date for that task. No other teacher is to be approached for feedback unless the class teacher gives written approval in the notification.

7. Submitting Tasks

Assessments are to be completed and submitted to the teacher before the due date specified in the Assessment Task Notification. Teachers will require students to sign a register to indicate submission of the task (including time and date).

Where a student is unable to submit a task personally, they are to make alternative arrangements to ensure that their task is submitted by the due date.

Where a student expects that they will not be able to submit their task on time, they are to initiate discussions with their teacher regarding the reasons for the delay as early as possible.

Extensions of time will only be given in exceptional circumstances and usually only with prior negotiation.

8. Task completed on time but performance affected by illness/misadventure

Any student that has submitted a task on time but considers that their performance in the lead-up to the task or on the day of the task has been adversely affected by illness and/or misadventure¹ is entitled to apply for special consideration.

Students should inform their teacher as soon as practical of their illness/misadventure and the impact that it has had on their performance.

Students wanting to apply for special consideration are required to complete an Illness/Misadventure form².

- In the case of illness, the application should include appropriate supporting information such as a Medical Certificate, statements from health professionals, comments/observations from teachers and other documentation (such as a Statutory Declaration) from relevant independent sources relating to the illness.
- In the case of misadventure, the application should include independent evidence (such as a Statutory Declaration) describing the event/situation.

An Illness/Misadventure application without sufficient evidence may be rejected by the school.

¹ Misadventure is defined as any event beyond the student's control - such as involvement in a traffic accident, natural disaster, death of a close friend or family member - which the student believes diminished their performance in the task/examination

² A copy of the school's Illness/Misadventure form is attached at the end of this policy

The Illness/Misadventure form should be completed and submitted as soon as practical. As a general rule, the application should be submitted within three school days of the due date of the task.

In most cases, a separate Illness/Misadventure form will need to be submitted for each task affected³.

The following are not considered valid reasons for an Illness/Misadventure application:

- i) difficulties in preparation or loss of preparation time due to computer/printer malfunction or other technology fault;
- ii) alleged deficiencies in teaching;
- iii) long-term illness such as glandular fever (unless there has been a flare-up of the condition during the examination or assessment period);
- iv) misreading the assessment task or examination instructions;
- v) misreading the examination timetable; or
- vi) other commitments including but not limited to holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations.

9. Tasks submitted on time but student away from school immediately prior to the due date

In the absence of any illness/misadventure, the expectation is that students attend each and every school day, including the days immediately prior to a task's due date.

The teacher managing the assessment task will monitor student attendance in the days prior to a task being due. Where a student is absent from school immediately prior to the task being due, the student will be required to submit an Illness/Misadventure application, with appropriate supporting documentation, explaining the reason for their absence.

In cases where an Illness/Misadventure application has either not been submitted or submitted but not accepted, the school may adjust the student's marks for that task. In considering what adjustment may be appropriate, the school will take into account the adjustments given to tasks submitted late⁴.

10. Tasks submitted late

10.1: Late Due to Illness/Misadventure

Students are entitled to apply for special consideration when they believe that illness or misadventure prevented them from completing the task by the due date.

Students should inform their teacher as soon as practical of their illness/misadventure and the impact that it has had on their performance.

Students wanting to apply for special consideration are required to complete an Illness/Misadventure form and follow the process described in point 8. Unless agreed otherwise, an application for Illness/Misadventure must be completed and submitted within three school days of the student's return to school.

In approved cases, the student may be given an extension of time or an adjusted/alternative task. The student is expected to complete and submit the task in accordance with these adjustments.

In exceptional circumstances, such as where undertaking a substitute task is not feasible or reasonable or where the missed task is difficult to duplicate, the class teacher in conjunction with the relevant Head Teacher may give the student an estimated mark for that task based on other appropriate evidence.

³ In extreme circumstances, an Illness/Misadventure application form may be submitted by a support person on behalf of the student and a single application may cover multiple tasks

⁴ as described under section 10

10.2: Late Tasks submitted within 24 hours⁵ of the due date

Where no alternative arrangements have been agreed and there is no approved Illness/Misadventure application, if an assessment task is submitted late but within one school day of the due time, a student will lose 25% of their mark for that task.

Where there is an approved Illness/Misadventure application, late in this context refers to tasks submitted 24 hours/within one school day after any adjusted due date.

Where the task is a written test or examination, such as a HSC Trial examination, unless alternative arrangements have been agreed prior to the examination or an Illness/Misadventure application is approved, students missing an examination will be awarded a zero mark.

10.3: Tasks submitted later than 24 hours after due date

Tasks submitted more than 24 hours late/beyond one school day but within 48 hours/two school days of the due time will lose 50% of their mark for that task.

For approved Illness/Misadventure applications, this provision applies to tasks submitted later than 24 hours/one school day but within 48 hours/two school days of any adjusted due date.

Tasks submitted more than 48 hours/two school days after the due date will receive a zero mark.

11. Failure to make a genuine attempt at completing an assessment task

To successfully complete a HSC course, a student must make a genuine attempt at assessment tasks that contribute in excess of 50 per cent of the available marks for the school-based assessment.

Where a student has not completed a task and there is no approved Illness/Misadventure application, this will be deemed a non-genuine attempt.

Where a student has completed a task but been awarded a zero mark for that task, their teacher will use professional judgement to determine whether the student has made a genuine attempt at that task.

Where a student is deemed to have not made a genuine attempt, the student becomes at risk of not meeting the school-based requirements for successfully completing that course.

In such a situation, a Non-completion of Task Warning letter will be issued. This letter will specify the action required by the student to make a satisfactory attempt at the task and the possible consequences should the student ultimately receive a non-completion determination for that course.

12. Non-completion determination for a course

Should a student fail to meet the requirement of making a genuine attempt at completing assessment tasks that contribute in excess of 50 per cent of the available marks for the school-based assessment component of a course, the student will receive a non-completion determination for that course.

Such a determination means that:

- i) the student will not receive a result for that course;
- ii) the course will not be listed on the student's HSC Record of Achievement; and
- iii) the course will not count towards the student's HSC pattern of study.

In many cases, this third consequence is likely to mean that the student is no longer eligible for the award of the Higher School Certificate (HSC).

13. Reporting of Task Results

Results of individual tasks will be reported to students in the form of a mark and a rank, in addition to teacher comments. The mark awarded for an assessment task may only be questioned within 24 hours of the return of the task⁶. From that point, the mark for the assessment task will stand.

⁵ For a task due 9am Thursday, 24 hours means 9am the following school day ie Friday. For a task due 9am Friday, 24 hours is deemed to mean 9am the following school day ie Monday

⁶ For tasks returned on a Friday, 24 hours is deemed to mean 9am the following school day

A flowchart showing the processes applying to school-based assessment tasks as described in points 3–13 is annexed as *Attachment B*.

14. **Malpractice**

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others.

Malpractice includes but is not limited to:

- i) copying part or all of someone else's work and presenting it as your own
- ii) using material directly from books, journals, electronic media or the internet without acknowledging its source
- iii) using Artificial Intelligence (AI) tools, including but not limited to Chat GPT and GrammarlyGo, to compose part of and/or substantially to your assessment task
- iv) building on someone else's ideas without stating their source
- v) buying, stealing or borrowing someone else's work and presenting it as your own
- vi) submitting work that someone else, eg a parent, tutor or subject expert, substantially contributed to
- vii) using someone else's words, ideas, designs or work in projects and performance tasks without mentioning the source
- viii) paying someone to write or prepare material and presenting it as your own
- ix) not acknowledging any work completed by others for your submitted work/performance
- x) breaching school examination rules
- xi) cheating in an HSC examination
- xii) using non-approved aids in a school-based assessment task
- xiii) giving false reasons for not handing in work by the due date
- xiv) helping another student to engage in malpractice
- xv) providing fraudulent evidence in applications for disability provisions or illness/misadventure
- xvi) being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any HSC examination – irrespective of whether such actions occur before, during or after such an exam or assessment.

If you are suspected of malpractice, you will need to show that all unacknowledged work is entirely your own. You might need to:

- Prove and explain your work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how your ideas developed.
- Answer questions about the assessment task, exam or submitted work being investigated to show your knowledge, understanding and skills.

All HSC students are required to complete the "All My Own Work" course and must understand that student work, submitted for assessment must be the sole effort of the student.

Where a student's submitted work is wholly or significantly not their own, or in other cases of malpractice, it will be treated as a Non-completion of the task, given a zero (0) mark and an "N" Determination warning letter will be issued.

Students must resubmit the task in order to satisfy course requirements.

All cases of proven malpractice that have resulted in a zero mark will be forwarded to NESA.

Where the malpractice applies to only a portion of the task, the teacher may choose to award zero for that part of the task and mark remaining parts of the task on their merit.

15. Appeals

A student may appeal against a zero score or against the awarded order-of-merit (final course ranking) but only on the basis of the procedures employed - not the actual mark awarded. An appeal shall be in writing stating reasons and/or explanations, signed by a parent/ and the student and submitted to the Principal.

An appeal should be lodged within five school days of the announced result of an assessment task or the awarded order-of-merit.

16. Assessment Panel

To ensure consistency in the application of this policy, the Principal will establish an Assessment Panel comprising the Deputy, a Head Teacher and a classroom teacher. Panel members will be appointed annually.

The role of the Assessment Panel is to:

- i) develop, review and amend this policy as required;
- ii) inform staff and students about this policy and its associated procedures; and to
- iii) consider and make recommendations to the Principal on matters arising from this policy including but not limited to:
 - Illness/Misadventure applications
 - non-completion of course determinations
 - malpractice
 - the validity of a task⁷
 - proposed adjustments to the assessment schedule⁸.

In fulfilling its responsibilities the Assessment Panel may consult with relevant staff, students and/or other individuals as it considers appropriate.

17. Students who change courses/schools or repeat Year 12

For students who transfer before the start of the Assessment Period, no action is necessary.

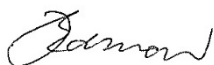
For students who transfer after the assessment commences and before the closing date for HSC entry in Year 12, the receiving school must prepare an assessment based on assessment tasks completed at the receiving school. The Principal may take into consideration information from the sending school.

For students who transfer between the final date for HSC entry and the time for the submission of school assessments, the sending school will provide the assessment. In these cases the student's moderated assessment will be determined using the scaled examination of the sending school.

For a student repeating Year 12, assessment will be based on Year 12 of their repeating year only.

18. Implementation of this policy

This policy comes into effect upon signature.



26 October 2023

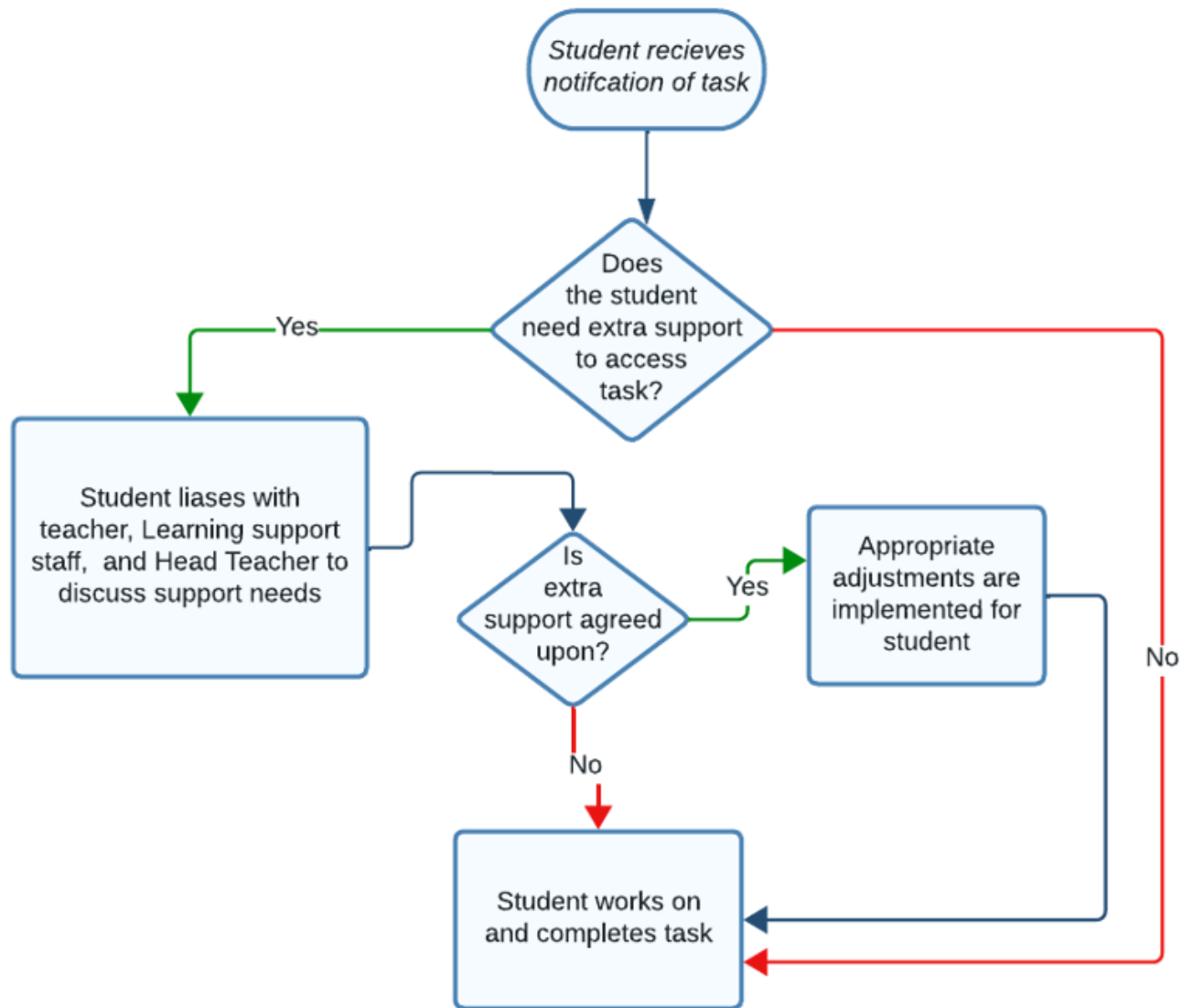
Trudi Edman

Principal

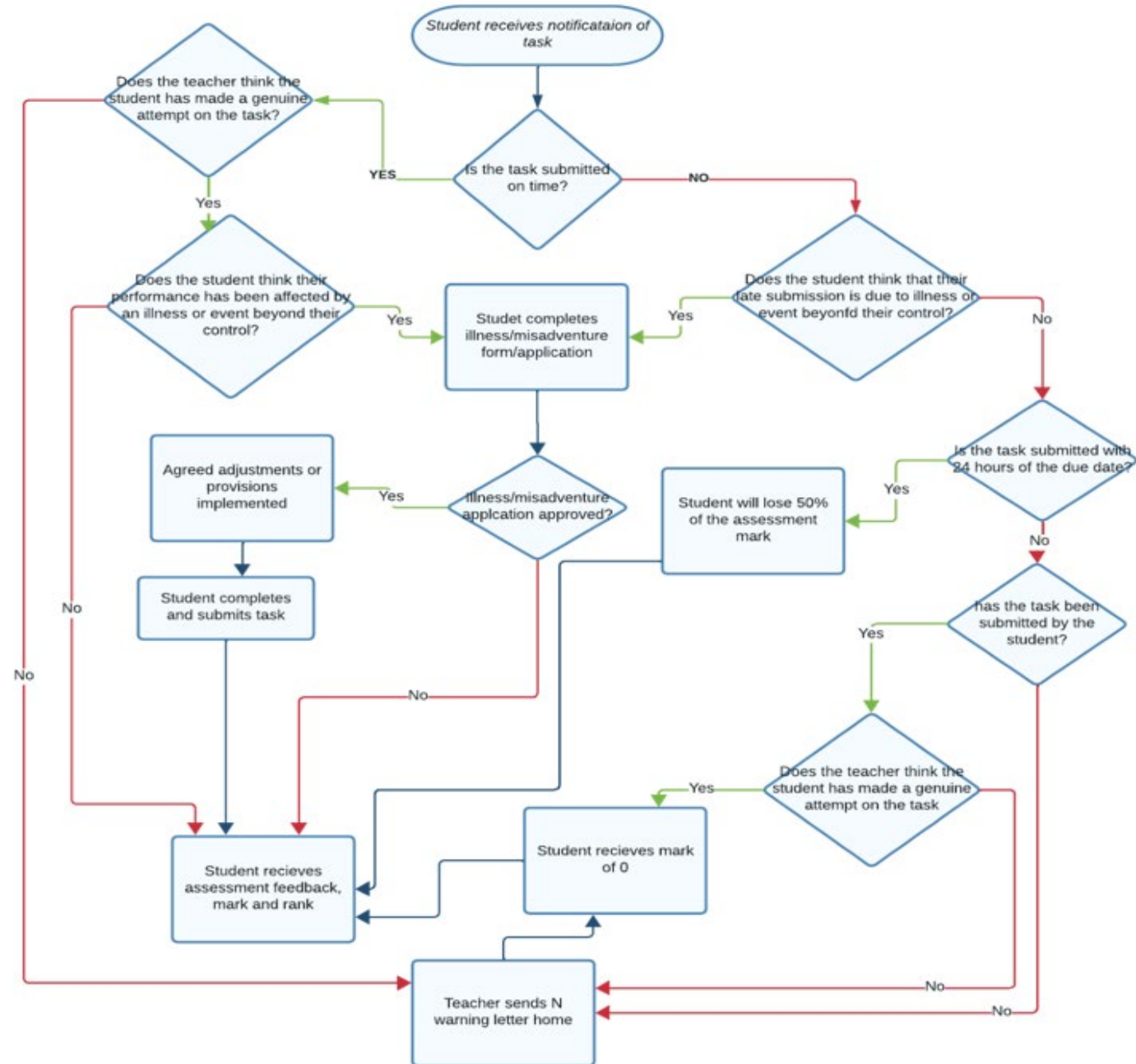
⁷ The Principal will determine an appropriate course of action should a task or part thereof be found to be invalid

⁸ Students will be given at least two weeks written notice of any approved change to the assessment schedule

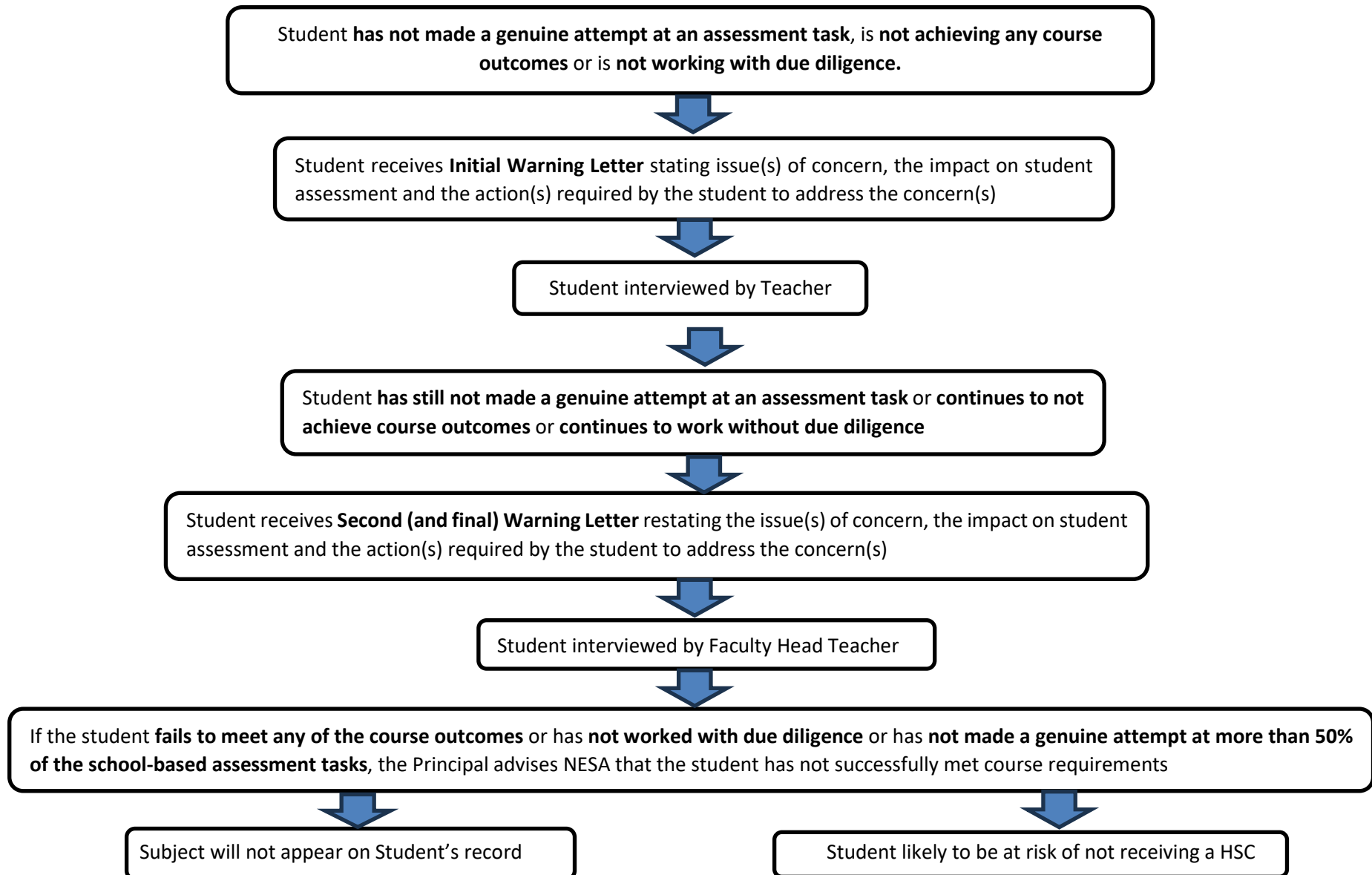
Attachment A: Applying for Special Provisions for School-based Assessment Tasks



**Attachment B:
Processes Applying to School
Assessment Tasks**



Attachment C: Gloucester High School N-Notification Procedures



Glossary of Key Words

This glossary contains key words that appear frequently in NESA syllabuses, performance descriptions and examinations. The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Account

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse

Identify components and the relationship between them; draw out and relate implications

Apply

Use, utilise, employ in a particular situation

Appreciate

Make a judgement about the value of

Assess

Make a judgement of value, quality, outcomes, results or size

Calculate

Ascertain/determine from given facts, figures or information

Clarify

Make clear or plain

Classify

Arrange or include in classes/categories

Compare

Show how things are similar or different

Construct

Make; build; put together items or arguments

Contrast

Show how things are different or opposite

Critically (analyse/evaluate)

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce

Draw conclusions

Define

State meaning and identify essential qualities

Demonstrate

Show by example

Describe

Provide characteristics and features

Discuss

Identify issues and provide points for and/or against

Distinguish

Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate

Make a judgement based on criteria; determine the value of

Examine

Inquire into

Explain

Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract

Choose relevant and/or appropriate details

Extrapolate

Infer from what is known

Identify

Recognise and name

Interpret

Draw meaning from

Investigate

Plan, inquire into and draw conclusions about

Justify

Support an argument or conclusion

Outline

Sketch in general terms; indicate the main features of

Predict

Suggest what may happen based on available information

Propose

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall

Present remembered ideas, facts or experiences

Recommend

Provide reasons in favour

Recount

Retell a series of events

Summarise

Express, concisely, the relevant details

Synthesise

Putting together various elements to make a whole

PRELIMINARY COURSE SCHEDULE OF ASSESSMENT TASKS 2024

Note: VET Courses are listed at the end of this section

AGRICULTURE

Nature of task	Task 1 Practical Report	Task 2 Farm Case Study	Task 3 Yearly Examination <i>All Topics</i>	Total
Date	T2 W2	T3 W1	T3 W9/10	
Outcomes assessed	P1.2, P2.1, P2.2, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	All outcomes	
Components				
Overview	10		5	15%
Farm Case Study		20	5	25%
Plant Production	20		10	30%
Animal Production		10	20	30%
Total %	30%	30%	40%	100%

BIOLOGY

Nature of task	Task 1 Practical Investigation <i>Function of Enzymes</i>	Task 2 Depth Study <i>Biological Diversity</i> Divergent and Convergent Evolution	Task 3 Yearly Examination <i>All Topics</i>	Total
Date	T1 W8	T2 W8	T3 W9/10	
Outcomes assessed	Bio 11-1 Bio 11-2 Bio 11-3 Bio 11-7 Bio 11-9	Bio 11-1 Bio 11-4 Bio 11-5 Bio 11-6 INS 11-7 Bio 11-10	Bio 11-1 to Bio 11-15	
Components				
Knowledge and Understanding	10	15	15	40
Skills in Working Scientifically	20	25	15	60
Total %	30%	40%	30%	100%

BUSINESS STUDIES

Nature of task	Task 1 Nature of Business	Task 2 Business Planning	Task 3 Yearly Examination <i>All Topics</i>	Total
Date	T1 W9	T3 W5	T3 9/10	
Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P	All	
Components				
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	25%	35%	40%	100%

CHEMISTRY

Nature of task	Task 1 Practical Investigation <i>Making and diluting solutions using volumetric glassware</i>	Task 2 Depth Study <i>Chemical Reactions</i>	Task 3 Yearly Examination <i>All Topics</i>	Total
Date	T2 W2	T2 W9	T3 W9/10	
Outcomes assessed	CH11-1 to CH11-5 CH11-7	CH11-1 to CH11-5 CH11-7 CH11-9 CH11-10	CH11-1 to CH11-7 and CH11-8 to CH11-11	
Components				
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content		20	20	40
Total %	20	40	40	100

COMMUNITY AND FAMILY STUDIES (CAFS)

Nature of task	Task 1 Presentation	Task 2 Investigation	Task 3 Yearly Examination <i>All Topics</i>	Total
Date	T1 W10	T2 W9	T3 W9/10	
Outcomes assessed	1.1, 1.2, 2.1, 2.3, 4.1, 4.2, 5.1, 6.1, 6.2	1.1, 1.2, 2.4, 3.1, 4.1, 4.2	1.1, 1.2, 2.1, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2	
Components				
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	35	35	100

ENGLISH ADVANCED

Nature of task	Task 1 Reading to Write	Task 2 Module A: Narratives that Shape our World	Task 3 Yearly Examination All Modules	Total
Date	T1 W10	T3 W1	T3 W 9/10	
Outcomes assessed	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-9	All	
Components				
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15%	15%	20%	50%
Total %	30%	30%	40%	100%

ENGLISH STANDARD

Nature of task	Task 1 Imaginative and reflective writing Reading to Write	Task 2 Digital Essay Contemporary Possibilities (Multimodal)	Task 3 Yearly Examination Modules A and B	Total
Date	T1 W10	T2 W9	T3 W 9/10	
Outcomes assessed	EN11-3, EN11-5, EN11-9	EN11- 1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN116, EN11-8	
Components				
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15	20	15	50
Total %	30	40	30	100

ENGLISH STUDIES

Nature of task	Task 1 Job Interview and Resume	Task 2 Motivational Speech	Task 3 Portfolio of Work	Total
Date	T1 W9	T2 W6	T3 W5	
Outcomes assessed	ES11-1, ES11-2, ES11-3, ES11-4, ES11-6, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-8, ES11-9, ES11-10	ES11-1, ES11-2, ES11-4, ES11-6, ES11-7, ES11-9, ES11-10	
Components				
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

INDUSTRIAL TECHNOLOGY (Timber)

Nature of task	Task 1 Industry Study	Task 2 Practical & Folio	Task 3 Yearly Examination	Total
Date	T1 W11	T3 W1	T3 W9/10	
Outcomes assessed	Outcomes: 1.1, 1.2, 5.1, 7.1	Outcomes: 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2	Outcomes: All Outcomes	
Components				
Industry Study	10		5	15%
Design		10		10%
Management and Communication	5	10	5	20%
Production		20	20	40%
Industry Related Manufacturing Technology	5		10	15%
Total %	30%	30%	40%	100%

INVESTIGATING SCIENCE

Nature of task	Task 1 Practical Investigation <i>Cause and Effect - Observing</i>	Task 2 Depth Study <i>Cause and Effect – Inference and Generalisations Scientific Models</i>	Task 3 Yearly Examination <i>All Topics</i>	Total
Date	T1 W7	T2 W8	T3 W9/10	
Outcomes assessed	INS 11-1 INS 11-2 INS 11-3 INS 11-4 INS 11-5 INS 11-7 INS 11-8	INS 11-1 INS 11-4 INS 11-5 INS 11-6 INS 11-7 INS 11-9 INS 11-10	INS 11-1 to INS 11-15	
Components				
Knowledge and understanding	10	15	15	40
Skills in Working Scientifically	20	25	15	60
Total %	30%	40%	30%	100%

MATHEMATICS EXTENSION (1 Unit)

Nature of task	Task 1 Open Book Written Test	Task 2 Project	Task 3 Yearly examination <i>All topics</i>	Total
Date	T1 W10	T2 W6	T3 W9/10	
Outcomes assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-5, ME11-6, ME11-7	All outcomes ME11-1 – ME11-7	
Components				
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

MATHEMATICS ADVANCED

Nature of task	Task 1 Open Book Written Test	Task 2 Project	Task 3 Yearly examination <i>All topics</i>	Total
Date	T1 W11	T2 W9	T3 W9/10	
Outcomes assessed	MA11-1, MA11-2, MA11-3, MA11-9	MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	All outcomes MA11-1 – MA11-9	
Components				
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

MATHEMATICS STANDARD

Nature of task	Task 1 Open Book Written Test	Task 2 Project	Task 3 Yearly examination <i>All topics</i>	Total
Date	T1 W11	T3 W1	T3 W9/10	
Outcomes assessed	MS11-3, MS11-4, MS11-6, MS11-8, MS11-8, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	All outcomes MS11-1 – MS11-10	
Components				
Understanding, Fluency and Communication	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total %	30%	30%	40%	100%

MATHEMATICS NUMERACY

Nature of task	Task 1 Research Task	Task 2 Investigation	Task 3 Project	Total
Date	T1 W11	T2 W6	T3 W9	
Outcomes assessed	N6-1.1; N6-1.2; N6- 1.3; N6-2.1; N6-2.2; N6-2.3; N6-2.4; N6- 2.5; N6-2.6; N6-3.1; N6-3.2	N6-1.1; N6-1.2; N6- 1.3; N6-2.1; N6-2.2; N6-2.3; N6-2.4; N6- 2.5; N6-2.6; N6-3.1; N6-3.2	N6-1.1; N6-1.2; N6- 1.3; N6-2.1; N6-2.2; N6-2.3; N6-2.4; N6- 2.5; N6-2.6; N6-3.1; N6-3.2	
Components				
Knowledge and understanding	15%	15%	20%	50%
Skills	15%	25%	10%	50%
Total %	30%	40%	30%	100%

MUSIC

Nature of task	Task 1 Presentation of Performance & Viva Voce	Task 2 Composition, Portfolio & Performance	Task 3 Yearly Examination Aural Skills & Performance	Total
Date	T1 W8	T2 W7	T3 W9/10	
Outcomes assessed	P3, P5, P6, P7, P10	P2, P3, P5, P8, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	
Components				
Performance	5%	5%	15%	25%
Composition		25%		25%
Musicology	25%			25%
Aural			25%	25%
Total %	30%	30%	40%	100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PDHPE)

Nature of task	Task 1 Written report	Task 2 Fitness program	Task 3 Yearly Examination <i>All topics</i>	Total
Date	T1 W7	T2 W8	T3 W9/10	
Outcomes assessed	P4, P5, P6, P10, P15, P16, P17	P6, P7, P8, P9, P10, P12, P15, P16	P1-P17	
Components				
Knowledge and understanding of course content	12%	12%	16%	40%
Skills in critical thinking, research, analysis and communicating	18%	18%	24%	60%
Total %	30%	30%	40%	100%

VISUAL ARTS

Nature of task	Task 1 Multimodal Presentation and VAPD	Task 2 In-Class Examination	Task 3 Body of Artworks	Total
Date	T1 W9	T3 W6	T3 W9	
Outcomes assessed	P1-P10	P7-P10	P1-P6	
Components				
Critical & Historical Studies	20%	30%	-	50%
Artmaking	20%	-	30%	50%
Total %	40%	30%	30%	100%

Vocational Education Training (VET) Courses

Tamworth RTO 90162

Vocational Education Training Courses are described on the following pages.

By enrolling in a VET qualification in NSW Public Schools Tamworth RTO 90162, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. You will be expected to complete assessments relevant to the qualification and adhere to the requirements of the NSW Education Standards Authority (NESAs).

2024 STAGE 6 COURSE DESCRIPTION – PRIMARY INDUSTRIES

This Course is available as	2Unit x 2years/240 hours
<i>The volume of learning usually includes 240 indicative hours and a minimum of 70 hours of work placement. All activities that the learner is required to be engaged in to complete this course are conducted under supervision.</i>	
<i>Our RTO is committed to providing high quality training to students. Please discuss course patterns with your school.</i>	
Board Developed Course	Category B status for Australian Tertiary Admission Rank (ATAR)
This curriculum framework includes courses which are accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational qualifications. This is known as dual accreditation.	
Course description - This course is designed for students who wish to develop knowledge and skills to commence a career and be an effective employee in the Agriculture, Horticulture and Primary industries. Students who are assessed as competent in sufficient units of competency will be eligible for a full Certificate qualification; partial completion will lead to a Statement of Attainment.	

Code	Unit of Competency	NESA Status	AQF Status
AHCWHS201 - Cluster 1	Participate in WHS processes	Mandatory	Core
AHCWRK209 - Cluster 2	Participate in environmentally sustainable work practices	Mandatory	Core
AHCWRK204 - Cluster 2	Work effectively in the industry	Mandatory	Core
AHCWRK201 - Cluster 3	Observe and report on weather	Mandatory	Elective
AHCCHM201 - Cluster 4	Apply chemicals under supervision	Mandatory	Elective
AHCWRK205 - Cluster 2	Participate in workplace communications	Elective	Elective
AHCPMG201 - Cluster 4	Treat weeds	Elective	Elective
Livestock Health and welfare			
AHCLSK202 - Cluster 5	Care for health and welfare of livestock	Mandatory (stream)	Elective
AHCLSK204 - Cluster 5	Carry out regular livestock observations	Elective	Elective
AHCLSK205 - Cluster 5	Handle livestock using basic techniques	Elective	Elective
AHCLSK206 - Cluster 5	Identify and mark livestock	Elective	Elective
Tractors			
AHCBIO201 - Cluster 7	Inspect and clean machinery for plant, animal and soil material	Elective	Elective
AHCMOM304 - Cluster 7	Operate machinery and equipment	Elective	Elective
AHCMOM202 - Cluster 7	Operate tractors	Elective	Elective
Feed and Water Livestock			
AHCLSK209 - Cluster 8	Monitor water supplies	Elective	Elective
AHCLSK211 - Cluster 8	Provide feed for livestock	Elective	Elective
Fencing			
AHCINF201 - Cluster 9	Carry out basic electric fencing operations	Elective	Elective
AHCINF202 - Cluster 9	Install, maintain and repair farm fencing	Elective	Elective

Course contribution (to be made directly to school): \$80.00

Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course. *If you are unable to make contributions or are experiencing financial difficulty, please contact your school.*

Refunds: Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. *Please discuss any matters relating to refunds with your school*

Course specific resources and equipment:

Due to the specific nature of training and assessment in this industry area, the following specific resources and equipment are required of students undertaking this course.

Please discuss with your school if you are unable to, or have difficulty meeting these requirements.

- **No Specific Requirements**

**** All students, regardless of whether or not they choose to sit for the HSC Exam in Year 12, must make a serious attempt at the Preliminary Yearly Exam and the HSC Trial Exam.**

Assessment and course completion

Competency-based assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. Students may apply for Recognition of Prior Learning provided suitable evidence of competency is submitted.

Credit Transfer and Recognition of Prior Learning (RPL)

Our RTO acknowledges the experience and prior learning of our students. Students who are able to present transcripts from other Australian RTOs or who are able to present relevant experiences in work may qualify for Credit Transfer (CT) or Recognition of Prior Learning. All applications for CT or RPL should be made to the course teacher. **Mandatory Work Placement**

Students undertaking this course are required to complete work placement to minimum hours as specified below. Work placement involves the student completing real work experiences in industry settings. In some courses, in-school events may contribute to mandatory work placement hours. Where this is possible, students will be fully informed upon enrolment.

- 2 Unit x 2 years courses: 70 hours

Optional HSC examination

Students completing this course are eligible to sit an optional, written HSC examination. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility to receive an AQF VET qualification.

Specialisation studies

Students may be offered the opportunity to undertake additional units of competency and credit towards their qualifications via Specialisation Studies. Information will be made available to students where appropriate.

N Determinations

Where a student has not met NSW Education Standards Authority (NESA) course completion criteria, (including meeting work placement requirements), they may receive an 'N' award warning (course not satisfactorily completed). Students issued with an 'N' award warning will be issued with a rectification which must be completed. Students who receive more than 2 N awards may be at risk of not completing NESA requirements and may not be awarded the appropriate units of credit towards their HSC. Any unit of competency achieved will be awarded as part of the VET qualification.

Appeals

Students may lodge appeals against assessment decisions or 'N' determinations through their school.

Qualification changes and updates

Due to the dynamic nature of VET, qualifications may change during the course of study. The RTO will ensure that students are fully informed of these changes and may transition students to the latest qualification during the course. The RTO will ensure that any change will be made with a minimum of disruption.

Foundation Skills

Foundation skills are the underpinning communication skills required for participation in the workplace, the community and in adult education and training. Language, literacy and numeracy, or LLN, is the traditional way of referring to the ability to speak, listen, read and write in English, and to use mathematical concepts.

School-based Apprenticeships and Traineeships (SBATs) A school-based traineeship is available in this course.

To express an interest or obtain further information go to <http://www.northernnsw.startmytrade.com.au/>

Your school SBAT Coordinator, Careers Advisor, VET Coordinator or VET Teacher is available to discuss apprenticeship and traineeships as part of your HSC.

2024 Hospitality Course Descriptor
SIT20322 Certificate II in Hospitality
RTO - Department of Education -90162

This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Hospitality**
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
 Industry Curriculum Framework (ICF)
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of SIT20322 Certificate II in Hospitality

<https://training.gov.au/training/details/SIT20322>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in a hospitality environment and be able to use a personal digital device including a personal computer or laptop.

Tourism, Travel and Hospitality Training Package (SIT 2.1) Units of Competency

Core

BSBTWK201 Work effectively with others
 SITHIND007 Use hospitality skills effectively
 SITHIND006 Source and use information on the hospitality industry
 SITXCOM007 Show social and cultural sensitivity
 SITXWHS005 Participate in safe work practices
 SITXCCS011 Interact with customers

Elective

SITXFSA005 Use hygienic practices for food safety
 SITHCCC025 Prepare and present sandwiches
 SITXFSA006 Participate in safe food handling practices
 SITHFAB024 Prepare and serve non-alcoholic beverages
 SITHFAB025 Prepare and serve espresso coffee
 SITHFAB027 Serve food and beverages

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- | | |
|--|--|
| <ul style="list-style-type: none"> • Working within the hospitality industry involves • organising information and records in both paper and electronic forms • customer (client) service | <ul style="list-style-type: none"> • teamwork • using technologies • creating documents |
|--|--|

Examples of occupations in the hospitality industry:

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Café Attendant • Waiter/Waitress | <ul style="list-style-type: none"> • Catering Assistant • Barista | <ul style="list-style-type: none"> • Food and Beverage Attendant • Bartender |
|---|---|--|

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

<p>Course Cost: Preliminary - \$120 HSC - \$120</p> <p>School Specific equipment and associated requirements for students</p>	<p>Refunds</p> <p>Refund arrangements are on a pro-rata basis.</p> <p>Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course. For more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>	
<p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	
<p>2024 Course Descriptor SIT20322 Certificate II in Hospitality RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.7</p> <p><i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>	

2024 Information and Digital Technology Course Descriptor
ICT30120 Certificate III in Information Technology
RTO - Department of Education - 90162

This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Information and Digital Technology**
 Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
 Industry Curriculum Framework (ICF)
 Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of ICT30120 Certificate III in Information Technology <https://training.gov.au/Training/Details/ICT30120>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 12 units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course you should be interested in working in an information technology environment and be able to use a personal digital device including a personal computer or laptop.

Units of Competency

Core

BSBCRT301 Develop and extend critical and creative thinking skills
 BSBXCS303 Securely manage personally identifiable information and workplace information
 BSBXTW301 Work in a team
 ICTICT313 Identify IP, ethics and privacy policies in ICT environments
 ICTPRG302 Apply introductory programming techniques
 ICTSAS305 Provide ICT advice to clients

Elective

BSBWHS311 Assist with maintaining workplace safety
 ICTICT214 Operate application software packages
 ICTSAS308 Run standard diagnostic tests
 ICTWEB304 Build simple web pages
 ICTWEB305 Produce digital images for the web
Optional unit to receive the full qualification.
 ICTWEB306 Develop web presence using social media

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

- | | |
|--|---|
| <ul style="list-style-type: none"> • using technology to organise information • creativity • programming techniques | <ul style="list-style-type: none"> • critical thinking • problem solving • team work |
|--|---|

Examples of occupations in the Information Technology industry

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> • Analyst programmer • Web Developer | <ul style="list-style-type: none"> • IT Manager • Network professional | <ul style="list-style-type: none"> • Motion Graphics Designer • Systems Analyst |
|---|--|---|

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Information and Digital Technology is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

<p>Course Cost: Preliminary - \$20 HSC - \$20 School Specific equipment and associated requirements for students</p>	<p>Refunds Refund Arrangements on a pro-rata basis. Please refer to your school refund policy</p>
<p>A school-based traineeship is available in this course, for more information: https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships</p>	
<p>Exclusions: VET course exclusions can be checked on the NESA website at http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</p>	
<p>2024 Course Descriptor ICT30120 Certificate III in Information Technology RTO - Department of Education - 90333, 90222, 90072, 90162 Version 0.12 <i>Disclaimer: If you require accessible documents, please contact your VET Coordinator for support</i></p>	

2024 YEAR 11 SCHOOL FEES

SENIOR CONTRIBUTION			
Years 11 & 12	Whole year	112 CN	\$60.00
By Four Instalments	Per term		\$15.00
TAFE STUDENTS	Whole year	112 TC	\$40.00
By Four Instalments	Per term		\$10.00
ELECTIVE SUBJECTS - Years 11 & 12			
Agriculture	11/12	112AG	\$50.00
Hospitality Food costs per year VET	11/12	112HO	\$120.00
Industrial Technology - Timber	11/12	112TM	\$60.00
Primary Industries VET	11/12	112PI	\$80.00
Information Technology VET	11/12	11IT	\$20.00

PRELIMINARY ASSESSMENT SUMMARY NOTE

Students should note that every endeavour has been made to limit the number of tasks in any one week. Sometimes ongoing tasks will be due in a week when other tasks are also due.

STUDENTS MUST PLAN TO ENSURE THAT TASKS ARE COMPLETED AHEAD OF DUE DATES RATHER THAN LEAVING UNTIL A WEEK WHEN OTHER TASKS ARE DUE.

PRELIMINARY YEAR ASSESSMENT CALENDAR 2024

Term 1 2024 - 11 weeks

Week 1	NOTE: In 2024 Term 1 is an 11-week term
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	Investigating Science, Personal Development Health and Physical Education (PDHPE)
Week 8	Biology, Music
Week 9	Business Studies, English Studies, Visual Arts
Week 10	Community & Family Studies (CAFS), English Advanced, English Standard, Mathematics Extension
Week 11	Industrial Technology (Timber), Mathematics Advanced, Mathematics Standard, Mathematics Numeracy

Term 2 2024 -10 weeks

Week 1	
Week 2	Agriculture, Chemistry
Week 3	
Week 4	
Week 5	
Week 6	English Studies, Mathematics Extension, Mathematics Numeracy
Week 7	Music
Week 8	Biology, Investigating Science, PDHPE
Week 9	Chemistry, CAFS, English Standard, Mathematics Advanced
Week 10	<i>Jindabyne Year excursion – Assessment free</i>

Term 3 2024 - 10 weeks

Week 1	Agriculture, English Advanced, Mathematics Standard, Industrial Tech (Timber)
Week 2	<i>VET Work Placement – Assessment free</i>
Week 3	<i>VET Work Placement – Assessment free</i>
Week 4	
Week 5	Business Studies, English Studies
Week 6	Visual Arts
Week 7	ASSESSMENT FREE
Week 8	ASSESSMENT FREE
Wks 9/10	PRELIMINARY EXAMINATIONS – Agriculture, Biology, Business Studies, Chemistry, CAFS, Construction, English Advanced, English Standard, Hospitality, Industrial Technology (Timber), Investigating Science, Mathematics Extension, Mathematics Advanced, Mathematics Standard, Mathematics Numeracy (Project), Music (Aural Skills/Performance), Primary Industries, PDHPE, Visual Arts (Practical)

ILLNESS-MISADVENTURE APPEAL FORM

PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure form is used when an assessment task is:

- not submitted on time
- submitted incomplete
- due and student is absent the day prior
- during extra-ordinary circumstances

Where a student experiences a misadventure, she/he should obtain an Illness-Misadventure Appeal form from within the Assessment Schedule Booklet, school office or from [Gloucester High School website](#)). This must be done on the same day where possible or the next day of attendance including the submission of the task and/or negotiation with Class Teacher and Head Teacher when the examination or practical task will be undertaken after the misadventure.

Completing the Illness/Misadventure Appeal

PART A: This section is to be completed by the student. Reasons for the Illness-Misadventure appeal must be documented in this section.

PART B: Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer. Please note that the doctor's certificate must state the condition that will affect their performance in completing the task.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the Head Teacher within **three school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances. Students cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time / technology fault
- alleged deficiencies in teaching
- long-term illness such as glandular fever unless they are suffering a flare-up of the condition during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as holidays, participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the Principal and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

PART C: Recommendations for the appeal are then completed by the Head Teacher (within policy guidelines). The Head Teacher may:

- i) recommend to uphold the appeal
- ii) recommend to dismiss the appeal
- iii) recommend to impose a penalty.

The appeal is then presented at the Appeals committee for final approval.

PART D: The Appeals Committee shall be convened by the Deputy Principal.

The committee will either:

- i) uphold the appeal
- ii) dismiss the appeal
- iii) impose a penalty.

- The committee should communicate the outcome of the appeal to the student. This could include an extension of time, a substitute task or an estimated mark.
- All documents related to the appeal should be placed in the student's file.



ILLNESS-MISADVENTURE APPEAL

ROSA / Preliminary HSC/ HSC Assessment (Circle one)

PART A – TO BE COMPLETED BY THE STUDENT (Please return to the appropriate Head Teacher)

Name of Candidate: Teacher:

Subject: Course:

Assessment Task: Due Date:

Reasons for failure to meet requirements: (Please outline your reasons)

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PART B – DOCUMENTATION (Please attach evidence)

1 Medical Certificate	YES	NO
2. Other Documentation (Independent Evidence of Misadventure and/or Statutory Declaration)	YES	NO

Student Signature: Parent/Carer Signature:Date:

SUBMIT THIS FORM TO THE HEAD TEACHER WITHIN 3 DAYS OF THE ILLNESS-MISADVENTURE

PART C – TO BE COMPLETED BY THE HEAD TEACHER after consultation with Classroom Teacher

- Recommend to uphold the appeal
- Recommend to dismiss the appeal
- Other (explain)

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Head Teacher :

Date:

PART D – TO BE COMPLETED BY THE APPEAL COMMITTEE

Meeting Date:/...../.....

Venue:

- Uphold the appeal
- Dismiss the appeal

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Deputy Principal:

Date:.....

Principal:

Date:

Year Adviser:

Date:

