



CREATING OUR FUTURE



Assessment Handbook
Year 11 2025



Education

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Preliminary Course Assessment

This following material is provided for the information of students at Toormina High School and their parents / caregivers regarding the Higher School Certificate Course Assessment Guidelines and course schedules. It is not definitive, and reference should be made to NSW Education Standards Authority (NESA) policy documents. Read it thoroughly and keep it handy for reference.

What is the Preliminary-HSC Assessment Program 2025?

Preliminary HSC courses will commence at the beginning of Term 1 2025 and conclude at the end of Term 3, 2025. All students must satisfactorily complete 12 units of Preliminary courses. All HSC students must have a minimum of 10 units of study for the HSC. NESA requires the school principal to certify satisfactory completion.

Assessment is the measurement of actual student performance in various tasks. It is not a measure of potential performance or an estimate of general ability. A school assessment is a mark calculated by the school that compares your performance on assessment tasks with all other students in your school doing the same course. Assessment tasks will be spread through the course.

Why assessments?

It is not possible to test everything you do in a course in an examination, for example, oral work in English, and practical works in visual arts. A school assessment will allow you to be given credit for your performance in these areas.

How will the assessment task be determined?

NESA has provided guidelines for every course, and these have been distributed to every school and college in NSW. Teachers at Toormina High School have used these guidelines to draw up an assessment program for each course offered at this school. Each school throughout NSW must follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

What aspects of the course which will be assessed?

How students will be assessed, e.g., what essays, tests, practical work etc., will be used. The relative value of the tasks. The components and their weightings for each course as specified by NESA. When students are going to be assessed. The school will also let students know how they are progressing in their assessment tasks.

Do I have to complete the assessment tasks?

Yes.

If you have received zero marks because of failure to complete or make a genuine attempt at assessment tasks totaling more than 50% of the mark value of the course and more than 50% of the total number of assessments, the principal must certify that the course has not been studied satisfactorily and neither the examination mark nor the assessment mark will be recorded on the ROSA. This could also mean that you become ineligible for the award of an HSC if it causes you to have less than 10 units. You may need to consider pathways to complete your HSC.

When will assessments begin?

Assessment tasks usually will begin around Week 6, Term 1.

How much notice will I get for my assessment tasks?

You will be issued with an Assessment Calendar at the beginning of the year of the Preliminary course commencing. This will show when you will be expected to complete individual assessment tasks. Teachers are required to advise you at least two weeks in advance of the assessment due date, the topics to be covered in the task the outcomes assessed and the marking criteria.

Your teacher will ask you to sign for and date your assessment task when you receive it. It is good practice for you to note the date you received your assessment task in your diary.

Can teachers change the assessment dates set out in the schedule?

Teachers should follow the dates set in the handbook for tasks. However, in circumstances where it is deemed necessary to alter the assessment task date, teachers will provide written notice of a change in the schedule outlining the task, and the change in dates. A sample letter is included in this handbook for reference.

Which tasks count towards my assessment?

Only some of the work given throughout the Preliminary course will count towards your assessment. You will be told clearly which pieces of work count toward an assessment mark. It does not follow that the others are unimportant. All work set is important in the general learning process, and failure to complete any tasks is likely to adversely affect examination performance. Students who do not engage in classwork may not be able to demonstrate that they have met some or all of the course outcomes. You are required to engage in the learning opportunities provided by the class teacher.

Therefore, your parents may be informed if you fail to complete set work, even if it does not count towards your assessment.

Are some assessment tasks weighted more heavily than others?

In all courses, it is usual for tasks near the end of the course to count for more when determining your final assessment. However, the relative weightings differ from course to course. See course guides.

What if I am absent when assessment task information is given out?

All senior students receive an assessment task calendar, therefore ensuring all students know well in advance the dates of assessment tasks.

If you are absent when individual task information is given out in class, it is **YOUR RESPONSIBILITY** to obtain the specific information relating to that assessment task.

Assessment notifications will be available on Compass Student and Parent Portal once it has been handed out to the cohort. This does not replace your responsibility to obtain any additional information from your class teacher.

What if I am absent from an assessment task?

Students must make a genuine attempt at all assessment tasks. Completion of tasks that carry a weight of exactly 50% is not sufficient. All assessment tasks must be completed. Teacher's will use their professional judgment when reviewing students' performance in tasks to ensure they have made a genuine attempt.

If you are absent from school on the day of your assessment task, contact the school to advise the reason for your absence, you will need to fill in an application form headed "**HSC/Preliminary Assessment Application for Special Consideration - Accident, Misadventure, Illness, Special Circumstance**". You will need to make this request within **TWO** days following your absence, and you will have to show that you were away for a legitimate reason. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. A note from a parent/guardian is not considered an

appropriate reason and must be supported by a third- party independent person. The completed form needs to be given to the school office.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the **“HSC/Preliminary Assessment Request for Extension of Time / Substitute Task”** form **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may provide the same task later, provide an alternative task, or (in exceptional cases ONLY) give an estimate for the task based on other assessment information. It is important that you be present for assessment tasks. If the principal considers that an absence was not for a legitimate reason, the task will still need to be submitted and a mark of zero will be given for that task.

What if I hand in a task late?

Zero marks will be given unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed **“HSC / Preliminary Assessment Request for Extension of Time/Substitute Task”**. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

Where do I hand in my assessment task?

All take home (not in-class) written assessment tasks are to be handed in with a submission cover sheet and signed for at the **office by 9 am on the due date**. If the task is a submission of a large project or in electronic format, the instructions for submission will be provided on the assessment task. Any assessment task handed in after that time frame will be determined to be late. Zero marks will be given unless an extension of time has been approved.

All assessment tasks handed in at the office will have clearly marked the time and date received and will be signed by the office attendee and yourself. The time and date will be placed in a book kept securely within the office.

Will I be told my school assessment mark?

School Reports will contain your examination mark and position plus your progressive assessment ranking as at the time of the report. They will not show assessment marks. The mark the school forwards to NESA remains confidential.

The school, however, is permitted to give you your marks on individual assessment tasks completed throughout the assessment period.

What if I disagree with the teacher's assessment?

The answer to this depends on whether you disagree with the mark given for a particular task or your position in the course.

If you are concerned about the mark given for a particular task you must discuss this with your teacher when the work is returned. Marks can only be queried at the time the tasks are returned.

If you are dissatisfied with your final ranking, you can lodge a written appeal against it. At the end of your last HSC examination, you must collect from the school a sheet, which details your assessment position in each course in relation to other students who took the same course in your school. If this rank or position is significantly different from what you expected, you can request that the principal review your assessment. You cannot seek a review of teachers' judgments of the worth of individual performance in assessment tasks.

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In conducting an assessment review, it is necessary for the school to ascertain whether:

The weightings specified by the school in its assessment program conform with NESA requirements as detailed in the subject guides.

The procedures used by the school for determining the final assessment mark conform with its stated assessment program (in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program).

There are no computational or other clerical errors in the determination of the assessment mark.

If the review discovers an error, it will be corrected. If no error is found no change will occur. You will be advised of the outcome of the review in writing from the principal. If you are not satisfied with the outcome of the review you may appeal to NESA, which will check to ensure that the school review was carried out correctly. Information regarding the correct procedure for NESA appeals may be obtained from the principal.

What if I feel overloaded with work for assessments and study for tests?

If you feel too many tasks are piling up at once, talk to your teachers or Year Advisor as soon as possible to see if changes to due dates can be arranged.

You are not permitted to miss periods from your any subjects to study before assessment tasks, which are set in class time.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home for failure to hand in an assessment task, or if zero marks are given for any reason such as cheating, copying, plagiarism etc.

What about students who cheat or plagiarise assessment tasks?

If the principal is satisfied that you cheated in any assessment task, a **zero mark** will be recorded. In Year 12 this will also be noted and recorded officially on your records with NESA.

Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your exam results.

Students who use ChatGTP or other AI based tools risk having their assessment recorded as a **zero mark**.

What will appear on the Record of Achievement?

For each NESA course sat two separately recorded marks will be given, a moderated assessment mark and a scaled examination mark, each out of 100. For an Extension Course you will have an additional assessment and examination score, each out of 50.

For other courses such as NESA Endorsed courses, you will only have a school assessment mark recorded.

In addition, it is likely that some other information will appear which will indicate how you performed in a course in relation to the rest of the state. This may be in the form of percentile bands, ranks, percentage tables or some similar form.

Where else can I get information regarding assessment and the HSC?

Students can access information from the NESA website regarding courses and the HSC examination. Students can also speak to class teachers, careers adviser, the deputy principal or principal for further assistance.

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What are the rules around using AI in assessments?

Plagiarism and other forms of academic dishonesty are not acceptable in any academic setting. It's crucial for you to understand that the existing rules regarding cheating and plagiarism also apply to the use of AI tools (refer to ACE 9024). All work you submit must be entirely your own or properly acknowledged if you use any external sources. Taking pride in your academic work means submitting original content that reflects your own understanding and skills.

Keep in mind that AI can be unreliable. While it can assist with tasks, it requires careful oversight by a human. AI has the potential to generate biased, harmful, or inaccurate content, and it may present false information or citations. Relying on AI without proper verification could compromise the quality of your submissions and affect your academic performance.

According to ACE 9024, updated on April 1, 2019, students who fail to adhere to the NESAs examination rules may have their examination papers cancelled. This could result in ineligibility for receiving a Record of Achievement or a Higher School Certificate (HSC).

Where can I get help with citations and referencing?

With the rise of generative AI and the vast array of available sources, it's essential to accurately reference any work that is not your own. Proper referencing helps maintain academic integrity and will also be beneficial when using tools like Turnitin or other plagiarism detection software, including those designed to identify AI-generated content.

If you need help with referencing or understanding how to properly cite sources, don't hesitate to reach out. Your class teacher and Mrs. Gillingham are available to assist you with any questions or concerns you may have. They can provide guidance to ensure that your work meets academic standards and is properly acknowledged.

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Agriculture

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Presentation Plant or Animal Problem	Farm Case Study	Preliminary Course Examination	
	Term: 1 Week: 8	Term: 2 Week:	Term: 3 Weeks: 8/9	
	Outcomes assessed: P2.1, P3.1, P5.1	Outcomes assessed: P1.1, P2.1, P2.3, P3.1, P5.1	Outcomes assessed: P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	15	15	40
Skills in effective research, experimentation and communication	10	5	5	20
Total %	30	30	40	100
OUTCOMES:				
P1.1	Describes the complex, dynamic and interactive nature of agricultural production systems			
P1.2	Describes the factors that influence agricultural systems			
P2.1	Describes the biological and physical resources and applies the processes that cause changes in plant production systems			
P2.2	Describes the biological and physical resources and applies the processes that cause changes in animal production systems			
P2.3	Describes the farm as a basic unit of production			
P3.1	Explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.			
P4.1	Applies the principles and procedures of experimental design and agricultural research			
P5.1	Investigates the agricultural products role of associated technologies and technological innovation in producing and marketing			

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Ancient History

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Source Analysis	Historical Investigation and Presentation	Preliminary Course Examination	
	Term: 2 Week: 1	Term: 3 Week: 3	Term: 3 Weeks: 8/9	
	Outcomes assessed: AH11-6, AH11-9, AH11-10	Outcomes assessed: AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	Outcomes assessed: AH11-1, AH11-2, AH11-4, AH11-5	
Knowledge and understanding of course content	10	10	20	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	10	10		20
Total %	30	40	30	100
OUTCOMES:				
AH11-1	Describes the nature of continuity and change in the ancient world			
AH11-2	Proposes ideas about the varying causes and effects of events and developments			
AH11-3	Analyses the role of historical features, individuals, and groups in shaping the past			
AH11-4	Accounts for the different perspectives of individuals and groups			
AH11-5	Examines the significance of historical features, people, places, events, and developments of the ancient world			
AH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument			
AH11-7	Discusses and evaluates differing interpretations and representations of the past			
AH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources			
AH11-9	Communicates historical understanding, using historical knowledge, concepts, and terms, in appropriate and well-structured forms			
AH11-10	Discusses contemporary methods and issues involved in the investigation of ancient history			

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Biology

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Ecosystems Dynamics Fieldwork Report	Cells as the Basis of Life Depth Study	Preliminary Course Examination	
	Term: 2 Week: 1	Term: 3 Week: 3	Term: 3 Weeks: 8/9	
	Outcomes assessed: BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-10, BIO11/12-11	Outcomes assessed: BIO11/12-1, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-8, BIO11/12-9	Outcomes assessed: BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11/12-8, BIO11/12-9, BIO11/12-10, BIO11/12-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	15	15	40
Total %	30	35	35	100
OUTCOMES:				
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation			
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information			
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information			
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
BIO11/12-5	Analyses and evaluates primary and secondary data and information			
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
BIO11/12-8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes			
BIO11/12-9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms			
BIO11/12-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species			
BIO11/12-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem			

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Business Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Case Study	Inquiry and Research Task	Preliminary Course Examination	
	Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Weeks: 8/9	
	Outcomes assessed: P1, P2, P6, P7, P8	Outcomes assessed: P1, P3, P6, P7, P8, P9	Outcomes assessed: P1, P3, P4, P6, P7, P8, P9, P10	
Knowledge and understanding of course content	10	10	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 %	30	30	40	100
OUTCOMES:				
P1	Discusses the nature of business, its role in society and types of business structure			
P2	Explains the internal and external influences on businesses			
P3	Describes the factors contributing to the success or failure of small to medium enterprises			
P4	Assesses the processes and interdependence of key business functions			
P5	Examines the application of management theories and strategies			
P6	Analyses the responsibilities of business to internal and external stakeholders			
P7	Plans and conducts investigations into contemporary business issues			
P8	Evaluates information for actual and hypothetical business situations			
P9	Communicates business information and issues in appropriate formats			
P10	Applies mathematical concepts appropriately in business situations			

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Chemistry

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Properties and Structure of Matter	Introduction to Quantitative Chemistry	Preliminary Course Examination	
	Research Task	Depth Study		
	Term: 2 Week: 3	Term: 3 Week: 5	Term: 3 Weeks: 8/9	
	Outcomes assessed: CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8	Outcomes assessed: CH11-1/12, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8, CH11/12-9, CH11/12-10, CH11/12-11	Outcomes assessed: CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8, CH11/12-9, CH11/12-10, CH11/12-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	15	15	40
Total %	30	35	35	100
OUTCOMES:				
CH11/12 - 1	Develops and evaluates questions and hypotheses for scientific investigation			
CH11/12 - 2	Designs and evaluates investigations in order to obtain primary and secondary data and information			
CH11/12 - 3	Conducts investigations to collect valid and reliable primary and secondary data and information			
CH11/12 - 4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
CH11/12 - 5	Analyses and evaluates primary and secondary data and information			
CH11/12 - 6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
CH11/12 - 7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
CH11/12 - 8	Explores the properties and trends in the physical, structural and chemical aspects of matter			
CH11/12 - 9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships			
CH11/12 - 10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.			
CH11/12 - 11	Analyses the energy considerations in the driving force for chemical reactions.			

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Community and Family Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Resource Management Case Study	Individuals and Groups Leadership	Preliminary Course Examination	
	Term: 1 Week: 7	Term: 2 Week: 8	Term: 3 Week: 8/9	
	Outcomes assessed: P1.1, P1.2, P4.2, P5.1, P6.1	Outcomes assessed: P2.3, P4.2, P6.2	Outcomes assessed: P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
Knowledge and understanding of course content	10	10	20	40%
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60%
Total %	30%	30%	40%	100%
OUTCOMES:				
P1.1	Describes the contribution an individual's experiences, values, attitudes, and beliefs make to the development of goals			
P1.2	Proposes effective solutions to resource problems			
P2.1	Accounts for the roles and relationships that individuals adopt within groups			
P2.2	Describes the role of the family and other groups in the socialisation of individuals			
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement			
P2.4	Analyses the interrelationships between internal and external factors and their impact on family functioning			
P3.1	Explains the changing nature of families and communities in contemporary society			
P3.2	Analyses the significance of gender in defining roles and relationships			
P4.1	Utilises research methodology appropriate to the study of social issues			
P4.2	Presents information in written, oral, and graphic form			
P5.1	Applies management processes to maximise the efficient use of resources			
P6.1	Distinguishes those actions that enhance wellbeing			
P6.2	Uses critical thinking skills to enhance decision making			

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Construction

RTO - NSW Department of Education, RTO 90333

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Training Package: CPC Construction, Plumbing and Services Training Package



Education

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 1	Task 2	Task 3	Task 4
Code	Unit of Competency	HSC Examinable Unit	Whit Card	Work safe, stay safe	Working it out	Project planning
			Term 1 Week 2	Term 1 Week 3	Term 2 Week 5	Term 3 Week 5
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X		
CPCCCM1011	Undertake basic estimation and costing				X	
CPCCOM1015	Carry out measurements and calculations	√			X	
CPCCOM2001	Read and interpret plans and specifications	√				X
CPCCOM1013	Plan and organise work	√				X

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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.

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English Advanced

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Text Composition with Reflection	Multimodal Presentation	Preliminary Course Examination	
	Topic Common Module: Reading to Write	Topic: Module A: Narratives that Shape the World	Topic Module B: Critical Study of Literature	
	Term: 1 Week: 11	Term: 3 Week: 1	Term: 3 Week: 8/9	
Outcomes Assessed: EA11-1, EA11-4, EA11-9	Outcomes Assessed: EA11-2, EA1-6, EA11-7, EA11-8	Outcomes Assessed: EA11-1, EA11-3, EA11-5, EA11 - 7		
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%
OUTCOMES:				
EA11 – 1	Independently responds to, composes, and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure			
EA11 – 2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies			
EA11 – 3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning			
EA11 – 4	Strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts			
EA11 – 5	Thinks imaginatively, creatively, interpretively, critically, and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments			
EA11 – 6	Investigates and evaluates the relationships between texts			
EA11 – 7	Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued			
EA11 – 8	Explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning			

2025 Preliminary Course Assessment Handbook

English Standard

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %	
	Text Composition with Reflection Topic Common Module: Reading to Write	Multimodal Presentation Topic: Module A: Contemporary Possibilities	Preliminary Course Examination Topic Module B: Close Study of Literature		
	Term: 1 Week: 11	Term: 3 Week: 1	Term: 3 Week: 8/9		
	Outcomes Assessed: EN1-3, EN11-4, EN11-9	Outcomes Assessed: EN11-2, EN11-3, EN11-6, EN11-7	Outcomes Assessed: EN11-1, EN11-3, EN11-5, EN11-8		
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%	
OUTCOMES:					
EN11 – 1	Independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression, and pleasure				
EN11 – 2	Uses, evaluates, and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies				
EN11 – 3	Analyses and uses language forms, features, and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning				
EN11 – 4	Adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts				
EN11 – 5	Thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments				
EN11 – 6	Investigates and explains the relationships between texts				
EN11 – 7	Explains and evaluates the diverse ways texts can represent personal and public worlds				
EN11 – 8	Explains and assesses cultural assumptions in texts and their effects on meaning				

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English Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %	
	Written Report Topic Mandatory Module: Achieving Through English	Multimodal Presentation Topic Elective Module	Collection of Class Tasks Topic All Modules		
	Term: 1 Week: 11	Term: 3 Week: 1	Term: 3 Week: 6		
	Outcomes Assessed: ES11-1, ES11-3, ES11-4, ES11 - 5	Outcomes Assessed: ES11-2, ES11-6, ES11-7, ES11 - 8	Outcomes Assessed: ES11-3, ES11-9, ES11-10		
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%	
OUTCOMES:					
ES11-1	Comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literary texts, and texts from academic, community, workplace and social contexts for a variety of purposes				
ES11-2	Identifies, uses, and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts				
ES11-3	Accesses, comprehends, and uses information to communicate in a variety of ways				
ES11-4	Composes proficient texts in different forms				
ES11-5	Develops knowledge, understanding and appreciation of how language is used, identifying, and explaining specific language forms and features in texts that convey meaning to different audiences				
ES11-6	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts, and purposes				
ES11-7	Represents own ideas in critical, interpretive, and imaginative texts				
ES11-8	Understands and explains the relationships between texts				
ES11-9	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage, and persuade different audiences				

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English Extension

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Imaginative Task	Critical Response	Multimodal Presentation	
	Topic: Texts, Culture, and Value Achieving Through English	Topic: Texts, Culture, and Value	Topic: Individual Related Project	
	Term: 1 Week: 9	Term: 3 Week: 2	Term: 3 Week: 6	
Outcomes Assessed: EE11-2, EE11-3, EE11-6	Outcomes Assessed: EE11-1, EE11-3, EE11-5	Outcomes Assessed: EE11-1, EE11-4, EE11-5, EE11-6		
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%
OUTCOMES:				
EE11-1	Demonstrates and applies considered understanding of the dynamic relationships between text, purpose, audience, and context, across a range of modes, media and technologies			
EE11-2	Analyses and experiments with language forms, features, and structures of complex texts, evaluating their effects on meaning in familiar and new contexts			
EE11-3	Thinks deeply, broadly, and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts			
EE11-4	Develops skills in research methodology to undertake effective independent investigation			
EE11-5	Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts			
EE11-6	Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity			

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Exploring Early Childhood

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Pregnancy and Childbirth	Child growth and Development	Historical and Cultural Contexts of Childhood	
	Research, Design/Make/ Report	Investigating / Written Report	Podcast Interview/ Analysis	
	Term: 1 Week: 6	Term: 2 Week: 7	Term: 3 Week: 4	
Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:		
1.1, 1.4, 5.1, 6.1	1.2, 1.4	1.4, 2.2, 2.3, 4.2, 6.2		
Knowledge and understanding of course content	15	15	20	50
Skills in critical thinking, research methodology, analysing and communicating	15	15	20	50
Total %	30	30	40	100
OUTCOMES:				
1.1	Analyses prenatal issues that have an impact on development			
1.2	Examines major physical, social-emotional, behavioural, cognitive and language development of young children			
1.3	Examines the nature of different periods in childhood-infant, toddler, preschool and the early school years			
1.4	Analyses the ways in which family, community and culture influence growth and development of young children			
1.5	Examines the implications for growth and development when a child has special needs			
2.1	Analyses issues relating to the appropriateness of a range of services for different families			
2.2	Critically examines factors that influence the social world of young children			
2.3	Explains the importance of diversity as a positive issue for children and their families			
2.4	Analyses the role of a range of environmental factors that have an impact on the lives of young children			
2.5	Examines strategies that promote safe environments			
3.1	Evaluates strategies that promote safe environments			
4.1	Demonstrates appropriate communication skills with children and/or adults			
4.2	Interacts appropriately with children and adults from a wide range of cultural groups			
4.3	Demonstrates appropriate strategies to resolve group conflict			
5.1	Analyses and compares information from a variety of sources to develop an understanding of child growth and development			
6.1	Demonstrates an understanding of decision-making processes			
6.2	Critically examines all issues including beliefs and values that may influence interactions with others			

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Food Technology

COMPONENTS	Task 1	Task 2	Task 3	Task 4	WEIGHTING %
	Food Availability and Selection	Food Quality Experiment and Preparation	Nutrition Investigation	Yearly Exam	
	Research	Experimenting with and preparing food products	Case Study		
	Term: 1 Week: 9	Term: 2 Week: 6	Term: 3 Week: 6	Term: 3 Week: 8/9	
Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:	
	P1.1, P1.2, P2.2, P4.4, P5.1	P2.2, P3.2, P4.1, P4.2, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	All	
Knowledge and understanding of course content	5	5	5	15	30
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10		30
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	5	15	40
Total %	20	30	20	30	100
OUTCOMES:					
P1.1	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods				
P1.2	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors				
P2.1	Explains the role of food nutrients in human nutrition				
P2.2	Identifies and explains the sensory characteristics and functional properties of food				
P3.1	Assesses the nutrient value of meals/diets for particular individuals and groups				
P3.2	Presents ideas in written, graphic and oral form using computer software where appropriate.				
P4.1	Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food				
P4.2	Plans, prepares and presents foods which reflect a range of the influences on food selection				
P4.3	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups				
P4.4	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products				
P5.1	Generates ideas and develops solutions to a range of food situations				

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Health and Movement Science

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Depth study task The Body and Mind in Motion	Collaborative investigation	Preliminary Course Examination	
	Term: 2 Week: 3	Term: 3 Week: 5	Term: 3 Week: 8/9	
	Outcomes Assessed: HM-11-03 HM-11-04 HM-11-06 HM-11-09 HM-11-10	Outcomes Assessed: HM-11-05 HM-11-06 HM-11-08 HM-11-XX* HM-11-XX* HM-11-XX*	Outcomes Assessed: HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-07 HM-11-08 HM-11-09	
Knowledge and understanding of course content	15	5	20	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20	20	20	60
Total %	35	25	40	100
OUTCOMES:				
HM-11-01	interprets meanings, measures and patterns of health experienced by Australians			
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians			
HM-11-03	analyses the systems of the body in relation to movement			
HM-11-04	investigates movement skills and psychology to improve participation and performance			
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts			
HM-11-06	Analysis: analyses the relationships and implications of health and movement concepts			
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes			
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts			
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues			
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts			

*Knowledge and understanding outcome(s) to be determined by the teacher in partnership with students, based on the nature of the investigation

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Hospitality

RTO - NSW Department of Education, RTO 90333

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2025 - 2026

Training Package: SIT Tourism, Travel and Hospitality

School Name: Toormina High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1		Task 2	
			Week	Term	Week	Term
			10	6		
			1	3		
Code	Unit of Competency	HSC Examinable Unit				
SITXWHS005	Participate in safe work practices	X	X			
SITXFSA005	Use hygienic practices for food safety	X	X			
SITXFSA006	Participate in safe food handling practices	X	X			
SITHCCC025	Prepare and present sandwiches		X			
SITXCCS011	Interact with customers	X			X	
SITXCOM007	Show social and cultural sensitivity				X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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".

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Industrial Technology - Timber

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Industry Study	Design Management and Communication Skills	Production and Technology Skills	
	Term: 2 Week: 4	Term: 3 Week: 5	Term: 3 Week: 8/9	
	Outcomes Assessed: P.1.1, P1.2, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2	Outcomes Assessed: P2.2, P3.1, P3.2, P4.3, P5.1, P5.2	Outcomes Assessed: P1.2, P2.1, P3.3, P4.1, P4.2, P5.1	
Total %	25	40	35	100
OUTCOMES:				
P 1.1	describes the organisation and management of an individual business within the focus area industry			
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies			
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques			
P2.2	works effectively in team situations			
P3.1	sketches, produces and interprets drawings in the production of projects			
P3.2	applies research and problem-solving skills			
P3.3	demonstrates appropriate design principles in the production of projects			
P4.1	demonstrates a range of practical skills in the production of projects			
P4.2	demonstrates competency in using relevant equipment, machinery and processes			
P4.3	identifies and explains the properties and characteristics of materials/components through the production of projects			
P5.1	uses communication and information processing skills			
P5.2	uses appropriate documentation techniques related to the management of projects			
P6.1	identifies the characteristics of quality manufactured products			
P6.2	identifies and explains the principles of quality and quality control			
P7.1	identifies the impact of one related industry on the social and physical environment			
P7.2	identifies the impact of existing, new and emerging technologies of one related industry on society and the environment			

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Legal Studies

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Law Reform Report	Mock Trial	Preliminary Course Examination	
	Term: 2 Week: 1	Term: 3 Week: 3	Term: 3 Week: 8/9	
	Outcomes Assessed: P1, P2, P3, P6, P8	Outcomes Assessed: P4, P5, P7, P9, P10	Outcomes Assessed: P1, P3, P5, P6, P7, P9	
Knowledge and understanding of course content	10	10	20	40
Analysis and Evaluation	10		10	20
Inquiry and Research	10	10		20
Communication of legal information, issues and ideas in appropriate forms		10	10	20
Total %	30%	30%	40%	100%
OUTCOMES:				
P1	Identifies and applies legal concepts and terminology			
P2	Describes the key features of Australian and international law			
P3	Describes the operation of domestic and international legal systems			
P4	Discusses the effectiveness of the legal system in addressing issues			
P5	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change			
P6	Explains the nature of the interrelationship between the legal system and society			
P7	Evaluates the effectiveness of the law in achieving justice			
P8	Locates, selects, and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents			
P9	Communicates legal information using well-structured responses			
P10	Accounts for differing perspectives and interpretations of legal information and issues			

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Mathematics Advanced

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Reference Assisted Test	Assignment	Preliminary Course Examination	
	Topics: F1, E1	Topics: C1, T2, F1	Topics: C1, E1, F1, T1, T2, S1	
	Term: 1 Week: 11	Term: 2 Week: 10	Term: 3 Week: 8/9	
Outcomes Assessed: MA11-1, MA11-2, MA11-6	Outcomes Assessed: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-8	Outcomes Assessed: MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9		
Understanding, Fluency and Communicating	20	10	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Total %	35%	25%	40%	100%
OUTCOMES:				
MA11-1	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems			
MA11-2	Uses the concepts of functions and relations to model, analyse and solve practical problems			
MA11-3	Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes			
MA11-4	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations Or proof of trigonometric identities			
MA11-5	Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems			
MA11-6	Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems			
MA11-7	Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions			
MA11-8	Uses appropriate technology to investigate, organise, model and interpret information in a range Of contexts			
MA11-9	Provides reasoning to support conclusions which are appropriate to the context			

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Mathematics Extension 1

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Assignment	Reference Assisted Test	Preliminary Course Examination	
	Topics: A1, F1, F2	Topics: F1, F2	Topics: A1, C1, F1, F2, T1, T2	
	Term: 1 Week: 11	Term: 2 Week: 10	Term: 3 Week: 8/9	
Outcomes Assessed: ME11-1, ME11-2, ME11-6, ME11-7	Outcomes Assessed: ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	Outcomes Assessed: ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7		
Understanding, Fluency and Communicating	20	10	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Total %	35%	25%	40%	100%
OUTCOMES:				
ME11-1	Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses			
ME11-2	Manipulates algebraic expressions and graphical functions to solve problems			
ME11-3	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems			
ME11-4	Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change			
ME11-5	Uses concepts of permutations and combinations to solve problems involving counting or ordering			
ME11-6	Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts			
ME11-7	Communicates making comprehensive use of mathematical language, notation, diagrams, and graphs			

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Mathematics Standard

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Reference Assisted Test	Assignment	Preliminary Course Examination	
	Topics: S1, A1, F1	Topics: S1, F1	Topics: A1, A2, F1, F4, M1, M2, S1, S2	
	Term: 1 Week: 11	Term: 2 Week: 10	Term: 3 Week: 8/9	
Outcomes Assessed: MS11-1, MS11-2, MS11-5, MS11-6, MS11-17	Outcomes Assessed: MS11-2, MS11-6, MS11-7, MS11-9, MS11-10	Outcomes Assessed: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10		
Understanding, Fluency and Communicating	20	10	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Total %	35%	25%	40%	100%
OUTCOMES:				
MS11-1	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems			
MS11-2	Represents information in symbolic, graphical and tabular form			
MS11-3	Solves problems involving quantity measurement, including accuracy and the choice of relevant units			
MS11-4	Performs calculations in relation to two-dimensional and three-dimensional figures			
MS11-5	Models relevant financial situations using appropriate tools			
MS11-6	Makes predictions about everyday situations based on simple mathematical models			
MS11-7	Develops and carries out simple statistical processes to answer questions posed			
MS11-8	Solves probability problems involving multi-stage events			
MS11-9	Uses appropriate technology to investigate, organise and interpret information in a range of contexts			
MS11-10	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations			

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Modern History

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %	
	Source Analysis Investigating Modern History	Research and Essay Historical Investigation	Preliminary Course Examination		
	Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 8/9		
	Outcomes Assessed: MH11-6, MH11-7, MH11-9, MH11-10	Outcomes Assessed: MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	Outcomes Assessed: MH11-1, MH11-3, MH11-5, MH11-9		
Knowledge and understanding of course content	20		20	40%	
Historical skills in the analysis and evaluation of sources and interpretations	5	15		20%	
Historical inquiry and research		15	5	20%	
Communication of historical understanding in appropriate forms	5	10	5	20%	
Total %	30%	40%	30%	100%	
OUTCOMES:					
MH11-1	Describes the nature of continuity and change in the modern world				
MH11-2	Proposes ideas about the varying causes and effects of events and developments				
MH11-3	Analyses the role of historical features, individuals, groups, and ideas in shaping the past				
MH11-4	Accounts for the different perspectives of individuals and groups				
MH11-5	Examines the significance of historical features, people, ideas, movements, events, and developments of the modern world				
MH11-6	Analyses and interprets different types of sources for evidence to support an historical account or argument				
MH11-7	Discusses and evaluates differing interpretations and representations of the past				
MH11-8	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources				
MH11-9	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms				
MH11-10	Discusses contemporary methods and issues involved in the investigation of modern history				

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Music

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %	
	Composition and Musicology Research task Jazz	Performance and Viva Voce Popular Music (The Beatles)	Performance and Aural Skills (Preliminary Exam) Technology and Its Influence on Music		
	Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 8/9		
	Outcomes Assessed: P2, P3, P6, P7, P8	Outcomes Assessed: P1, P4, P5, P6, P10, P11	Outcomes Assessed: P1, P4, P5, P6, P10, P11		
Performance		10	15	25	
Composition	25			25	
Musicology	10	15		25	
Aural Skills			25	25	
Total %	35	25	40	100	
OUTCOMES:					
P1	Performs music that is characteristic of the topics studied				
P2	Observes, reads, interprets and discusses simple musical scores characteristic of topics studied				
P3	Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied				
P4	Recognises and identifies the concepts of music and discusses their use in a variety of musical styles				
P5	Comments on and constructively discusses performances and compositions				
P6	Observes and discusses concepts of music in works representative of the topics studied				
P7	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied				
P8	Identifies, recognises, experiments with and discusses the use of technology in music				
P9	Performs as a means of self-expression and communication				
P10	Demonstrates a willingness to participate in performance, composition, musicology and aural activities				
P11	Demonstrates a willingness to accept and use constructive criticism				

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Physics

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Research Task	Depth Study	Preliminary Course Examination	
	Kinematics	Dynamics Module		
	Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 8/9	
Outcomes Assessed:	Outcomes Assessed:	Outcomes Assessed:		
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	15	15	10	40
Total %	35	35	30	100
OUTCOMES:				
PH11-1	Develops and evaluates questions and hypotheses for scientific investigation			
PH11-2	Designs and evaluates investigations in order to obtain primary and secondary data and information			
PH11-3	Conducts investigations to collect valid and reliable primary and secondary data and information			
PH11-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media			
PH11-5	Analyses and evaluates primary and secondary data and information			
PH11-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes			
PH11-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose			
PH11-8	Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration			
PH11-9	Describes and explains events in terms of Newton's Laws of Motion, the laws of conservation of momentum and the law of conservation of energy			
PH11-10	Explains and analyses waves and transfer of energy by sound, light and thermodynamic principals			
PH11-11	Explains and quantitatively analyses electric fields, circuitry and magnetism			

2025 Preliminary Course Assessment Handbook

Screen and Media

RTO - NSW Department of Education, RTO 90333



Education

Qualification: CUA31020 Certificate III in Screen and Media

Cohort 2025 - 2026

Training Package: CUA Creative Arts and Culture

School Name: Toormina High School

Assessment Schedule Year 11 - 2025

		Task 1	Task 2	Task 3
Assessment Tasks for CUA31020 Certificate III in Screen and Media Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Safety	Story writing	Let's shoot!
		Week 8	Week 7	Week 5
		Term 1	Term 2	Term 3
CUAWHS312	Apply work health and safety practices	X		
CUAWRT302	Write simple stories		X	
BSBCRT311	Apply critical thinking skills in a team environment		X	
CUACAM311	Shoot material for screen productions			X
CUAPOS211	Perform basic vision and sound editing			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA31020 Certificate III in Screen and Media

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

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Society And Culture

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Research Task	Mini PIP	Preliminary Course Examination	
	The Social and Cultural World	Personal and Social Identity		
	Term: 1 Week: 10	Term: 2 Week: 9	Term: 3 Week: 8/9	
Outcomes Assessed: P3, P4, P5, P9, P10	Outcomes Assessed: P1, P2, P6, P7, P8	Outcomes Assessed: P1, P3, P4, P7, P8, P9		
Knowledge and understanding of course content	20	10	20	50%
Application and evaluation of social and cultural research methods	5	20	5	30%
Communication of information, ideas and issues in appropriate forms	5	10	5	20%
Total %	30%	40%	30%	100%
OUTCOMES:				
P1	Identifies and applies social and cultural concepts			
P2	Describes personal, social and cultural identity			
P3	Identifies and describes relationships and interactions within and between social and cultural groups			
P4	Identifies the features of social and cultural literacy and how it develops			
P5	Explains continuity and change and their implications for societies and cultures			
P6	Differentiates between social and cultural research methods			
P7	Selects, organises and considers information from a variety of sources for usefulness, validity and bias			
P8	Plans and conducts ethical social and cultural research			
P9	Uses appropriate course language and concepts suitable for different audiences and contexts			
P10	Communicates information, ideas and issues using appropriate written, oral and graphic forms			

2025 Preliminary Course Assessment Handbook

Sport, Lifestyle and Recreation

COMPONENTS	Task 1	Task 2	Task 3	Task 3	WEIGHTING %
	Practical Assessment	Research Task	Peer Teaching	Learning Log	
	Term: 1 Week: 6	Term: 2 Week: 4	Term: 2 Week: 5	Term: 3 Week: 8/9	
	Outcomes Assessed: 1.1, 2.3, 3.1, 4.1, 4.2, 4.4, 5.5	Outcomes Assessed: 1.3, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.4	Outcomes Assessed: 3.2, 3.3, 4.1, 4.2, 4.4	Outcomes Assessed: 1.1, 2.2, 2.3, 3.1, 3.3, 4.1, 4.2, 4.4, 5.2	
Knowledge and understanding	10	10	10	20	50%
Skills	20	5	5	20	50%
Total %	30%	15%	15%	40%	100%
OUTCOMES:					
1.1	applies the rules and conventions that relate to participation in a range of physical activities				
1.3	demonstrates ways to enhance safety in physical activity				
2.1	explains the principles of skill development and training				
2.2	analyses the fitness requirements of specific activities				
2.3	selects and participates in physical activities that meet individual needs, interests and abilities				
3.1	selects appropriate strategies and tactics for success in a range of movement contexts				
3.2	designs programs that respond to performance needs				
3.3	measures and evaluates physical performance capacity				
4.1	plans strategies to achieve performance goal				
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context				
4.4	demonstrates competence and confidence in movement contexts				
5.2	willingly participates in regular physical activity				
5.5	strives to achieve quality in personal performance				

2025 Preliminary Course Assessment Handbook

Textiles

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Project 1	Project 2	Preliminary Examination	
	Term: 2 Week: 2	Term: 3 Week: 6	Term: 3 Week: 8/9	
	Outcomes Assessed: P2.1, P2.3, P3.2	Outcomes Assessed: P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	Outcomes Assessed: P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2	
Knowledge and understanding	10	20	20	50%
Skills	30	10	10	50%
Total %	40%	30%	30%	100%
OUTCOMES:				
P1.1	Describes the elements and principles of design and uses them in a variety of applications			
P1.2	Identifies the functional and aesthetic requirements and features of a range of textile items			
P2.1	Demonstrates the use of a variety of communication skills, including computer-based technology			
P2.2	Develops competence in the selection and use of appropriate manufacturing techniques and equipment			
P2.3	Manages the design and manufacture of textile projects			
P3.1	Identifies properties of a variety of fabrics, yarns and fibres			
P3.2	Justifies the selection of fabrics, yarns and fibres for end-uses			
P4.1	Identifies and selects textiles for specific end-uses based on analysis of experimentation			
P5.1	Examines the status of the Australian, Textile, Clothing, Footwear and Allied Industries within the global context			
P5.2	Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian, Textile, Clothing, Footwear and Allied Industries			
P6.1	Identifies and appreciates the factors that contribute to the quality and value of textiles in society			

2025 Preliminary Course Assessment Handbook

Visual Art

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %	
	Artmaking and Artist Analysis Topic: Modernism and Subjective Framework	Artmaking and Extended Written Response Topic: Contemporary Art and Postmodern Framework	Visual Arts Portfolio of Experimental Works and Process Diary and Preliminary Course Examination Topic: Identity and Belonging		
	Term: 1 Week: 10	Term: 2 Week: 9	Term: 3 Week: 8/9		
	Outcomes Assessed: P1, P2, P3, P4	Outcomes Assessed: P5, P7, P8, P9	Outcomes Assessed: P6, P8, P9, P10		
Art making	15	20	15	50%	
Art Criticism and Art History	15	15	20	50%	
Total %	30%	35%	35%	100%	
OUTCOMES:					
P1	Explores the conventions of practice in artmaking				
P2	Explores the roles and relationships between the concepts of artist, artwork, world and audience				
P3	Identifies the frames as the basis of understanding expressive representation through the making of art				
P4	Investigates subject matter and forms as representations in artmaking				
P5	Investigates ways of developing coherence and layers of meaning in the making of art				
P6	Explores a range of material techniques in ways that support artistic intentions				
P7	Explores the conventions of practice in art criticism and art history				
P8	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art				
P9	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art				
P10	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.				

2025 Preliminary Course Assessment Handbook

Visual Design

COMPONENTS	Task 1	Task 2	Task 3	WEIGHTING %
	Design and create packaging for small business	Design and create lighting for a given environment	Design and create a publication for the music industry	
	Topic: Innovation in design practices	Topic: Critical reflection and judgement	Topic: Specifications of design briefs	
	Module: PD1	Module: IED3	Module: GD1	
	Term: 2 Week: 1	Term: 2 Week: 9	Term: 3 Week: 3	
Outcomes Assessed: DM1 – 5, CH1-4	Outcomes Assessed: DM1 – 5, CH1-4	Outcomes Assessed: DM1 – 5, CH1-4		
Design and making	25	25	20	70
Critical and Historical	10	10	10	30
Total %	35	35	30	100
OUTCOMES:				
DM1	Generates a characteristic style that is increasingly self-reflective in their design practice.			
DM2	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.			
DM3	Investigates different points of view in the making of designed works			
DM4	Generates images and ideas as representations/simulations.			
DM5	Develops different techniques suited to artistic and design intentions in the making of a range of works.			
DM6	Takes into account issues of Work Health and Safety in the making of a range of works.			
CH1	Generates in their critical and historical practice ways to interpret and explain design.			
CH2	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.			
CH3	Distinguishes between different points of view, using the frames in their critical and historical investigations.			
CH4	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design			

2025 Preliminary Course Assessment Handbook

2025 Assessment Calendar – Terms 1, 2 and 3

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
Term 1 2025						Exploring Early Childhood Sport, Lifestyle and Recreation	Community and Family Studies	Agriculture Screen and Media	English Ext 1 Physics Food Technology Music Modern History	Visual Arts Society and Culture Business Studies Hospitality	English Adv English Standard English Studies Mathematics Adv Mathematics Ext 1 Mathematics Standard
Term 2 2025	Legal Studies Visual Design Ancient History Biology	Textiles	Health and Movement Science Chemistry	Sport, Lifestyle and Recreation Industrial Technology - Timber	Sport, Lifestyle and Recreation	Food Technology	Exploring Early Childhood Agriculture Screen and Media	Community and Family Studies Physics Music Modern History	Visual Design Society and Culture Visual Arts	Mathematics Adv Mathematics Ext 1 Mathematics Standard Business Studies	No Week 11
Term 3 2025	English Adv English Standard English Studies	English Ext 1	Biology Visual Design Legal Studies Ancient History	Exploring Early Childhood	Health and Movement Science Chemistry Sport, Lifestyle and Recreation Industrial Technology – Timber Screen and Media	English Studies English Ext 1 Textiles Food Technology Hospitality	Assessment Free Week	Preliminary Course Examinations	Year 11 Camp	No Week 11	

Preliminary Course Examinations

Agriculture	Community and Family Studies	Legal Studies	Music
Ancient History	English Advanced	Mathematics Advanced	Physics
Biology	English Standard	Mathematics Extension 1	Society and Culture
Business Studies	Food Technology	Mathematics Standard	Textiles
Chemistry	Health and Movement Science	Modern History	Visual Arts

2025 Preliminary Course Assessment Handbook

Preliminary Course Lines

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
English Advanced	Agriculture	Community and Family Studies	Ancient History	Business Studies	Chemistry	English Extension
English Studies	Exploring Early Childhood	Food Technology	Biology	Human Movement Science	SLR 2	Mathematics Extension
English Standard	Mathematics Standard	Modern History	Legal	Industrial Technology Timber	Society and Culture	
	Mathematics Advanced	Music	Construction	SLR 1	Visual Arts	
		Physics	Visual Design	Screen and Media	Hospitality	
		Textiles				

ASSESSMENT TASK NOTIFICATION FORM

		TOORMINA HIGH SCHOOL ASSESSMENT TASK NOTIFICATION		Exam ▾ and In Class Task ▾	
COURSE:			TEACHER:		
TASK NUMBER:		TASK WEIGHT:		STAGE: Preliminary ▾	
NOTIFICATION DATE: Dec 4, 2024			DUE DATE: Dec 18, 2024		
Task Description					
<u>TOPIC in bold, underlined and centred</u>					
Part A – Type of Task What is the task... what are they expected to produce...					
Part B – Type of Task What is the task... what are they expected to produce...					
Task Submission					
How they submit the task					
Task Outcomes					
Dot points of outcomes					
<p>Students are reminded that, because this is an assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to telephone the school on the due day and support this with a medical certificate on your first day back at school. Any extensions of time must be organised with your teacher prior to the due date. Check your Assessment Booklet regarding requirements. Absence without an explanation will result in zero marks. A non-serious attempt will also result in zero marks. In either case the task must still be completed and submitted to meet NES requirements.</p>					

ASSESSMENT TASK SUBMISSION

		TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION	
COURSE:		TEACHER:	
STUDENT NAME:			
DUE DATE:	Dec 4, 2024	SUBMISSION DATE:	Dec 18, 2024
TASK NO:			
ASSESSMENT TITLE:			
NUMBER OF PAGES: (Not inc. cover sheet)			
ALL MY OWN WORK DECLARATION	<p>By completing and handing in an assessment task you are certifying that it is all your own work; no one else (including tutors, family or friends) completed the work for you. You have referenced any work used from other sources and have not plagiarised the work of others.</p> <p>I have kept a copy of my task: Yes / No</p>		
STUDENT SIGNATURE:			
RECEIPT OF SUBMISSION	<p>Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.</p>		
Teacher who marks the Assessment Task to fill in the following			
Mark		Rank	
Feedback			
Markers Signature		Date	

NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE

TOORMINA HIGH SCHOOL PRELIMINARY /HSC NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE



(Date)

Dear Student,

This is to notify you of a required change to the published assessment schedule for **(Course Name)**.
(Reasons)

Task Details: (Insert Task Number, and nature of task)

Original Due Date: (Insert date/Term/Week)

New Due Date: (Insert date/Term/Week)

Students should follow normal procedures regarding requests for Misadventure/Illness or Extension/ Substitute tasks if the task is not submitted by the new due date.

Please detach the section below and return to your teacher to acknowledge your understanding of the new date requirement.

Should you require further clarification or information you should speak to your teacher or faculty Head Teacher of the course.

Kind Regards

Teacher

Head Teacher

.....

I _____ have been informed of a change in the assessment schedule for **(COURSE NAME)**. I understand and acknowledge that the new due date for **(TASK)** is **(NEW DATE)**.

Student Signature

Illness/Misadventure/Extension of Time Application Package

Toormina High School Illness/Misadventure/Extension of Time Application Package

Information Guide for Students

The Toormina High School Illness/Misadventure program assists students who:

- are prevented from attending an examination or in-class assessment (including a practical examination) due to illness or unforeseen misadventure,
- consider that their performance in an examination, in-class assessment or assessment task has been affected by illness or misadventure immediately before or during the examination, in-class assessment or assessment task,
- are prevented from submitting an assessment task due to illness or unforeseen misadventure,

If any of the above categories applies to you at the time of examinations or assessments, you will need to complete an Illness/Misadventure form. Before you complete this form, you should read the following information carefully. Toormina High School's Illness/Misadventure program is based on NESA procedures. You should refer also to *Rules and Procedures for Higher School Certificate Candidates*.

Limitations on Applications

The authority of Toormina High School is limited to the conduct and presentation of examinations and assessment tasks. This means students may only apply to Toormina High School in relation to circumstances that occur immediately before or during an examination in-class assessment or assessment task, and that affect their performance in the examination, assessment or task.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- alleged deficiencies in teaching; for example, extended teacher absences
- loss of study time or facilities during the year. This includes changes in home circumstances
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination or assessment task
- if you receive disability provisions, the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination or assessment task
- misreading the examination timetable or assessment task submission date or time
- misreading examination or assessment task instructions
- other commitments, such as participation in entertainment, work or sporting events (other than approved school events),

If you are unsure whether you are eligible to apply for an illness or misadventure you should ask your principal.

Attendance at Examinations

You should attend every examination if possible. Do not miss an examination just because you do not feel able to do your best. The Illness/Misadventure program is designed to support students who perform below their expectations because of illness or misadventure.

If you do not attend an examination or submit an assessment task on time and your Illness/Misadventure application is unsuccessful, you will not receive a mark in that course. This could mean that you may be at risk of receiving an N-Determination in that subject.

Toormina High School does not expect you to attend an examination against specific medical advice. If you cannot attend an examination (including a practical examination) or submit an assessment task on time because of illness or misadventure, you must notify the school immediately. You are required to provide relevant documentation from an appropriate health professional as evidence.

Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your application. You should seek independent evidence on the same day, either immediately before or after each examination or assessment submission date for which you are applying. The documentation you provide must be current, specific to the date and time of the examination or assessment task and submitted with the application form. A medical certificate that merely states you were unfit for work/study is unacceptable. It must clearly explain the medical reason and why this has impacted on your ability to complete the examination or submit the task on time.

Practical Submissions

(For example, a Visual Arts body of work/Society and Culture Personal Interest Project/Major Project.)

If, because of illness or misadventure, you experience difficulties in completing your practical submission, you must advise your class teacher. He/she will complete Section B of the form. **You must submit all drafts or workings on the due date.**

Performance Examinations (For example, a Drama/Music performance examination or assessment task).

If illness or misadventure occurs before the examination begins and you are still able to attend the examination, notify your teacher or Year Deputy Principal before you begin the examination.

Before starting your examination, advise the Supervising Teacher of your situation. Do not hesitate to approach the Supervising Teacher as his/her comments and observations will be important in assessing your Illness/Misadventure application. In the case of performance examinations, it is not necessary to have Section B of the form completed. The Supervising Teacher will complete a report form and submit it separately to Toormina High School.

Written Examinations

If you are suffering from illness or misadventure but are still able to attend the examination, notify the Supervising Teacher (the person supervising the examination) when you enter the examination room. If the illness or misadventure occurs during the examination, notify the Supervising Teacher at once. Do this at every examination session in which you consider your performance may be affected.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

Assessment Tasks

If you are suffering from illness or misadventure but are still able to attend the in-class assessment task or submit the assessment task on the due date, notify the Supervising Teacher or Office Staff when you submit the task. If the illness or misadventure occurs during the in-class assessment, notify the Supervising Teacher at once.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

If you suffer an illness or misadventure during an in-class assessment task or from the time you are notified of a task to the due date, **you will be required to submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

Extension of Time

If you are suffering from illness or a misadventure and are unable to complete a 'take home assessment task' in time, you may apply for an extension of time. These will be considered on a case-by-case basis. **You must submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

Your Rights and Responsibilities

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be submitted by your parent/guardian on your behalf.

All applications must be submitted on a Toormina High School Illness/Misadventure form.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

No section of the form should be completed before the relevant examination or assessment task has been conducted, or before the due date for practical submissions. In the event that an extension is requested, please submit the application as soon as possible prior to the due date.

Before signing page 1, read the statements above the signature box very carefully. It is strongly recommended that you sign the form only after you have completed Section A, and after Section C has been completed by an appropriate person.

If Section C is incomplete and you did not attend an examination or submit the assessment task, you might not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

Submitting Your Form

- All applications are to be submitted to the principal for consideration. Please submit your application to the school office
- In each case you will receive the student acknowledgement slip. Please keep this acknowledgement slip until you have been advised of the result of your application.

The Application Process

The Illness/Misadventure will be considered by the principal in consultation with relevant staff and will consider and make a recommendation on each application on the basis of:

- the evidence presented in your Illness/Misadventure application, and
- Any relevant school-based data.

Complex matters may be referred to an independent medical expert for advice.

You will be notified of the outcome of your application within three days of you submitting the Illness/Misadventure form.

If you have any questions about the Illness/Misadventure program please contact the principal. Please call (02) 6653 3077

Instructions for Completing and Submitting this Application

Refer to the *Information Guide for Students* for further information

Students

Written examinations

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form on each day of each exam you apply for.
- Notify the Supervising Teacher for every exam you apply for.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Practical submission (e.g., Visual Arts body of work)

- Complete a new application for each task/examination.
- Complete page 1 and Section A.
- Have Sections C1 and/or C2 completed by an appropriate person(s).
- Hand this form to School Office.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Performance examination (e.g., Music Performance)

- Complete a new application for each task/examination.
- Before beginning your exam, approach the Supervising Teacher. Advise him/her of your illness and/or misadventure. The Supervising Teacher will be asked to complete a Section B. This report will be requested by the principal.
- Complete Section A of the form.
- Take this form to your doctor or other appropriate person who should complete Sections C1 and/or C2.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Assessment Tasks

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Closing Dates for Applications

Practical examinations: Three days after the examination or submission date.

Assessment tasks: Three days after the due date or submission date.

Written examinations: Within three days of the student's last examination.

Application for extension: As soon as possible but no less than 3 days prior to the assessment due date. **Draft works will be required to be submitted on the original due date of the assessment task.**

PLEASE RETAIN THIS INFORMATION GUIDE

Application due to Illness/Misadventure

Section A

To be completed by the Student

Family name	First name	Date of Application

Closing Dates

- **Practical examinations:** Three days after the examination or submission date.
- **Assessment tasks:** Three days after the due date or submission date.
- **Written examinations:** Within three days of the student's last examination.
- **Application for extension:** As soon as possible but no less than 3 days prior to the assessment due date. ***Draft works will be required to be submitted on the original due date of the assessment task.***

IMPORTANT: Only list the Course that you are applying for

Course (Please include specific component and/or item affected e.g., drama group performance, Music 1 elective 3.)	Examination date or Submission date	Did you receive disability provisions for this course

Have you lodged a separate Illness/Misadventure form for any other examination or assessment task?

YES / NO

If YES, which examination(s)/assessment task?

Student Declaration

- I have carefully read the Information Guide for Students, detailing Illness/Misadventure applications and the instructions on this form. I have completed each item on the checklist.
- I consider that my examination or assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination(s), as set out above and in Section A of this form.
- I declare that all the information I have supplied is true.
- I give permission for a medical practitioner appointed by Toormina High School or its officers, to obtain further details from any person who has provided evidence in Sections C1 and/or C2, if applicable and considered necessary by Toormina High School.

Student Signature:
(Student must sign unless incapacitated)

Date:

This application must be lodged by the student unless incapacitated. If the application is lodged on behalf of the student, please complete the below:

Name of person lodging application (Please print):	Reason the student is not lodging the application:
Signature:	Contact number:

I am applying for:

- Illness or misadventure leading up to or during an examination
- Illness or misadventure leading up to or during an in-class assessment task
- Illness or misadventure leading up to or during a take-home assessment task
- Extension of time for a take-home assessment task
- Other:

Date	Examination or assessment task	Details of Effect on Performance	Attendance
	One paper only per application	Use a new form for EACH written examination session or practical examination session or assessment task in which you are applying. Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.	Did you attend the examination or submit the task? YES/NO

The student needs to complete Section C and submit the application to the office.

Section B

To be completed by the Class/Supervising Teacher (if required by the principal)

- **Written examination:** to be completed by the Supervising Teacher
- **Practical submissions:** to be completed by the Class Teacher
- **Performance/Speaking examinations:** to be completed by the Class Teacher
- **In-class assessment task:** to be completed by the Supervising Teacher

Name:		Signature:	
School Name:		Position:	
Contact number:		Date:	

Please attach a separate sheet if you wish to make further comments that might assist in the consideration of the application.

Examination or Assessment Task	Record fully your observations of distress or disadvantage suffered by the student. It is most important that this section is completed for EVERY examination or assessment task in which the student has applied.	Did the student report illness or misadventure? YES/NO	Estimate of total time lost during examination or task (hrs/mins).

Section C

To be completed by:

- Independent evidence of illness – complete Section C1.
- Independent evidence of misadventure – complete Section C2.

Please Note: The person completing Section C1 or C2 must NOT be related to the student.

Toormina High School advises that students should attend examinations unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek independent medical advice either immediately before or after each examination. **A note from the parent is NOT acceptable.**

The student has agreed in writing to a medical practitioner appointed by Toormina High School, obtaining further information relating to the student's application from anyone completing Section C1 or C2.

Section C1 Independent evidence of illness: to be completed by a medical practitioner. Please note that any fee for providing this report is the responsibility of the student.

Diagnosis of medical condition:		Date of onset of illness:	
Date(s) and time(s) of all consultations/meetings relating to this illness:			
<p>Please describe how the student's condition/symptoms could affect their examination or assessment task performance. (If the student was unable to attend an examination or submit an assessment task on time it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)</p>			
<p>Any other comments or information which may assist in the assessment of the student's application. (If there is not enough space, please attach additional sheet(s).)</p>			
Name:	Profession:	Place of work:	
Telephone:	Signature:	Date:	

Section C2

Independent evidence of misadventure: to be completed by a relevant person such as a police officer **(This DOES NOT INCLUDE A PARENT)**

Description of Event:

Date of misadventure		Are you known to the student?	YES / NO
Were you a witness to the event?	YES / NO	If NO, how did you obtain the evidence you are providing	
Name:		Profession:	Place of work:
Telephone:		Signature:	Date:

SAMPLE

Section D

To be completed by the Principal

- Ensure that the student has been given the acknowledgement slip at the bottom of this page.
- Complete Section D of this form. Identify any students from your school where the basis of the application is of a related nature (e.g., motor vehicle accident on the way to an examination).
- Photocopy Sections A, B, C and D and any attachments for your records.

Principal's Statement (Must be completed by the Principal)

Comments on this application

This statement should relate directly to the genuineness of the application, and should include a recommendation based on the information available to the school.

SAMPLE

Name (Print)		School	
Signature		Date	

Section E - Outcome

To be completed by the Principal

Approved/Not Approved (circle one)

Reason for decision:

Section F – Penalty/Penalties to be Applied

To be completed by the Principal

	No marks to be awarded – N-Award Warning letter to be issued
	Sit or submit the task without penalty
	Complete an alternate task
	Task to be submitted with penalty – Indicate the Penalty applied:
	No extension granted
	Estimate to be given (only to be used in extraordinary circumstances)
	Approved extension without penalty – indicate new due date:

Note: Student to receive a copy of Section E and Section F once determination has been made.

Illness/Misadventure Application Acknowledgement

To be completed by Principal or Delegate and retained by the student

Student's Name	
I acknowledge receipt of your Examination Illness/Misadventure application	
Name (Print)	
Signature	

Avoiding Plagiarism



7th Edition

Avoiding Plagiarism Guide

There are two common types of plagiarism: (a) improper use of someone else's **words** and (b) improper use of someone else's **ideas**. Both forms of plagiarism involve using someone else's words or ideas **without appropriately acknowledging the author or source**.

Word plagiarism occurs when you use another author's exact words or phrases without quotation marks.

- Whenever possible, [paraphrase sources](#) in your own words rather than directly quoting them. Paraphrasing helps you to synthesize ideas and integrate them into the context of your paper.
- Use [direct quotes](#) sparingly and only when it is important to reproduce both what was said and how it was said.
- If you use an author's words directly, even your own words from a previous paper, you must use quotation marks (in addition to an in-text citation) to let readers know that these are not your original words.
- The most blatant form of word plagiarism occurs when students copy an author's exact words and knowingly do not use quotation marks or include an in-text citation.
- A more common type of word plagiarism is when students think they can use an author's exact (or very similar words) and include only an in-text citation. (The citation gives the author credit for the ideas, but the quotation marks give the author

credit for the wording of the idea.) If you use an author's exact words, quotation marks and location information must accompany the in-text citation.

- Another common type of word plagiarism occurs when students mistakenly think they have paraphrased an author's words because they added or removed a few words or replaced some of the words with synonyms. This is called [patchwriting](#). If your wording has a similar sentence structure and uses the same words and phrases of the original author, you are patchwriting. (See the example next.) Paraphrase the idea in your own words instead.

Example passage from Ward et al. (2006): Findings indicate that media content is not uniformly negative. Information about sexual health, risks, and thoughtful decision-making is sometimes present.

Plagiarized (patchwritten) example: According to Ward et al. (2006), media content is not all negative, and information is sometimes present concerning sexual health, risks, and thoughtful decision-making.

Avoiding Word Plagiarism

- It is important to paraphrase other authors' works in your own words.
- When reading a description of an idea or study, it can be hard to represent that idea or finding as clearly and succinctly as the author did without plagiarizing. The easiest way to avoid repeating sentence structure or lifting phrases is to read a section of a work, and then put the work down and write notes in your own words.
- As a general rule, paraphrase when taking notes on a source. Do not write the author's words verbatim without putting them in quotation marks and including the source location in your notes.
- Always attribute every idea, fact, or finding you put in your paper when you write it.

Idea plagiarism occurs when you present an idea from another source without citing the author and year.

- Any time you write about a concept or idea in a paper without including an in-text citation (or clearly linking it to a previous sentence containing an in-text citation), you are claiming the idea as your own (if it is not, that is plagiarism). For examples, see Sections 8.1 and 8.24 in the seventh edition *Publication Manual* on [appropriate level of citation](#) and long paraphrases.
- The most blatant form of idea plagiarism occurs when students see a good argument or idea in a paper and then represent that argument or idea as their own.
- A more common form of idea plagiarism is when students cite a source incorrectly because they do not follow proper in-text citation guidelines, as described in Chapter 8 of the *Publication Manual*.

For example, they may write a whole paragraph about a study and then cite the study's author and year in the last sentence in parentheses, thinking that citation covers the previous sentences. Instead, the in-text citation should appear at the beginning of the paraphrased passage, to establish its origin at the outset.

- Another common form of idea plagiarism is when students remember a fact they learned in class and put it in their paper without citing it or when they write about a fact they heard somewhere and mistakenly assume it is common knowledge.

Avoiding Idea Plagiarism

- To avoid idea plagiarism, use (a) signal phrases (e.g., "I believe that") to designate your own idea, or (b) include an in-text citation to a source to signal someone else's idea.
- Most important, always search the literature to find a source for any ideas, facts, or findings that you put in your paper.
- See Chapter 8 of the *Publication Manual* and the [In-Text Citations](#) and [Instructional Aids](#) pages of the APA Style website for more information on creating in-text citations, integrating source material, and paraphrasing and quoting from a work.



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More information on avoiding plagiarism and self-plagiarism can be found in Sections 8.2 and 8.3 of both the *Publication Manual of the American Psychological Association* (7th ed.) and the *Concise Guide to APA Style* (7th ed.).

SOURCE: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

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Last updated 11/15/2021

APA Style Tip Sheet



7th Edition

APA Style Tip Sheet



When learning APA Style, it can be helpful to refer to a tip sheet. For example, this tip sheet contains tips about paper format, inclusive language, and references. We recommend creating your own tip sheet according to your writing needs.

Paper Format Tips

- Use default font and margin settings.
- Double-space text.
- Place page number at top right of every page.
- Include paper sections of title page, text, and reference list, at minimum.
- Follow the [student paper heading levels template](#) to format headings properly.
- Use the [student paper checklist](#) to check your work.

Inclusive Language Tips

- Use language that treats people with dignity and respect.
- Choose words that are appropriately specific (e.g., avoid “we” to refer to people in general).
- Call people what they call themselves.
- Consult [bias-free language guidelines](#) and [inclusive language guide](#) for information on topics such as age, disability, gender, race and ethnicity, sexual orientation, and socioeconomic status.

Reference Tips

- Add references and citations to your paper as you write to avoid plagiarism.
- Follow [reference examples](#) (especially [common reference types](#)).
- Ensure in-text citations include the author and year.
- Check that in-text citations have references and that references are cited in text.
- Alphabetize references in the reference list by the surname of the first author.
- Use a 0.5-in. hanging indent for references.
- Double-space references.

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Last updated May 4, 2023

More information on APA Style can be found in the [Publication Manual of the American Psychological Association \(7th ed.\)](#) and the [Concise Guide to APA Style \(7th ed.\)](#).

CITE THIS HANDOUT:

American Psychological Association. (2023). *APA Style tip sheet*. <https://apastyle.apa.org/instructional-aids/APA-Style-tip-sheet.pdf>

Reference examples



7th edition

Common Reference Examples Guide

This guide contains examples of common types of APA Style references. Section numbers indicate where to find the examples in the *Publication Manual of the American Psychological Association* (7th ed.).

More information on references and reference examples are in Chapters 9 and 10 of the *Publication Manual* as well as the *Concise Guide to APA Style* (7th ed.). Also see the [Reference Examples](#) pages on the APA Style website.

Journal Article (Section 10.1)

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Online Magazine Article (Section 10.1)

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Bernstein, J. (2024, June 3). The man who couldn't stop going to college. *The New York Times*. <https://www.nytimes.com/2024/06/03/magazine/benjamin-bolger-college-harvard-yale.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2024, April 23). Are tweens too young for digital literacy? *Dr. Pam: Living With Media*. <https://www.pamelarutledge.com/are-tweens-too-young-for-digital-literacy/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. <https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home–school collaboration to promote mind–body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind–body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (2018). Internet addiction. In *APA dictionary of psychology*. <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2024, April 11). *People who use willpower alone to achieve goals, resist temptation, deemed more trustworthy* [Press release]. <https://www.apa.org/news/press/releases/2024/04/people-who-use-willpower>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367) [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). *Fancy party* (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Lee, C., McAdoo, T., & Denny, S. (2023). *APA Style seventh edition refresher for instructors* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). *Smells like teen spirit* [Song]. On *Nevermind*. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) *Psychopaths and superheroes* (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happinesslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

X Post (Section 10.15)

Obama, B. [@BarackObama]. (2024, May 17). *Today marks 70 years since the Supreme Court handed down its landmark decision in Brown v. Board of Education, outlawing* [Post]. X. <https://x.com/BarackObama/status/1791540592238874953>

Open Educational Resource (Section 10.16)

Fagan, J. (2024, February 7). *Nursing clinical brain*. OER Commons. Retrieved June 2, 2024, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Taras, Z. (2024, May 30). *Situational irony can be funny, tragic or even terrifying*. howstuffworks. <https://entertainment.howstuffworks.com/arts/literature/situational-irony.htm>

Webpage on a News Website (Section 10.16)

Volpe, A. (2024, June 3). *How the self-care industry made us so lonely*. Vox. <https://www.vox.com/even-better/350424/self-care-isolation-loneliness-epidemic>

Webpage With a Retrieval Date (Section 10.16)

Worldometer. (n.d.). *Current world population*. Retrieved June 27, 2024, from <https://www.worldometers.info/world-population/>



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Last updated June 27, 2024

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CITE THIS HANDOUT:

American Psychological Association. (2024). *APA Style common reference examples guide*. <https://apastyle.apa.org/instructional-aids/reference-examples.pdf>

We thank Traci Giuliano, of Southwestern University, for providing the inspiration for this content.