



# TUMBARUMBA HIGH SCHOOL

STAGE 6 COURSE  
ASSESSMENT BOOKLET  
YEAR 11 2025



Education  
Public Schools



**Phone:** (02) 6948 2500



**Email:** [tumbarumba-h.school@det.nsw.edu.au](mailto:tumbarumba-h.school@det.nsw.edu.au)



**Web:** [www.tumbarumba-h.schools.nsw.edu.au](http://www.tumbarumba-h.schools.nsw.edu.au)



**Facebook:** [www.facebook.com/TumbarumbaHighSchool](https://www.facebook.com/TumbarumbaHighSchool)



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# Assessment Requirements

This booklet outlines the work that students must complete and the conditions that apply to assessments at the Higher School Certificate (HSC) level in Year 11 at Tumbarumba High School.

***Students are reminded that the issuing of this book to each student is evidence that they have been informed of the assessment requirements.***

## 1. Assessment Program

The Year 11 Stage 6 Assessment Program at Tumbarumba High School begins in Week 1, Term 1 2025 and continues for the duration of the course.

There are two aspects of satisfactory achievement of results in HSC courses:

- Satisfactory completion of the Assessment program, and
- Satisfactory completion of a course.

No assessment tasks are set for the week before the Year 11 Final Examinations. Final Examinations in Year 11 will follow the NSW Education Standards Authority (NESA) examination specifications.

## 2. The Purpose of Assessment

Assessments for each course are intended to measure students' achievement relative to each other at the end of the course.

It is based on:

- A wider range of syllabus outcomes than may be measured by the final examination, although it must cover all the objectives measured
- Multiple measures and observations made throughout the course rather than at a single final examination.

## 3. Course of Study Requirements

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

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses);
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

#### **4. Australian Tertiary Admissions Rank (ATAR)**

Students who wish to receive the ATAR must apply for it. The ATAR is calculated by the Universities. To be eligible for an ATAR a student must complete:

- At least 10 units from Board Developed Courses including at least 2 units of English
- The Board Developed Courses must include at least 3 courses of 2 units or greater, and at least 4 subjects

#### **5. Satisfactory Course Completion**

Satisfactory completion of a course involves not only the completion of assessment tasks but satisfactory participation and progress in **all** aspects of that course.

To satisfactorily study a course you must:

- Complete the requirements of the course as specified by the syllabus. This includes mandatory oral, practical and project work.
- Make a serious attempt at assessment tasks (in Year 12, these must contribute to more than 50% of available school assessment marks)
- Make a genuine attempt at all tasks set as part of the assessment program.
- Attend all timetabled classes on a regular basis.

Satisfactory completion of the Year 11 course is a prerequisite for entry into the Year 12 course.

#### **6. Completion of Assessment Tasks**

The NESA expects students to attempt ALL assessment tasks set. Students must complete at least 50% of the assessment tasks for each course. Failure to do so will result in an N-award for that course.

Students who do not comply with assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course.

#### **7. Assessment Task Notification**

Students will be informed, in writing, of the set dates and details of each assessment task, at least two weeks prior to the task.

The school has the responsibility to let students know:

- What will be assessed
- How it will be assessed
- When it will be assessed
- The relative weighting of each task.

Students will be notified in writing of any alterations to the scheduling or nature of the assessment tasks or any other changes to the assessment procedures or policy. When a student returns from any absence, it is the student's responsibility to enquire about any work set during the absence.

## 8. Submitted Assessment Tasks

Students must submit their assessment task before 9am on the date stipulated on the assessment task notification, unless it is an in-class task. If the teacher is not available, then the task must be handed to the Head Teacher, Deputy Principal or Principal. The student must ensure that the teacher signs and dates the task to verify that it has been submitted on or before the due date.

If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. a sporting excursion) the student must submit the task before going on the excursion. The due date is only the last day on which the task could be submitted.

## 9. Missed or Late Assessment Tasks

If an assessment examination or in-class task is missed, a zero mark will be awarded automatically. Students will be given the opportunity to complete that task at a later date, but the zero mark will still apply unless an appeal is submitted and upheld.

A non-serious attempt at an assessment task will be regarded as a non-attempt and will be awarded a zero mark. Responses submitted which are trivial, frivolous, plagiarised or offensive in nature may be regarded as non-serious.

## 10. Appeals/Extensions

Students are advised to complete all assessment tasks to the best of their ability and to advise the school immediately if circumstances may prevent them from doing so. Students who are absent from a task or fail to submit a task on the due date may appeal against a zero mark. The pro-forma for an appeal is included in this booklet or can be found outside the Deputy Principal's office.

Grounds for appeals against a zero mark must be serious and substantiated - students must be able to prove the reason for absence or late submission.

**Serious** - the reason for lateness/absence was of a serious nature, e.g. illness or misadventure which would reasonably be expected to prevent a student from completing the test or task as required.

**Substantiated** - written proof of the reasons for lateness/absence must be provided with an appeal e.g. Medical certificate for illness or accident, note on letterhead to confirm a significant appointment.

Where students anticipate inability to complete assessment tasks by the due date, they may submit an appeal to the Head Teacher through their supervising teacher for an extension of time. This should be submitted before the due date of the assessment task and does not guarantee the extension. Again, appeals for extensions should be serious and substantiated.

Note:

- Any appeal against a zero mark or procedural arrangements associated with an assessment task must be completed within **three days** of the task's due date.
- Appeals must be submitted to the Head Teacher.
- If an appeal is upheld, the student may be set an alternative task or may be issued an estimate based on other appropriate evidence.

## **11. Student Absences**

A student's absence from an in-class assessment task due to other school activities will be regarded as a legitimate absence. Students have a responsibility to inform their class teacher immediately such a clash of dates is known. An appeal form will need to be submitted if the date of the task cannot be changed. If a student is guilty of fractional truancy (truants the lesson of an assessment task) the zero mark will stand.

## **12. Technological Failure**

Computer failure is not an automatic excuse for inability to complete tasks on the due date.

It is the student's responsibility to back-up any work in progress and keep a hard copy of text.

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

## **13. Malpractice/Cheating**

Students must follow teacher instructions. Students who do not follow instructions, who cheat, or who are dishonest in any way, will receive a zero mark.

## **14. N-Award HSC Course**

When it becomes clear that a student may be at risk of receiving an N-award, a First Warning letter will be sent, indicating the reasons for this and what actions needs to be taken to rectify the situation.

Should this not achieve a substantial improvement, a second letter will be sent. If no improvement results, this is sufficient documentation for an N-award and may result in the non-award of the Higher School Certificate.

The Principal must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected;
- advise the parent or guardian in writing (if the student is under 18 years of age);
- request from the student/parent a written acknowledgement of the warning;
- issue at least one follow-up warning letter if the problem has not been corrected;
- retain copies of the warning notice(s) and other relevant documentation.

## **15. VET Mandatory Work Placement**

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. The course completion criteria form the basis for this decision. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an N-determination.

# **Stage 6 HSC Courses**

## **Year 11 Assessment Schedules by Subject**

|                | Task 1                             | Task 2                                            | Task 3                    |
|----------------|------------------------------------|---------------------------------------------------|---------------------------|
| Outcomes       | P1.2<br>P2.2<br>P4.1               | P1.1<br>P2.3<br>P3.1<br>P5.1                      | All outcomes              |
| Due Date       | Term 2<br>Week 2                   | Term 2<br>Week 10                                 | Term 3<br>Week 8          |
| Task Type      | Animal growth and nutrition trials | Farm case study presentation and written response | End-of-Course Examination |
| Task Weighting | 30%                                | 30%                                               | 40%                       |
| Task Topic     | Animal production                  | Farm case study                                   | All Topics                |

#### **Course 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** Describes 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** Identifies the role of associated technologies and technological innovation in producing and marketing agricultural products.

|                   | Task 1                                       | Task 2                                                             | Task 3                                         |
|-------------------|----------------------------------------------|--------------------------------------------------------------------|------------------------------------------------|
| Outcomes          | AH11-6<br>AH11-7<br>AH11-9<br>AH11-10        | AH11-3<br>AH11-4<br>AH11-5<br>AH11-6<br>AH11-7<br>AH11-8<br>AH11-9 | AH11-1<br>AH11-2<br>AH11-6<br>AH11-7<br>AH11-9 |
| Due Date          | Term 1<br>Week 9                             | Term 3<br>Week 1                                                   | Term 3<br>Week 8                               |
| Task Type         | Source<br>Analysis                           | Research and<br>Essay                                              | End-of-Course<br>Examination                   |
| Task<br>Weighting | 30%                                          | 30%                                                                | 40%                                            |
| Task Topic        | <i>Investigating<br/>Ancient<br/>History</i> | <i>Historical<br/>Investigation</i>                                | All Topics                                     |

## Course 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

|                | Task 1                                                                                      | Task 2                                                           | Task 3                       |
|----------------|---------------------------------------------------------------------------------------------|------------------------------------------------------------------|------------------------------|
| Outcomes       | BIO11/12-1<br>BIO11/12-2<br>BIO11/12-3<br>BIO11/12-4<br>BIO11/12-5<br>BIO11/12-7<br>BIO11-8 | BIO11/12-1<br>BIO11/12-5<br>BIO11/12-6<br>BIO11/12-7<br>BIO11-10 | All outcomes                 |
| Due Date       | Term 1<br>Week 9                                                                            | Term 3<br>Week 3                                                 | Term 3<br>Week 8             |
| Task Type      | Practical<br>Skills Task                                                                    | Depth Study                                                      | End-of-Course<br>Examination |
| Task Weighting | 25%                                                                                         | 40%                                                              | 35%                          |
| Task Topic     | Module 1                                                                                    | Module 3                                                         | All Modules                  |

## Course Outcomes:

- BIO11/12-1** Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation
- BIO 11/12-2** Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO 11/12-3** Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information
- BIO 11/12-4** Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO 11/12-5** Analysing data and information - analyses and evaluates primary and secondary data and information
- BIO 11/12-6** Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO 11/12-7** Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8** Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9** 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
- BIO11-10** Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11** Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

# Business Studies

|                | Task 1                        | Task 2                         | Task 3                       |
|----------------|-------------------------------|--------------------------------|------------------------------|
| Outcomes       | P1<br>P2<br>P6<br>P7<br>P8    | P3<br>P5<br>P9<br>P10          | All outcomes                 |
| Due Date       | Term 1<br>Week 8              | Term 3<br>Week 5               | Term 3<br>Week 8             |
| Task Type      | Business<br>Report            | Business<br>Plan               | End-of-Course<br>Examination |
| Task Weighting | 25%                           | 35%                            | 40%                          |
| Task Topic     | <i>Nature of<br/>Business</i> | <i>Business<br/>Management</i> | All Topics                   |

## Course 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 size 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 businesses 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

|                | Task 1                                                     | Task 2                                                       | Task 3                                                                                     |
|----------------|------------------------------------------------------------|--------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Outcomes       | CH11/12-2<br>CH11/12-3<br>CH11/12-4<br>CH11/12-7<br>CH11-8 | CH11/12-1<br>CH11/12-5<br>CH11/12-2-6<br>CH11/12-7<br>CH11-9 | CH11/12-4<br>CH11/12-5<br>CH11/12-6<br>CH11/12-7<br>CH11-8<br>CH11-9<br>CH11-10<br>CH11-11 |
| Due Date       | Term 1<br>Week 10                                          | Term 2<br>Week 7                                             | Term 3<br>Week 8                                                                           |
| Task Type      | Practical Task                                             | Depth Study                                                  | End-of-Course Examination                                                                  |
| Task Weighting | 30%                                                        | 30%                                                          | 40%                                                                                        |
| Task Topic     | Quantitative Chemistry                                     | Reactive Chemistry                                           | All Topics                                                                                 |

## **Course 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

**CH11-8** explores the properties and trends in the physical, structural and chemical aspects of matter

**CH11-9** describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

**CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

**CH11-11** analyses the energy considerations in the driving force for chemical reactions

|                | Task 1                          | Task 2                                       | Task 3                                       |
|----------------|---------------------------------|----------------------------------------------|----------------------------------------------|
| Outcomes       | P3.2<br>P4.1<br>P6.1            | P2.1<br>P2.3<br>P3.1<br>P3.2<br>P4.1<br>P4.2 | P1.1<br>P1.2<br>P2.2<br>P3.1<br>P4.2<br>P6.1 |
| Due Date       | Term 1<br>Week 8                | Term 2<br>Week 6                             | Term 3<br>Week 8                             |
| Task Type      | Questionnaire and Data Analysis | Research                                     | End-of-Course Examination                    |
| Task Weighting | 35%                             | 40%                                          | 25%                                          |
| Task Topic     | Resource Management             | Individuals and Groups                       | All Topics                                   |

## Course 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 interrelationship 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.

# English Advanced

|                | Task 1                                       | Task 2                                                 | Task 3                                         |
|----------------|----------------------------------------------|--------------------------------------------------------|------------------------------------------------|
| Outcomes       | EA11-3<br>EA11-5<br>EA11-9                   | EA11-1<br>EA11-2<br>EA11-3<br>EA11-5<br>EA11-7         | EA11-1<br>EA11-3<br>EA11-5<br>EA11-6<br>EA11-8 |
| Due Date       | Term 1<br>Week 9                             | Term 2<br>Week 9                                       | Term 3<br>Week 8                               |
| Task Type      | Creative Writing & Reflection                | Multimodal Presentation                                | End-of-Course Examination                      |
| Task Weighting | 40%                                          | 30%                                                    | 30%                                            |
| Task Topic     | <i>Reading to Write</i><br><br>Common Module | <i>Narratives that Shape our World</i><br><br>Module A | Common Module<br>Module A<br>Module B          |

## Course Outcomes:

- EA11-1** Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2** Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3** Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EA11-4** Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5** Thinks imaginatively, creatively, interpretively and critically 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 cultural assumptions and values in texts and their effects on meaning
- EA11-9** Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

|                | Task 1                                       | Task 2                                            | Task 3                                         |
|----------------|----------------------------------------------|---------------------------------------------------|------------------------------------------------|
| Outcomes       | EN11-3<br>EN11-5<br>EN11-9                   | EN11-1<br>EN11-2<br>EN11-3<br>EN11-5<br>EN11-7    | EN11-1<br>EN11-3<br>EN11-5<br>EN11-6<br>EN11-8 |
| Due Date       | Term 1<br>Week 9                             | Term 2<br>Week 9                                  | Term 3<br>Week 8                               |
| Task Type      | Creative Writing & Reflection                | Multimodal Presentation                           | End-of-Course Examination                      |
| Task Weighting | 40%                                          | 30%                                               | 30%                                            |
| Task Topic     | <i>Reading to Write</i><br><br>Common Module | <i>Contemporary Possibilities</i><br><br>Module A | Common Module<br><br>Module A<br><br>Module B  |

## Course Outcomes:

- EN11-1** Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2** Uses and evaluates 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, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN11-4** Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5** Thinks imaginatively, creatively, interpretively and analytically 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** Understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8** Identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9** Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

|                | Task 1                                                   | Task 2                                                                | Task 3                    |
|----------------|----------------------------------------------------------|-----------------------------------------------------------------------|---------------------------|
| Outcomes       | HM-11-01<br>HM-11-02<br>HM-11-06<br>HM-11-08<br>HM-11-10 | HM-11-05<br>HM-11-09<br>HM-11-10                                      | All outcomes              |
| Due Date       | Term 1<br>Week 10                                        | Term 3<br>Week 5                                                      | Term 3<br>Week 8          |
| Task Type      | Research Task                                            | Collaborative Investigation                                           | End-of-Course Examination |
| Task Weighting | 35%                                                      | 35%                                                                   | 30%                       |
| Task Topic     | Health for Individuals and Communities                   | Health for Individuals and Communities or The Body and Mind in Motion | All Topics                |

## Course 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

|                | Task 1                       | Task 2                                       | Task 3                    |
|----------------|------------------------------|----------------------------------------------|---------------------------|
| Outcomes       | P1.1<br>P1.2<br>P2.1<br>P5.1 | P1.2<br>P2.1<br>P4.1<br>P4.2<br>P5.1<br>P5.2 | All outcomes              |
| Due Date       | Term 2<br>Week 6             | Term 3<br>Week 6                             | Term 3<br>Week 8          |
| Task Type      | Industry Study               | Minor Project                                | End-of-Course Examination |
| Task Weighting | 30%                          | 40%                                          | 30%                       |
| Task Topic     | Industry Study               | Minor Project                                | All Topics                |

### Course Outcomes:

- P1.1** 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

|                | Task 1                           | Task 2                                                 | Task 3                                  |
|----------------|----------------------------------|--------------------------------------------------------|-----------------------------------------|
| Outcomes       | P1<br>P2<br>P3<br>P6<br>P7<br>P9 | P5<br>P6<br>P7<br>P8<br>P9<br>P10                      | P1<br>P2<br>P4<br>P5<br>P6<br>P7<br>P10 |
| Due Date       | Term 1<br>Week 10                | Term 2<br>Week 8                                       | Term 3<br>Week 8                        |
| Task Type      | In Class Essay                   | Research and<br>Report<br>Presentation                 | End-of-Course<br>Examination            |
| Task Weighting | 20%                              | 40%                                                    | 40%                                     |
| Task Topic     | The Legal<br>System              | The Legal<br>System / The<br>Individual and<br>the Law | All Topics                              |

## Course 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 relationship 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

|                | Task 1                                                                   | Task 2                                                                                                                                                                 | Task 3                       |
|----------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
| Outcomes       | MS11-1<br>MS11-3<br>MS11-6<br>MS11-9<br>MS11-10                          | MS11-1<br>MS11-4<br>MS11-5<br>MS11-8                                                                                                                                   | All outcomes                 |
| Due Date       | Term 1<br>Week 9                                                         | Term 2<br>Week 5                                                                                                                                                       | Term 3<br>Week 8             |
| Task Type      | Assignment                                                               | Mid-Course<br>Assessment                                                                                                                                               | End-of-Course<br>Examination |
| Task Weighting | 30%                                                                      | 30%                                                                                                                                                                    | 40%                          |
| Task Topic     | M1<br>Applications of<br>Measurement<br><br>A1 Formulae<br>and Equations | A1 Formulae<br>and Equations<br><br>F1.2 Earning<br>and Managing<br>Money<br><br>M1<br>Applications of<br>Measurement<br><br>S2 Relative<br>Frequency &<br>Probability | All Topics                   |

## Course 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 multistage 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.

# Modern History

|                   | Task 1                             | Task 2                               | Task 3                                                   |
|-------------------|------------------------------------|--------------------------------------|----------------------------------------------------------|
| Outcomes          | MH11-6<br>MH11-7<br>MH11-10        | MH11-6<br>MH11-7<br>MH11-8<br>MH11-9 | MH11-1<br>MH11-2<br>MH11-3<br>MH11-4<br>MH11-5<br>MH11-9 |
| Due Date          | Term 1<br>Week 6                   | Term 2<br>Week 2                     | Term 3<br>Week 8                                         |
| Task Type         | Source<br>Analysis                 | Research<br>and Essay                | End-of-Course<br>Examination                             |
| Task<br>Weighting | 30%                                | 30%                                  | 40%                                                      |
| Task Topic        | Investigating<br>Modern<br>History | Historical<br>Investigation          | All Topics                                               |

## Course Outcomes:

|                |                                                                                                                                 |
|----------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>MH11-1</b>  | Describes the nature of continuity and change in the modern world                                                               |
| <b>MH11-2</b>  | Proposes ideas about the varying causes and effects of events and developments                                                  |
| <b>MH11-3</b>  | Analyses the role of historical features, individuals, groups and ideas in shaping the past                                     |
| <b>MH11-4</b>  | Accounts for the different perspectives of individuals and groups                                                               |
| <b>MH11-5</b>  | Examines the significance of historical features, people, ideas, movements, events and developments of the modern world         |
| <b>MH11-6</b>  | Analyses and interprets different types of sources for evidence to support an historical account or argument                    |
| <b>MH11-7</b>  | Discusses and evaluates differing interpretations and representations of the past                                               |
| <b>MH11-8</b>  | Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources |
| <b>MH11-9</b>  | Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms |
| <b>MH11-10</b> | Discusses contemporary methods and issues involved in the investigation of modern history                                       |

# Sport, Lifestyle and Recreation

|                       | Task 1                          | Task 2                      | Task 3                    |
|-----------------------|---------------------------------|-----------------------------|---------------------------|
| <b>Outcomes</b>       | 1.1<br>1.3<br>2.1<br>2.3<br>3.3 | 2.5<br>3.6<br>4.4<br>4.5    | All outcomes              |
| <b>Due Date</b>       | <b>Term 1<br/>Week 9</b>        | <b>Term 2<br/>Week 9</b>    | <b>Term 3<br/>Week 8</b>  |
| <b>Task Type</b>      | Research Task                   | Practical                   | End-of-Course Examination |
| <b>Task Weighting</b> | <b>35%</b>                      | <b>35%</b>                  | <b>30%</b>                |
| <b>Task Topic</b>     | Athletics                       | First Aid & Sports Injuries | All Topics                |

## **Course 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.
- 1.6** Describes administrative procedures that support successful performance outcomes.
- 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.
- 2.5** Describes the relationship between anatomy, physiology and performance.
- 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.
- 3.6** Assesses and responds appropriately to emergency care situations.
- 4.4** Demonstrates competence and confidence in movement contexts.
- 4.5** Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.
- 5.1** Accepts responsibility for personal and community health.
- 5.2** Willingly participates in regular physical activity.
- 5.3** Values the importance of an active lifestyle.
- 5.4** Values the features of a quality performance.
- 5.5** Strives to achieve quality in personal performance.

## **Course Requirements:**

- Students must attempt:
  - a selection of modules from the given fields.

\* Sport, Lifestyle and Recreation is a Content Endorsed Course that does NOT contribute towards an Australian Tertiary Admission Rank (ATAR).

There is no external examination for this course.

|                | Task 1                                        | Task 2                                    | Task 3                       |
|----------------|-----------------------------------------------|-------------------------------------------|------------------------------|
| Outcomes       | P7<br>P8<br>P9<br>P10                         | P1<br>P2<br>P3<br>P5<br>P6                | All outcomes                 |
| Due Date       | Term 1<br>Week 9                              | Term 3<br>Week 6                          | Term 3<br>Week 8             |
| Task Type      | Study of<br>Human<br>Emotions<br>Formal Essay | VAPD (20%)<br>Major Body of<br>Work (30%) | End-of-Course<br>Examination |
| Task Weighting | 20%                                           | 50%                                       | 30%                          |
| Task Topic     | Human<br>Emotions                             | Art Making<br>Refinement                  | All Topics                   |

#### **Course 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

# Visual Design

|                | Task 1                    | Task 2                        | Task 3                    |
|----------------|---------------------------|-------------------------------|---------------------------|
| Outcomes       | CH3<br>CH4                | DM1, DM2,<br>DM3, DM4,<br>DM5 | CH3<br>CH4                |
| Due Date       | Term 1<br>Week 9          | Term 3<br>Week 6              | Term 3<br>Week 8          |
| Task Type      | Case Study & Presentation | Process Diary & Exhibition    | End-of-Course Examination |
| Task Weighting | 30%                       | 40%                           | 30%                       |
| Task Topic     | Human Emotions            | Art Making Refinement         | All Topics                |

## Course 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

## Course Requirements:

- Students must attempt:
  - the mandatory Work Health and Safety Module.
  - PLUS a selection of modules from the given fields.
- Students are required to keep a diary throughout the course.

\* Visual Design is a Content Endorsed Course that does NOT contribute towards an Australian Tertiary Admission Rank (ATAR).

There is no external examination for this course.

|                | Task 1                                            | Task 2                                               | Task 3                       |
|----------------|---------------------------------------------------|------------------------------------------------------|------------------------------|
| Outcomes       | 3, 5, 6, 7                                        | 1, 5, 7, 8                                           | All Outcomes                 |
| Due Date       | Term 1<br>Week 9                                  | Term 1<br>Week 6                                     | Term 3<br>Week 8             |
| Task Type      | Research Task                                     | Mock Interview                                       | End-of-course<br>Examination |
| Task Weighting | 40%                                               | 30%                                                  | 30%                          |
| Task Topic     | My Working<br>life/ Prepare<br>Job<br>Application | Managing<br>Work and Life<br>Commitments<br>Module 5 | All Modules                  |

## Course Outcomes:

- 1 Investigates a range of work environments
- 2 Examines different types of work and skills for employment
- 3 Analyses employment options and strategies for career management
- 4 Assesses pathways for further education, training and life planning
- 5 Communicates and uses technology effectively
- 6 Applies self-management and teamwork skills
- 7 Utilises strategies to plan, organise and solve problems
- 8 Assesses influences on people's working lives
- 9 Evaluates personal and social influences on individuals and groups

## HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

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

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

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

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

**Work placement advice from NESA in response to COVID**

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

**HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

# VET Hospitality (240 hours)

## Assessment Summary for SIT20316 Certificate II in Hospitality

|                                                                                                                       |                                                |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| Requirements for HSC Purposes                                                                                         | Dates                                          |
| Work Placement (compulsory for the HSC) 70 hours in total                                                             | Week 6 and/or 7 Term 1 2025                    |
| Trial HSC exam – Students who HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam | Trial HSC Examination Weeks 5 & 6 Term 3, 2025 |

| Assessment Plan                   |                  |                                                        | Evidence gathering techniques                                               |                                                                                     |                                                      |                                                                            |                                              |
|-----------------------------------|------------------|--------------------------------------------------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------|----------------------------------------------|
| Assessment Tasks                  | Competency codes | Units of competency                                    | Questioning – written or oral related to knowledge e.g. quizzes, interviews | Product based method – structured activities e.g. role plays, presentation, reports | Direct observation – real time/simulated environment | Portfolio- A collection of annotated work samples compiled by the learner. | 3 <sup>rd</sup> Party Reports Work placement |
| Task 1 – Safety in the kitchen    | SITXWH005        | Participate in safe work practices                     | X                                                                           | X                                                                                   | X                                                    |                                                                            |                                              |
|                                   | SITXFA005        | Use hygienic practices for food safety                 | X                                                                           |                                                                                     | X                                                    |                                                                            |                                              |
|                                   | SITXFA006        | Participate in safe food handling practices            | X                                                                           | X                                                                                   | X                                                    |                                                                            |                                              |
|                                   | SITHCC025        | Prepare and present sandwiches                         | X                                                                           |                                                                                     | X                                                    |                                                                            |                                              |
| Task 2 - Service please           | SITXCC011        | Interact with customers                                | X                                                                           |                                                                                     | X                                                    |                                                                            |                                              |
|                                   | SITXCOM007       | Show social and cultural sensitivity                   | X                                                                           |                                                                                     | X                                                    |                                                                            |                                              |
| Task 3 – The hospitality industry | SITHIND006       | Source and use information on the hospitality industry | X                                                                           | X                                                                                   | X                                                    |                                                                            |                                              |
| Task 4 - Beverage making 101      | SITHFAB024       | Prepare and serve non-alcoholic beverages              | X                                                                           |                                                                                     | X                                                    |                                                                            |                                              |
|                                   | SITHFAB025       | Prepare and serve espresso coffee                      | X                                                                           |                                                                                     | X                                                    |                                                                            |                                              |
|                                   | SITHFAB027       | Serve food and beverages                               | X                                                                           |                                                                                     | X                                                    |                                                                            |                                              |
| Task 5 - Working 9 to 5           | BSBTWK201        | Work effectively with others                           | X                                                                           |                                                                                     | X                                                    |                                                                            |                                              |
|                                   | SITHIND007       | Use hospitality skills effectively                     | X                                                                           |                                                                                     | x                                                    |                                                                            | X                                            |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20316 Certificate II in Hospitality. The Statement of Attainment towards SIT20316 Certificate II in Hospitality will only be the possible AQF outcome if at least one UoC has been achieved.

There will be a Mid-Course Examination and a HSC Trial Examination. The mark for this will be submitted to NESA only for students who are completing the HSC optional Examination. The estimated examination mark is not reported and will be taken into account only in the case of an upheld illness/misadventure appeal.

## Manufacturing and Engineering Introduction:

**Qualification:** MEM10119 Certificate I Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways Cohort 2024-2025.

Training Package MEM05 Metal and Engineering (version 11.1) & MEM- Manufacturing and Engineering (Release 2.1)

| Requirements for HSC Purposes                                                                                                     | Dates |
|-----------------------------------------------------------------------------------------------------------------------------------|-------|
| Work Placement (compulsory for the HSC) 35 hours in total                                                                         |       |
| There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR | N/A   |

| Assessment Plan                  |                  |                                                                      | Evidence gathering techniques                                                             |                                                       |                                                                                                    |                                                                                                                                                |
|----------------------------------|------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Task                             | Competency codes | Title of competency                                                  | Written Task/Questioning – written or oral related to knowledge e.g., quizzes, interviews | Direct observation – real time, simulated environment | Product based method – structured activities e.g., role plays, work samples, presentation, reports | Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks |
| Task 1 – Welcome to the Industry | MEM13015         | Work safely and effectively in manufacturing and engineering         |                                                                                           |                                                       |                                                                                                    |                                                                                                                                                |
|                                  | MEM16006         | Organise and communicate information                                 | x                                                                                         | x                                                     | x                                                                                                  |                                                                                                                                                |
|                                  | MEM11011         | Undertake manual handling                                            |                                                                                           |                                                       |                                                                                                    |                                                                                                                                                |
| Task 2 – Right tool, Right job   | MEM18001         | Use hand tools                                                       | x                                                                                         | x                                                     | x                                                                                                  |                                                                                                                                                |
|                                  | MEM18002         | Use power tools/handheld operations                                  |                                                                                           |                                                       |                                                                                                    |                                                                                                                                                |
| Task 3 – Engineering in Practice | MEM12024         | Perform computations                                                 |                                                                                           |                                                       |                                                                                                    |                                                                                                                                                |
|                                  | MEM16008         | Interact with computer technology                                    | x                                                                                         | x                                                     | x                                                                                                  |                                                                                                                                                |
|                                  | MEM07032         | Use workshop machines for basic operations                           |                                                                                           |                                                       |                                                                                                    |                                                                                                                                                |
| Task 4 – Can we build it         | MEMPE006A        | Undertake a basic engineering project                                | x                                                                                         | x                                                     | x                                                                                                  | x                                                                                                                                              |
|                                  | MEMPE001A        | Use engineering workshop machines                                    |                                                                                           |                                                       |                                                                                                    |                                                                                                                                                |
| Task 5 – Sparks and Noise        | MEMPE002A        | Use Electric welding machines                                        | x                                                                                         | x                                                     |                                                                                                    |                                                                                                                                                |
|                                  | MEMPE004A        | Use fabrication equipment                                            |                                                                                           |                                                       |                                                                                                    |                                                                                                                                                |
| Task 6 – My pathway              | MEMPE005A        | Develop a career plan for the engineering and manufacturing industry | x                                                                                         |                                                       | x                                                                                                  |                                                                                                                                                |

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.

RTO- Department of Education- 90333, 90222, 90072, 90162.

Cohort 2024-2025 Stage 6 Manufacturing and Engineering Introduction Task N/A Qualification MEM10119 Certificate I in Engineering & MEM20413 Statement of Attainment towards Certificate II in Engineering Pathways Training Package MEM05 Metal and Engineering (version 11.1) & MEM- Manufacturing and Engineering (Release 2.1) Version 0.10 QPA Yes

# TUMBARUMBA



# HIGH SCHOOL

Phone: (02) 6948 2500  
Fax: (02) 6948 2611  
Internet Address: [tumbarumba-h.school@det.nsw.edu.au](mailto:tumbarumba-h.school@det.nsw.edu.au)

PO Box 83  
101 Tooma Road  
TUMBARUMBA 2653

Mr and Mrs K Smith  
1 First Street  
SYDNEY NSW 2000

1 March 2020

Dear \_\_\_\_\_

## **OFFICIAL WARNING – Non-completion of a Preliminary Course**

This letter is to advise that your child, \_\_\_\_\_, is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in \_\_\_\_\_.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the **first** official warning we have issued notifying you that \_\_\_\_\_ is at risk of not completing the above course.

## **Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

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

\_\_\_\_\_ is not currently meeting one or more of these requirements.

### Opportunity to correct the problem

The following tasks or requirements need to be completed by \_\_\_\_\_ to correct the problem.

| Task Name/Course Requirement/Course Outcome | Percentage Weighting | Date Task Initially Due | Action Required by Student     | Date to be Completed by |
|---------------------------------------------|----------------------|-------------------------|--------------------------------|-------------------------|
| Assessment 1                                | 30%                  | 29/2/2020               | Complete this essay and submit | 14/3/2020               |

**Action by parent/guardian**

To support \_\_\_\_\_ in meeting the course requirements, we request that you discuss this matter with them, and encourage and support them to carry out the required actions. If you have any questions about this matter, please contact \_\_\_\_\_.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Teacher

Principal

**Acknowledgement of Official Warning**  
**Please return to the school office**

I have received the letter dated Sunday 1 March advising me that \_\_\_\_\_ is in danger of not meeting the course completion requirements for \_\_\_\_\_, and am aware that this is the first official warning.

I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



## YEAR 11 2025 CALENDAR OF ASSESSMENT TASKS

| WK | TERM 1                                                                                                                                     | TERM 2                                                                      | TERM 3                                                 |
|----|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------|
| 1  |                                                                                                                                            |                                                                             | Ancient History                                        |
| 2  |                                                                                                                                            | Agriculture<br>Modern History                                               |                                                        |
| 3  |                                                                                                                                            |                                                                             | Biology                                                |
| 4  |                                                                                                                                            |                                                                             |                                                        |
| 5  |                                                                                                                                            | <b>MID-COURSE<br/>EXAMINATIONS<br/>ALL SUBJECTS</b><br>Mathematics Standard | Business Studies<br>HMS                                |
| 6  | Modern History                                                                                                                             | CAFS<br>Ind. Tech. Timber<br>Work Studies                                   | Ind. Tech. Timber<br>Visual Arts<br>Visual Design      |
| 7  |                                                                                                                                            | Chemistry                                                                   |                                                        |
| 8  | Business Studies<br>CAFS<br>SLR                                                                                                            | Business Studies<br>Legal Studies                                           | <b>END-OF-COURSE<br/>EXAMINATIONS<br/>ALL SUBJECTS</b> |
| 9  | Ancient History<br>Biology<br>English Advanced<br>English Standard<br>Mathematics Standard<br>Visual Arts<br>Visual Design<br>Work Studies | English Advanced<br>English Standard<br>SLR                                 |                                                        |
| 10 | Chemistry<br>Legal Studies<br>HMS                                                                                                          | Agriculture<br>Work Studies                                                 |                                                        |
| 11 |                                                                                                                                            |                                                                             |                                                        |