

Manilla Central School



Year 11 Assessment Schedule 2022



I ACHIEVE



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2022 YEAR 11 COURSE GUIDE

What is this book about?

This book is designed to provide both students and staff with a clear guide as to how the school-based Year 11 assessment system works at Manilla Central School.

How is it set out?

The book is divided into five sections.

- Section 1 - The Manilla Central School Assessment Policy
- Section 2 - Responsibilities of a Senior Student
- Section 3 - Subject Assessment Information
- Section 4 - Glossary of Key Words
- Section 5 - Harvard Referencing Guide

What should I know?

Students must read, understand and accept the conditions as outlined in Section 1 – The Manilla Central School Assessment Policy. If something in the policy is not clear to you, seek clarification – ignorance is not an acceptable excuse for failing to follow the policy guidelines. This book is designed to eliminate doubt and confusion regarding school assessments in Year 11. It will also help you to plan your time by knowing when assessments are due.

The assessment programme demands consistent and effective work patterns, a commitment to meeting deadlines and a determination to present work of a high standard. Effort and diligence are hallmarks of a successful student.

Despite our best intentions, it is possible, as with any assessment programme that adjustments may need to be made. Any change if it does occur, is expected to be minor, with ample forward notification. These changes can only be approved by the Principal.

What can I do for more information?

Senior courses can be very complex. It is only natural that questions will be raised from time to time about progress in courses and about the School Assessment Policy.

Questions are best first directed to the class teacher. If this does not clear up the matter, then should ask the Head Teacher Administration. Other people who may be able to assist include the Stage 6 Adviser, Careers Advisor, Deputy Principal or the NESA Coordinator.

Students should also be aware of and are encouraged to make use of other sources such as the NSW Education Standards Authority (NESA). Click on: <http://educationstandards.nsw.edu.au>

SECTION 1 – ASSESSMENT AND REPORTING INFORMATION

INTRODUCTION

Year 11 Course assessments are designed to:

- provide students with the opportunity to acquire assumed knowledge in preparation for the Year 12 course.
- allow teachers to make recommendations to the Principal that a course has been completed satisfactorily.

THE YEAR 11 COURSE

Students must study a minimum of 12 units in the Year 11 Course and a minimum of 10 Units in Year 12.

Both the Year 11 course and the Year 12 course must include the following:

To be eligible for the HSC, you must:

- satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- attend a government school, an accredited non-government school, a NSW Education Standards Authority recognised school outside NSW, or a TAFE college
- complete HSC: All My Own Work (or its equivalent) before you submit any work for Preliminary or HSC courses, unless you are only entered for Year 11 and Year 12 Life Skills courses
- satisfactorily complete courses in the patterns of study detailed below
- sit for and make a serious attempt at the required HSC exams
- meet the HSC minimum standard of literacy and numeracy within five years of starting your HSC course

Certain patterns of study and course requirements apply

If you wish to be awarded the HSC, you must study a minimum of 12 units in the Year 11 course and a minimum of 10 units in the Year 12 course. Both the Year 11 course and the Year 12 course must include the following:

- at least 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least three courses of 2 units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects

You must also complete the practical, oral or project works required for specific courses and the assessment requirements for each course and have sat for and made a serious attempt at the required Higher School Certificate examinations.

Some courses have certain rules and prerequisites in your 6 units of Board Developed Courses, but you can't count it as the 2 units of English that UAC uses to calculate an ATAR.

Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for. You can find out more about eligibility rules and prerequisites at <http://educationstandards.nsw.edu.au>.

Most university courses require that students have an Australian Tertiary Admission Rank (ATAR). To be eligible for an ATAR you must:

- 8 units from Category A courses
- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subjects

Your ATAR is then calculated from your:

- Best 2 units of English
- Best 8 units from your remaining units, which can include no more than 2 units of Category B course

Some course combinations are excluded by NESA as stated in the course descriptions under 'exclusions.' Check for NESA exclusions of course combinations for Board Developed Courses (BDCs), Content Endorsed Courses, TAFE delivered VET HSC Courses and Board Endorsed Courses (BECs).

Additional information:

NSW Education Standards Authority (NESA) rules and requirements can be found at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>.

Senior study is to comprise of a Year 11 and 12. The Year 11 course at Manilla Central School will be the first three terms in Year 11. Most subjects will commence the Year 12 course in Term 4 of Year 11.

Students usually study 12 units at school but may study other courses, such as TVET courses, outside of the school's timetable. An exception may be sought if the student has a Traineeship.

STUDENTS PLEASE NOTE:

Students are expected to satisfactorily complete the Year 11 Course before they are permitted to commence the Year 12 Course in any subject. The term "satisfactorily completed" means that there are no outstanding "N" determinations. It should be noted that assessment marks and rankings from the Year 11 Course do not transfer to the Year 12 Course.

The NSW Education Standards Authority has stated under Section 11(11.4) that students will have

"applied themselves with diligence and sustained effort to the set tasks and experience provided in the course by the school"

This is interpreted at Manilla Central School as:

- Satisfactory completion of a subject judged on the student's attendance, completion of ALL set work (assessments and assignments / homework / essays, etc.) and acceptable behaviour.

Course changes can only occur up to the end of Week 2 (Friday 11th February 2022) unless exceptional circumstances are determined by the NESA Assessment and Reporting Team. To make any course changes, students will need to complete the necessary paperwork and make a meeting time with the Deputy Principal. Students will remain in the course until the process has been completed and receive a new timetable.

The NESA Coordinator shall monitor patterns of study in line with NESA requirements. Class and executive teachers will monitor student progress and behaviour in the curriculum areas.

Only those students who have satisfied the requirements of attendance, completion of assessment criteria and conduct will be allowed to commence the HSC section of their course. Students who are not satisfactory in one or more subjects place themselves at risk of being expelled for unsatisfactory participation.

When a student is not meeting requirements in a subject area, an “official warning letter” outlining a course of action is sent home. The letter cannot be ignored if a student wishes to remain a candidate in that subject. (A sample of such a letter is included in this document)

While NESA does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student’s absence to the non-completion of course requirements.

SENIOR ASSESSMENT

The NSW Education Standards Authority has set requirements for both schools and students. You must be aware of these requirements.

You can get further information of these requirements or any other matter relating to senior assessment by asking your Stage 6 Advisor, Head Teacher Administration or NESA Coordinator. You may even access the NESA's Web site:

<http://educationstandards.nsw.edu.au>

NATURE AND PURPOSE OF RECORD OF SCHOOL ACHIEVEMENT ASSESSMENT

At the conclusion of Year 11 students may receive two types of accreditation:

- a. A school-based report, which is a record of the student’s results based on the set assessable tasks and coursework
- b. A Record of School Achievement which shows:

A grade (A to E, N) for each subject sat for at the Year 11 Record of School Achievement (RoSA) level.

HSC MINIMUM STANDARDS

From 2020, students must demonstrate a minimum standard of literacy (reading and writing) and numeracy to be eligible for the award of the HSC credential. Students have up to four opportunities per year to sit each minimum standard reading, writing or numeracy test. Students can take the tests from Year 10 until up to five years after starting their first HSC course. Students enrolled in Life Skills courses may be exempt under certain conditions.

Future information can be found on the ACE and NESA website’

ACE 4060: <https://ace.nesa.nsw.edu.au/ace-4060>

NESA: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

RESPONSIBILITIES OF YEAR 11 STUDENTS REGARDING ASSESSMENT

- Ensure they obtain and understand the school's policy on assessment
- Attempt each task to the best of their ability so they demonstrate maximum level of achievement
- Ensure that any questions they may have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back
- Demonstrate through application and achievement, that they have met the requirements of the course

STUDENT WELLBEING

The Stay Healthy HSC hub (<https://education.nsw.gov.au/student-wellbeing/stay-healthy-HSC?q=>) has advice on staying healthy, active and connected during the HSC. Students can use the resources for studying, self-care and staying informed.

ASSESSMENT TASKS

Each assessment schedule sets out the outcomes that are to be examined and the weightings of the different components assessed in each course, as well as the value, nature and appropriate time of each assessment task. Further details about each task can be obtained from the course teacher or the Head Teacher Administration.

THE ISSUING OF ASSESSMENT TASKS AND THEIR TIME FRAME

The assessment schedule is designed to provide students with a time frame for the assessment tasks and sets them out so that students may organise their study timetable in advance so to avoid an overload.

Students will be told whether a particular piece of work is an assessment task. The date on which it is due or is to be performed will be clearly notified in print. Students will be given at least ten school days' notice.

When tasks are issued or notified students will sign an assessment form acknowledging receipt of the task and the notice of the due date. **A student, who is absent, must on the day he/she returns to school, see the class teacher or Head Teacher Administration to obtain information on the relevant task.**

THE PROCEDURE FOR THE SUBMISSION OR PERFORMANCE OF ASSESSMENT TASKS

- Tasks must be submitted as stated on the assessment task on the due date. Students may submit tasks **earlier** where necessary (e.g. TAFE attendance, excursion etc). They need to see the Head Teacher Administration to obtain a copy of the Application – Assessment Task Extension/Variation and discuss the reason for the variation. Students hand the application form to the Head Teacher Administration. The task must be handed to the Head Teacher Administration or classroom teacher of that subject and the sign the assessment form.
- Tasks **CANNOT** be delivered by 'friends', unless there are special circumstances negotiated with the Head Teacher Administration.
- Students on Work Placement must make arrangements to present work **ON** or **BEFORE** the due date. Work Placement is not an excuse for late assessment tasks.
- All electronic devices must be switched off and in the student's bag during in class assessment tasks unless specified on the assessment task. Any student who interacts with electronic devices during a task will be awarded zero. Parents will be notified via phone call and a zero letter.
- All electronic devices must be switched off and in the student's bag during in class assessment tasks unless specified on the assessment task. Any student who interacts with electronic devices during a task will be awarded zero.

PARALLEL CLASSES

When classes are parallel, common assessment tasks must be given and arrangements made for marking procedures, which maintain relativity across all classes.

STUDENTS TRANSFERRING FROM ANOTHER SCHOOL

A student who transfers from another school can be assessed on their performance if enough tasks were performed within the new school. Evidence can also be gained from the student's original school if necessary, however, actual assessment marks from the previous school cannot be used or included within the current school's assessment procedures.

DISABILITY PROVISIONS

Conditions similar to those available for HSC examinations will be considered for students with special needs or who have been injured or ill e.g., readers, writers, additional time, separate supervision. Alternate tasks may be used if exceptional circumstances are involved. If a student has been confirmed as receiving any of these provisions by the NESA then they will be eligible for these in school-based assessments.

Copying and non-original work

Where there is obvious evidence of copying, cheating or plagiarism, where outside sources are used but not acknowledged, this will incur a penalty as per School and Department of Education Policies and in consultation with the Deputy Principal and Principal. Parents/carers will be notified.

Students completed the NESA All My Own Work on starting the Year 11 course which covered copying, cheating and plagiarism. This is a mandatory component to allow students to be enrolled in the Year 11 NESA site.

STUDENTS ABSENCE FROM ASSESSMENT TASKS

The following conditions will apply in relation to absences and extensions:

- If a student is absent when a task is initially issued it is the responsibility of the student to find out the nature of the task. If the absence is particularly lengthy, the classroom teacher, in consultation with the Head Teacher Administration, will decide upon any extension or appropriate replacement task to be granted when the student returns. It is the student's responsibility to seek out the classroom teacher in consultation with the Head Teacher Administration to make appropriate arrangements.
- If a student is present at school when a task which is completed outside of class time is due and fails to submit the task without a valid reason, a zero mark will be recorded for that task.
- If a student is absent when a task is due, it must be handed in on the **first day** of return to school whether the student has the subject that day or not.
- If the absence is due to court reasons, then the court documents must be produced
- If the absence is due to illness, then a **MEDICAL CERTIFICATE** must be produced. The following **are not** acceptable reasons (family matters, help at home, work commitments, weekend away). The Head Teacher Administration, in consultation with the NESA Coordinator, may then grant reasonable extensions. If the reason for the absence is deemed unsatisfactory a zero mark will apply. Students who have been granted an extension and fail to submit by the new date, will be subject to a zero mark.
- If a student is absent when an in-class task is to be performed, then a zero mark will be applied unless a medical certificate or a satisfactory explanation is provided **on the first day the student returns to school**. In these circumstances, the Head Teacher Administration will provide a date for an alternate task or, in exceptional circumstances, produce an estimate mark in consultation with the NESA Coordinator. The last option will only be considered where the teacher has adequate data on the student's prior performances to make an informed estimate.
- Where a student fails to attend a formal school-wide examination no alternate paper will be set, and an estimate will be provided only in the most extreme and properly documented circumstances and in consultation with the NESA Coordinator. If a student knows they will be absent due to medical issues etc. they need to see Head Teacher Administration before examination date to negotiate an alternate time. Students will be required to complete the Application – Assessment Task Extension/Variation.
- If a student is on school suspension, it is the student's responsibility to negotiate with the Principal, the conditions whereby the task may be satisfactorily completed.

USE OF ELECTRONIC MEDIA

Students may be required, or may elect, to use electronic media in the preparation and/or presentation of assessment tasks. In such cases, it is important to ensure that:

1. Appropriate backup of material takes place regularly.
2. Hard copies of various drafts are kept.
3. Evidence of processes and content (e.g. research notes, copies of material used, bibliography etc.) is retained until after the task is due.

Failure of electronic equipment is not an adequate reason for the late submission or non-submission of a task. If a home-based printer fails, the task should be brought to school on a USB for printing. Electronic backup of material should prevent computer breakdowns from impacting upon the production of tasks. Another means for securing drafts of assessment tasks is by e-mailing a copy to oneself. Computers are widely available at school to assist with task preparation and presentation.

Tasks should always be prepared with adequate time to ensure presentation is accurate and complete.

No consideration can be given to last-minute loss of work. It is your responsibility to provide drafts and a backup copy

T-VET

Students are required to maintain a competency LOGBOOK that will assess specific work related skills.

Students continuing a 240-hour, 300-hour or 360-hour VET course in 2022 will remain eligible for the HSC credit units if unable to complete the full work placement requirement of their course due to the direct impact of COVID-19 in 2022. It is expected that continuing students will complete a minimum 35 hours of work placement. Students should make every effort to meet the full work placement requirement of their VET course in 2022.

Students commencing a VET course in 2022 are expected to meet all course requirements as per the syllabus or course description.

Please see Section 3B regarding Vocational Education and Training Course requirements.

NON-ATTEMPT OR NON-GENUINE ATTEMPT OF TASKS

The Head Teacher Administration, authorized by the Principal, will warn students in advance if they are in danger of not meeting the assessment requirements of a course.

It is the presumption of the school that all students will complete all tasks both assessable and non-assessable.

Failure to do this may result in the student not having met the requirements for the award of Year 11 RoSA.

Students must make a genuine attempt at the assessment tasks of each course studied.

A non-genuine attempt is when a student submits an assessment task, which demonstrates little thought, or effort, which is generally incomplete or which has been answered frivolously, and/or submits only the multiple choice and nothing else. A genuine attempt is the presentation of an assessment task which meets the requirements of the task set and which has been done to the best of the student's ability.

If, in the judgment of the class teacher and Head Teacher Administration in conjunction with Deputy Principal, a student makes a non-genuine attempt at an assessment task, a penalty will be applied, as per School and Department of Education Policies and in consultation with the Principal. Parents/carers will be notified.

FAILURE TO SUBMIT A TASK, PROGRESS CONCERNS AND THE “N” DETERMINATION:

- If a student is not meeting the general requirements of the course parents / carers will be informed
- Failure to submit an assessment task and/or lack of effort and progress in the course will result in a student receiving an **“N” determination warning** notification letter. The student will be given a new date by which to submit the task but will receive a zero grade.

YOU WILL RECEIVE AN “N” DETERMINATION IN A COURSE IF YOU DO NOT:

- Follow the course developed or endorsed by NSW Education Standards Authority
- Apply yourself with diligence and sustained effort to the set tasks and experience provided in the course by the school
- Achieve some or all of the outcomes

FORMAL EXAMINATION PROCEDURES

- All students should ensure they have a copy of the examination timetable
- Students are to wear normal school uniform
- The examinations must start on time and it is the students' responsibility to ensure they are not late
- Extra time to complete an examination will not be given to a student who arrives late to an examination without an adequate excuse. The NESA Coordinator will interview the student on his/her arrival at school and before entering the examination. The NESA Coordinator will then decide whether that student will be allowed to sit the examination
- Students must not talk once they are in their seats in the examination room
- There is to be no sharing of equipment during an examination
- Students may not bring ANYTHING to the examination other than equipment allowable for that examination. (This includes mobile phones!)
- No student is allowed to leave the examination room before the end of the time set down for the examination
- Students should make sure that ALL answer sheets are named, numbered and stapled together as required. Some examinations may require students to complete a cover sheet of “questions attempted”
- It is the student's responsibility to check that ALL pages are securely together before handing in their examination response
- During 'Reading Time' no writing is allowed, and pens should remain on the desk
- Supervisors will announce when there is only 5 minutes before the examination is over. On conclusion all writing must cease
- Supervisors will advise on the method for collecting papers in each subject and students may not leave the examination room until directed to do so
- When asked to leave students must do so in an orderly fashion
- No paper is to be taken from the examination room
- In case of sickness a student will not be allowed to re-enter the examination room after leaving

FORMAL EXAMINATION BEHAVIOUR

Disruptive or rude behaviour will not be tolerated in the examination room. Any student who is removed from the examination room runs the risk of earning a zero mark for that examination.

Any student known to be cheating will be escorted from the examination with their paper and taken to the Deputy Principal or Principal. The Head Teacher Administration, Head Teacher Stage 6 and Class Teacher will be notified, and the student will receive a zero mark for that examination. Parents/carers will be notified and "N" determination warning letter issued.

FORMAL EXAMINATION ATTENDANCE

- Attendance rolls will be marked during the examination.
- Unless otherwise directed, students are not required to attend school except for their examinations.
- Students must make every effort to attend the examination. If an examination will be missed, it is usual to ask the student to provide a medical certificate in the case of illness or a statutory declaration signed by a J.P. in the case of a general unforeseen absence. It is also a good idea to let the office know of an absence on the morning of the examination.

HOMEWORK

During Year 11 it is expected that students dedicate time outside of school hours to:

1. Complete work set in class
2. Prepare and present all tasks set by the classroom teacher
3. Revise work covered in class daily
4. Research/extend areas of weakness, using set texts or alternative sources
5. Keep notes organised

It would be appropriate to spend 3-4 hours per day (5 days a week) on work at home.

Students are encouraged to present work to their teachers for feedback regularly. Students should be in the practice of submitting essays and past papers as often as possible. Practice questions are available on the NESA Website or from the class teacher. The syllabus documents (also available online) also provide a clear guide for study direction. All past HSC multiple choice questions are also available on the same site:

<http://educationstandards.nsw.edu.au>

SCHOOL REPORTING

- A school report is issued twice a year for all students.
- For Year 11, reports are issued at the end of Semester 1 and the end of the Year 11 course.
- The school report contains attendance rates, student activities, student reflection and the following information for each subject studied.
 - An examination mark as a percentage when undertaken
 - An examination rank if an examination was undertaken
 - An assessment rank
 - Levels of achieve for curriculum outcomes
 - Commitment to Learning levels
 - Teacher Comment

NESA STUDENTS ONLINE

NESA Students online service ([https:// studentsonline.nesa.nsw.edu.au/](https://studentsonline.nesa.nsw.edu.au/)) provides access to:

- personal information held by NESA
- HSC entry information
- personalised examination timetables
- past examination papers
- HSC minimum standard test and practice test results
- HSC results

- The RoSA reports on student achievements in Stage 6 using A to E grades (or equivalent). There is no external examination.
- NESA course performance descriptors for awarding grades A to E in Stage 6 courses are used to standardize results across the state.
- If a student takes HSC courses but is not entitled to an HSC, those HSC courses would be recorded on their Record of School Achievement.
- The NSW Record of School Achievement is not a 'one point in time' document, but rather, a record of a student's achievements up until the time he/she chooses to leave school.
- Schools provide individual assessments for their students from Year 10 onwards. NESA will store that information and issue the Record of School Achievement only when a student leaves school.

REPORTING ON STUDENT ACHIEVEMENT FOR THE NSW RECORD OF SCHOOL ACHIEVEMENT WILL BE BASED ON SCHOOL BASED ASSESSMENTS

STAGE 6 GRADING (YEAR 11)

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100-hour or 200-hour course completed in Stage 6. The grade awarded is reported on the student's Record of School Achievement.

GENERAL PERFORMANCE DESCRIPTORS

The general performance descriptors describe performance at each of five grade levels.

A	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information
B	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

LIFE SKILLS

Students with disability can complete the Life Skills curriculum option.

Students who leave school before completing their HSC, but who have satisfactorily completed Year 11 or Year 10 Life Skills courses, can receive a RoSA.

For every satisfactorily completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

Each student accessing a Year 11–12 Life Skills course needs to demonstrate achievement of one or more outcomes for Life Skills course to be credentialed for the RoSA or HSC. Students can achieve this outcome independently or with support.

Schools are not required to use the Common Grade Scale (A–E) or equivalent to report achievement for Years 11–12 Life Skills courses. Schools should decide the most appropriate way to report student achievement.

STUDENTS WHO DON'T QUALIFY FOR A ROSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Students Online account.

Student is not present to submit, or to sit for, an assessment task. The student **must** see the **Head Teacher Administration** on their **first day back** at school to claim extenuating circumstances.

OR

A student asks for an extension.



Head Teacher Administration interviews student and issues an appropriate form.



Student completes form and returns it to the **Head Teacher Administration** with relevant documentation e.g medical certificate, funeral notice, court documents etc **the next school day**. The **Head Teacher Administration** has five school days to respond.



Head Teacher Administration accepts the reason as valid and informs **Classroom Teacher** to credit the marks for the task or to grant the extension.

OR

The **Head Teacher Administration** does not accept the reason, the relevant documentation that includes the Appeal Form is passed back to the **student**. The **student** has five days from receiving the documentation to submit an appeal to the **NESA Coordinator** if they wish to appeal the decision.

A committee consisting of the **Principal, Head Teacher Stage 6 and DP** make the decision and inform the **student, Head Teacher Administration and Classroom Teacher** within ten school days from receipt of appeal.

Procedure for invalid and unreliable task

The task will be referred to a committee consisting of the Principal, Head Teacher Stage 6 and DP to make the decision on the validity and reliability of the task. The Principal (or Principal's delegate) will inform the student/s, Head Teacher Administration and Classroom Teacher within ten school days from receipt of receiving the task.

THE RESPONSIBILITIES OF A YEAR 11 STUDENT

Most benefit will be gained from the Year 11 Course if students see it as an important part of their learning process and a preparation for their HSC.

Attempts by students to manipulate the timing and conditions of tasks will create friction and undermine the ongoing learning program. Petty excuses and absences for frivolous reasons will create an atmosphere of mistrust, which will work against negotiations aimed at the mutual benefit of all students and will make things more difficult for those with genuine problems.

A spirit of good sense, common purpose and cooperation will benefit all.

Students must ensure that they attempt each assessment task to the best of their ability so that they demonstrate maximum level of achievement to meet the requirements of the course.

Students must ensure that they understand and follow the procedures and policies within this booklet and any problem arising from the procedures and policies is resolved at the time it occurs. Students need to abide by the Code of Conduct at Manilla Central School.

The responsibilities of parents / carers and independent students:

- Ensure that your student, and you, are aware of and understand the importance and consequences of the points raised in this booklet
- Ensure that the school is contacted, in the case of student absence, as soon as possible
- Ensure that any 'Notice of Concern', 'Zero Letter' or 'NeSA Letter' sent home is addressed to the satisfaction of the school

APPLICATION - ASSESSMENT TASK EXTENSION/VARIATION

Must be submitted a week before the task is due

Student Name: _____ Date task received: _____

Subject/Course: _____ Year: _____

Nature of Application☐ Extension for assessment task prior to due date☐ Change of in-class assessment, test or examination date prior to due date

Assessment task: _____

Date due: _____

My reasons for an extension or change in date are

Please attach additional paperwork if more space is required.**Student signature****Parent signature****Date**☐ Upheld by Head Teacher Admin☐ Denied by Head Teacher Admin**Date considered** _____ **Head Teacher Admin signature** _____**New date/outcome**

Date informed of decision - Student**HT 11/12****Classroom Teacher****Student Appeal Application**

Date informed of decision _____

Reason for appeal

☐ Upheld by Committee☐ Denied by Committee

Reason

Date informed of appeal decision - Student**HT Admin****Classroom Teacher**

Original – NESAs Coordinator, Copies to HT Admin (NESA file), HT 11/12, Classroom teacher and student

APPLICATION – ASSESSMENT MISSED TASK/TASK APPEAL

Student Name: _____ Date task received: _____
 Subject/Course: _____ Year: _____

Nature of Application

- ☐ Appeal against refusal of additional time. (Where application is made **after** the task is due)
- ☐ Appeal against result of application for consideration of extenuating circumstances.
- ☐ Appeal against the result of a missed in class assessment, test or examination.
- ☐ Other: _____

Assessment task: _____

Date due: _____

Please attach additional paperwork if more space is required.

Student signature**Parent signature****Date**

☐ Upheld by Head Teacher Admin

☐ Denied by Head Teacher Admin

Date considered _____

Head Teacher Admin signature _____

New date/outcome

Date informed of decision - Student

HT 11/12

Classroom Teacher

Student Appeal Application

Date informed of decision _____

Reason for appeal

☐ Upheld by Committee

☐ Denied by Committee

Reason

Date informed of decision - Student

HT Admin

Classroom Teacher

Original – NESAs Coordinator, Copies to HT Admin (NESAs file), HT 11/12, Classroom teacher and student

'N' DETERMINATION PROCEDURE

Each student is issued with, and signs for, an Assessment Booklet containing the Assessment schedules for all subjects on offer for that academic year at the beginning of Year 12, Year 11 or Year 9 & 10 RoSA course. A copy is also placed on the school's website. The 'N' award procedure is clearly outlined below and discussed with students at its distribution. Individual assessment tasks will be distributed by the classroom teacher and a copy placed on the school website.

Student has not met course outcomes, applied himself/herself with diligence to set tasks or has not submitted an assessment task on the due date.

Classroom Teacher reports to **Head Teacher Administration** with a copy of the task and completes Sentral N notification.

Head Teacher Administration discusses situation with the student and issues with appropriate paperwork where appropriate. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded in Sentral. DP is informed.

NON SUBMISSION OF TASK – FIRST N WARNING IN A SUBJECT

Head Teacher Administration phones home and processes Sentral registration. A revised due date, 10 school days from the date of processing, is given for the task to be completed. The notification letter is mailed home to parents and a copy given to the student. Student returns the slip to acknowledge receipt of the letter.

Subject Teacher issues two verbal reminders during this time period which are recorded on the Record of Action (log) sheet and on Sentral entry.

Course requirement is completed in the time period. Sentral records are changed to 'completed'. A zero mark is awarded but course outcomes are satisfied. A zero mark letter is generated by **HT Admin** and sent home. **Classroom Teacher** prints Sentral log and places in Monitoring Folder

Student does not submit task. **Classroom Teacher** reports to **Head Teacher Administration**. **Head Teacher Administration** completes a 'N award' reminder letter to be sent home. Action is recorded on the log sheet and Sentral. **Classroom teacher** prints Sentral log and places in Monitoring Folder.

NON SUBMISSION OF TASK – SECOND N WARNING (in the same subject, new task)

Classroom Teacher reports to **Head Teacher Administration** with a copy of the task and completes Sentral N notification.

Head Teacher Administration discusses situation with the student and issues with appropriate paperwork where appropriate. Discussion takes place regarding the process of submitting the task to meet requirements. Minutes of the meeting are recorded in Sentral. DP is informed.

=REPEAT OF PROCESS AS FOR FIRST WARNING

'N' awards remain unresolved for the course. Student is awarded an 'N' determination.

'Student resolves 'N' determinations for the course have been completed.

Student continues with studies.

Principal's Action.

A third 'N' determination letter has been issued or, after 10 days, the student has not complied with the second warning, a referral is made to the Principal. The Principal will arrange a formal meeting with student, parents, DP and HT Admin and determine whether the 'N' determination will stand. A new review date may be set which is 15 days from the time of interview. Failure to meet this deadline will usually result in an 'N' determination for that subject.

'Student resolves 'N' determinations and/or more than 50% of the weighted assessment marks for the course have been completed.

Student continues with studies

Under post compulsory age

Post compulsory age

Repeat the course under a Pathways option

Expulsion from that course or even the school



Manilla Central School

Postal Address: PO Box 187 MANILLA 2346

High School
Wilga Ave MANILLA 2346
Phone: 6785 1184
Fax: 6785 2138

Primary School
Court St MANILLA 2346
Phone: 6785 1599
Fax: 6785 1705



February 2022

Dear _____

I am writing to advise that your daughter _____ is in danger of not meeting the Course Completion Criteria for the Year 11 course

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the

Total N Awards - (eg 1, 4) official warning we have issued concerning _____

A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by the Board; 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 Criteria, 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 he/she has not satisfactorily completed the Year 11 Course.

To date, _____ has not satisfactorily met a and c of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

ABN 182 461 982 66



NSW
GOVERNMENT

Education

Principal: _____

Yours sincerely

Miss MELISSA EAGLES

Rachael Ferguson

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Please detach this section and return to the school

Requirements for the Satisfactory Completion of a Year 11 Course

- I have received the letter dated February 2022 indicating that is in danger of not having satisfactorily completed
- I am aware that this course may not appear on her Record of Achievement.
- I am aware that the determination of non-completion of course requirements may make her ineligible to proceed to the Higher School Certificate course.
- I am also aware that the determination of non-completion of course requirements may make her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

ABN 182 461 982 66



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Phone: 6785 1599
Fax: 6785 1705



February 2022

Zero Mark for Assessment Task

Dear _____

Re: _____

I wish to inform you that _____ of Year _____ has been given a mark of zero in the following subject:

I am concerned that this result could affect _____'s satisfactory completion of this course.

Yours sincerely

Miss MELISSA EAGLES

Rachael Ferguson

SECTION 2 – RESPONSIBILITIES OF A SENIOR STUDENT

UNIFORM

Senior students should attend school, examinations and excursions in the correct school approved uniform. Full school uniform must be worn at all official functions.

ATTENDANCE AT CLASS

Regular attendance at ALL classes is a necessity for the maximization of marks as well as being a Year 11 requirement. Unexplained absences from school or lessons will jeopardize both HSC entry and the student's continuation at school. (Remember that if students are in receipt of assistance from any outside organization, absences may affect payment or require a reimbursement of funds.)

SENIOR STUDY GUIDE

A senior study timetable is provided for those students who have study periods. Students are expected to report to the library, sign in and complete work quietly.

MANNERS AND CO-OPERATION

Good manners, civil speech and co-operation are expected from all students, (especially senior students) to staff. Strong working relationships between staff and students will ensure full support and preparation for the HSC.

SENIOR PRIVILEGES

As the school leaders, seniors are allowed the privilege to leave at Break 2 once the privilege has been gained by the year group. Students are required to sign out as they leave site and sign in when they return. These privileges are the executive's discretion.

VISITORS AND EX-STUDENTS

Visitors and ex-students are welcome at the school but MUST report to the front office upon arrival. Under Departmental guidelines visitors are not allowed to wander around the school without identification and the approval of the Principal or Deputy. Visitors should be directed to the office for this approval and permission issued where it is considered necessary.

LEAVING SCHOOL PREMISES

Year 11 are not allowed to leave the premises unless:

- an 'Official Pass' is secured by presenting a note the morning of the relevant day. This process is school wide and in accordance with Departmental guidelines.
- a pass is issued on a permanent basis for students who have permission for an alternate timetable (parent/carers documentation is required).

Normal school rules apply to leaving the school premises during class time for ALL students of the school.

SOCIAL/SCHOOL FUNCTIONS

Senior students are expected to lead in standards of participation and behaviour at social/school functions. Unacceptable behaviour of any kind, particularly contravention of drug free zone regulations, will result in the withdrawal of privileges and could jeopardize the student's future at the school.

EXPECTATIONS AND RESPONSIBILITIES ON EXCURSIONS, VISITS AND/OR VARIATION TO ROUTINE

Excursion 'Expectations and Responsibilities' are an extension of the school's behaviour code and as such will be subject to the normal discipline procedures and processes.

SERIOUS STUDIES

Seniors have a responsibility to take their studies seriously for their own benefit. Therefore students should never impede the progress of others who wish to achieve their full potential or ridicule those who are committed.

FELLOW STUDENTS

As leaders of the school community, senior students have a responsibility to assist junior students if they are in trouble. All students should be treated with understanding and respect as individuals with certain rights. The juniors should return this respect, to the senior students.

WIDER COMMUNITY

Seniors should realise that their actions and words beyond the school reflect on the rest of this school community. Seniors should conduct themselves in a mature manner that will advance the name of their school in the community.

HELPFUL HINTS FOR PARENTS/CARERS

Whilst it is true that parents/carers cannot force their child to study and/or learn, there is much that can be done to encourage the process.

Research has repeatedly shown that students, whose parents are engaged in their schooling and have an active association with the school, achieve a higher academic standard.

Here are some strategies which will support your child in Year 11.

- Encourage your child to have a balanced diet and particularly eat breakfast
- Help your child set up a suitable study area
- Ensure that your child has all required texts and equipment
- Be aware of assessment requirements and deadlines ... be prepared to make some allowances in times of heavy demand
- Encourage your child to manage their time effectively
- Whilst it is good for most students to have paid part-time employment, they should avoid working more than 10 hours a week and also avoid late shifts before a school day
- Have realistic expectations of your child and encourage them to set their own goals
- Praise improvements when they occur and encourage them when they don't
- The HSC can be stressful for everyone! Find some stress relief strategies that work for you too
- Exercise is a great way to release stress and keep your child's body and mind healthy
- Don't hesitate to contact the school if you are concerned about your child

RESPONSIBILITIES OF STUDENT DRIVERS

Driving a car is enjoyable and convenient but also a great responsibility! It is easy to lose sight of the potential dangers and serious consequences of a failure to comply with the law. Accidents can be tragic not only for the driver and passengers but for other people on and off the road. In an effort to keep ALL students as safe as possible we require students to abide by the following:

- Students MAY DRIVE TO AND FROM SCHOOL, ONLY.
- Students MUST NOT leave at any other time in any car without the appropriate permission. (This includes sport and excursions or variations to routine.) Passenger permission forms are available from the office.
- Students parked in the school car parks must wait for buses to leave before exiting the carpark.
- Students need to respect other's safety and observe the road rules, especially in the school zone.

Students MUST:

- Be fully licensed to drive
- Have filled out ALL of the appropriate forms
- Have written permission from their parents/carers through the completion of the form
- Transport others, only, when a permission note from the passenger's parent/carer is completed and filed
- Have the forms filed at the Secondary Office

CHANGING YOUR SUBJECT PATTERN

If you have a valid reason to change your subject pattern, it is important that you follow these steps:

1. Collect a **Subject Change Form** from the **Deputy Principal**
2. Discuss your decision to change with the **Head Teacher Stage 6**.
3. Discuss your decision with your **parents** and have them sign the form.
4. **See the Careers Adviser** so that they can check NESA requirements and advise you regarding career options.
5. Notify your **Stage Adviser** and ask them to sign the form.
6. Ensure all sections of the form are completed before **returning it to the Deputy Principal** who will confirm all NESA requirements have been met, interview the student and parent when necessary
7. The **Head Teacher Administration** will process the form before generating a new NESA confirmation for the student to sign if a change is going to occur.
8. Once the form has been processed, the **Head Teacher Administration** will generate a new timetable. Students may **NOT** attend the new class until a new timetable has been generated.

SENIOR STUDENT FLEXIBLE TIMETABLES (FLEXITIME) RESPONSIBILITIES AND AGREEMENT

A Flexible Timetable (flexitime) operates for any Senior Students who do not have a full face to face programme of study at the school. This means they will have study periods in their timetable. This situation will apply to students in Year 12 who have dropped a subject to study only the minimum 10 units required; any students who are studying by Pathways (part time HSC); and any students who are counting TVET (TAFE subjects) in their minimum pattern of study.

Please note: Flexible timetable arrangements are only available to students who have non face to face lessons at the start or the completion of their school day.

Students applying for Flexible Timetable arrangement (flexitime) agree to the following responsibilities-

- A Flexible timetable cannot be commenced until all procedures have been completed and signed form returned to school
- Students on flexitime are permitted to be at school, at home or at work if they have non face to face lessons at the start or end of the school day. Any alternative arrangements will require a note from home and a pass out as per normal procedures
- Students are to study in the Library. Please remember to sign in at the library
- Students on flexitime who choose to work, or study at home, are required to sign in and out at the office when arriving at school and leaving from school
- Students on flexitime are encouraged to utilize the library when they have non face to face lessons in the morning or afternoon. It is a valuable time to catch up on class work, study and complete work on your assessment tasks.

SECTION 3A – NESA SUBJECT ASSESSMENT NOTIFICATION

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Term 1					Visual Design		Industrial Technology	Biology	PDHPE Modern History	English Advanced English Studies Mathematics Standard English Standard
Term 2		Business Studies	Mathematics Advanced Visual Design	Visual Arts Investigating Science		Biology Chemistry Agriculture	English Studies	English Standard English Advanced	Mathematics Standard Industrial Technology	Mathematics Advanced Modern History
Term 3			Investigating Science Business Studies	Chemistry	PDHPE	Visual Arts Visual Design	Agriculture English Studies	Assessment Free Period		English Standard English Advanced Modern History Biology Business Studies Mathematics Advanced Visual Arts Industrial Technology Investigating Science Mathematics Standard PDHPE Agriculture Chemistry

VET Assessment Schedules are as follows

Page 55 – Certificate II Agriculture

Page 62 – Certificate II Hospitality

Updated 28/4/22

AGRICULTURE PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	2	TERM	3	TERM	3	
	WEEK	6	WEEK	7	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Soils/ Case Study		Marketing animal products		Yearly Examination		
Outcomes to be assessed	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P5.1		P2.2, P3.1, P4.1, P5.1		P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1		
Knowledge and understanding of course content	20%		10%		10%		40%
Knowledge, understanding ad skills required to manage agricultural production systems	10%		15%		15%		40%
Skills in effective research, experimentation and communication	10%		5%		5%		20%
	40%		30%		30%		100%

BIOLOGY PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	8	WEEK	6	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Field Study		Depth Study and Model		Formal Examination		
Outcomes to be assessed	BI011-3 BI011-4 BI011-6 BI011-7 BI011-10		BI011-1 BI011-6 BI011-7 BI011-8 BI011-9		All course outcomes		
Skills in working scientifically	25%		25%		10%		60%
Knowledge and understanding of course concept	10%		10%		20%		40%
	35%		35%		30%		100%

BUSINESS STUDIES PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	2	TERM	3	TERM	3	
	WEEK	2	WEEK	3	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Extended Response		Business Report		Yearly Examination		
Outcomes to be assessed	P1, P2, P6, P7, P8		P2, P5, P8, P9, P10		All preliminary outcomes		
Knowledge and Understanding of Course Content	10%		10%		20%		40%
Stimulus Based Skills	5%		5%		10%		20%
Inquiry and Research	10%		10%		0%		20%
Communication of business information, ideas and issues in appropriate forms	5%		10%		5%		20%
	30%		35%		35%		100%

CHEMISTRY PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	2	TERM	3	TERM	3	
	WEEK	6	WEEK	4	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Depth Study: Scientific Research Poster		Practical Test		Formal Examination		
Outcomes to be assessed	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8		CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-11		All course outcomes		
Knowledge and Understanding	10%		10%		20%		40%
Skills in Working Scientifically	25%		25%		10%		60%
	35%		35%		30%		100%

ENGLISH ADVANCED PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	10	WEEK	8	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Critical and Creative Writing with Reflection		Multi-modal Task		Formal Examination		
Outcomes to be assessed	EA11-1, EA11-3, EA11-5, EA11-6, EA11-9		EA11-2, EA11-4, EA11-6, EA11-7, EA11-8		EA11-1, EA11-3, EA11-5, EA11-6		
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%
	30%		40%		30%		100%

ENGLISH STANDARD PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	10	WEEK	8	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Writing Folio with Reflection		Multi-modal Task		Formal Examination		
Outcomes to be assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-9		EN11-2, EN11-4, EN11-6, EN11-7		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%
	30%		40%		30%		100%

ENGLISH STUDIES PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	10	WEEK	7	WEEK	7	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Written Report Mandatory Module: Achieving through English		Multimodal Presentation Elective Module: English & the Sciences		Collection of classwork All modules		
Outcomes to be assessed	ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-10		ES11-2, ES11-3, ES11-6, ES11-7, ES11-8		ES11-1, ES11-4, ES11-5, ES11-7, ES11-9		
Knowledge and understanding of course content	15%		15%		20%		50%
Skills in: • Comprehending skills • Communicating ideas • Using language accurately appropriately and effectively	15%		15%		20%		50%
	30%		30%		40%		100%

INDUSTRIAL TECHNOLOGY – TIMBER TECHNOLOGIES PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	7	WEEK	9	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Written Report		Practical Project and accompanying design portfolio		Formal Examination		
Outcomes to be assessed	P1.1, P1.2, P5.1, P7.1, P7.2		P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1		P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1,P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2		
Knowledge and understanding of course content	10%		10%		20%		40%
Knowledge and skills in the management, communication and production of projects	10%		30%		20%		60%
	20%		40%		40%		100%

INVESTIGATING SCIENCE PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	2	TERM	3	TERM	3	
	WEEK	4	WEEK	3	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Depth Study		Model making task		Formal Examination		
Outcomes to be assessed	INS11-1, INS11-3, INS11-5, INS11-7, INS11-8, INS11-9		INS11-2, INS11-4, INS11-6, INS11-7, INS11-10		All course outcomes		
Skills in working scientifically	30%		20%		10%		60%
Knowledge and understanding of course concept	10%		10%		20%		40%
	40%		30%		30%		100%

MATHEMATICS ADVANCED PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	2	TERM	2	TERM	3	
	WEEK	3	WEEK	10	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Learning Journal		In Class Test		Yearly Examination		
Outcomes to be assessed	MA11.1, MA11.2, MA11.8, MA11.9		MA11.1, MA11.2, MA11.3, MA11.4, MA11.9		MA11.1, MA11.2, MA11.3, MA11.4, MA11.5, MA11.6, MA11.7, MA11.9		
Concepts, skills and techniques	10%		20%		20%		50%
Reasoning and communication	20%		15%		15%		50%
	30%		35%		35%		100%

MATHEMATICS STANDARD PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	10	WEEK	8	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	In class test		Practical Applications of Mathematics		Yearly Examination		
Outcomes to be assessed	MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-8, MS11-10		MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10		All outcomes		
Understanding, Fluency and Communicating	20%		15%		15%		50%
Problem Solving, Reasoning and Justification	15%		15%		20%		50%
	35%		30%		35%		100%

MODERN HISTORY PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	9	WEEK	10	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	The Nature of Modern History		Historical Investigation Research Task		Formal Examination		
Outcomes to be assessed	MH11-6, MH11-7, MH11-9		MH11-1, MH11-3, MH11-6, MH11-8, MH11-9, MH11-10		MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9		
Knowledge and understanding of course content	10%		5%		25%		40%
Historical skills in the analysis and evaluation of sources and interpretations	10%		5%		5%		20%
Historical Inquiry and research	10%		10%		0%		20%
Communication of historical understanding in appropriate forms	0%		10%		10%		20%
	30%		30%		40%		100%

PDHPE PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	3	TERM	3	
	WEEK	9	WEEK	5	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Analysis – Biomechanics in Sport		Multimedia – Promoting Health and Fitness		Formal Examination		
Outcomes to be assessed	P7, P8, P9, P17		P4, P5, P6, P15		All Year 11 course outcomes		
Knowledge and understanding of course content	10%		20%		10%		40%
Skills in critical thinking, research, analyzing and communicating	20%		20%		20%		60%
	30%		40%		30%		100%

VISUAL ARTS PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	2	TERM	3	TERM	3	
	WEEK	4	WEEK	6	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Art Making VAD Art Criticism and History Study of artist Class Presentation and/or written responses		Art Making Art Criticism and History Study of artist Class Presentation and/or written responses		Formal Examination Art Criticism and History Written responses		
Outcomes to be assessed	P1, P2, P3, P6, P7, P8, P10		P1, P3, P4, P5, P6, P7, P8, P9		P7, P8, P9, P10		
Art Making (including VAPD)	25%		25%		0%		50%
Art History and Art Criticism	10%		15%		25%		50%
	35%		40%		25%		100%

VISUAL DESIGN PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2022

COMPONENTS (SYLLABUS)	TASK 1	TASK 2	TASK 3	WEIGHTING
	DATE	DATE	DATE	
	TERM 1	TERM 2	TERM 3	
	WEEK 5	WEEK 3	WEEK 6	
	TYPE OF TASK	TYPE OF TASK	TYPE OF TASK	
	Mandatory Module Work Health and Safety In class examination of work health and safety principle and implementation	Graphic Design Making Task Publications & Information Submission of poster/CD design Written Research Task Designer Study Critical and Historical investigation designers and their practices.	Structural Design Making Task Structures and Environments Submission of a structural model Written Research Task Architect Study Critical and Historical investigation designers and their practices.	
Outcomes to be assessed	DM6	DM1, DM2, DM4, CH2, CH4	DM1, DM2, DM4, DM5, CH1, CH2, CH3, CH4	
Visual Design Making (including VDPD)	20%	25%	25%	70%
Visual Design Critical/Historical Studies	0%	15%	15%	30%
	20%	40%	40%	100%

SECTION 3B – VOCATIONAL EDUCATION AND TRAINING COURSES

To achieve an AQF VET Certificate or Statement of Attainment, a student or worker must be assessed as competent according to the requirements set out in the national Training Package.

Assessment requirements are detailed in each unit of competency and include performance evidence, knowledge evidence and assessment conditions.

In a **competency-based course**, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of the performance criteria set out under each element of competency. **A participant is judged either 'competent' or 'not yet competent'**. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment focuses on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

WORK PLACEMENT

Work placement is a mandatory HSC requirement within the VET Framework Courses and minimum hours have been assigned to each HSC VET course within the Framework. (70 hrs for a 240 hr course)

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practise and apply skills acquired in the classroom or workshop
- develop additional skills and knowledge.

Recognition of prior learning (RPL) and credit transfer acknowledges evidence of a student's achievement of competencies or learning outcomes. They allow students to have their previous learning – both formal and informal – count towards Stage 5 (Year 9 or 10) or Stage 6 (HSC) VET courses and AQF VET qualifications.

RPL assesses the individual student's formal, non-formal and informal learning to determine the extent to which that individual has achieved the competency standards.

Credit transfer provides credit for a unit of competency previously achieved.

Students can be granted credit (RPL or credit transfer) for:

- units of competency within AQF VET qualifications
- indicative hour requirements of Stage 5 or Stage 6 VET courses
- VET course outcomes and content in Frameworks
- mandatory work placement requirements.

RPL FOR WORK PLACEMENT

RPL may be granted for mandatory work placement requirements. Students' outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course.

PROCESS TO APPLY FOR RPL AND/OR CREDIT TRANSFER

Students must complete the attached NESA Application for Recognition of Prior Learning (RPL) and /or Credit Transfer within Stage 5 or Stage 6 VET Courses.

ASSESSMENT APPEALS PROCESS

For illness/misadventure complete the form on page 18 and submit to class teacher

If a student feels that the assessment did not provide them with a fair and reasonable opportunity to demonstrate competency and they wish to appeal the decision the process involves: Approach the VET class teacher to discuss the appeal. If not satisfied with the outcome then approach the VET Head Teacher. If still not satisfied the next step is to approach the Deputy Principal

HSC EXAMINATION

Students who have completed a frameworks VET (240 indicative hours) course are eligible to sit for the HSC examination. Students who undertake this examination can have their HSC examination mark contribute to the Australian Tertiary Admission Rank (ATAR). The VET subject examination mark can contribute up to two units towards the calculation of a student's ATAR. For students who elect to sit for more than one HSC examination in VET subjects, only one VET subject may be included in the ATAR calculation.

All VET students must sit the Half Yearly and Trial Examinations so that an estimate mark for the HSC may be calculated.

APPLICATION FOR RECOGNITION OF PRIOR LEARNING (RPL) AND/OR CREDIT TRANSFER WITHIN STAGE 5 OR STAGE 6 VET COURSES

This application has been developed to help schools, colleges and Registered Training Organisations (RTOs) to manage the determination of recognition of prior learning (RPL) and credit transfer within Stage 5 (Year 9 or 10) or Stage 6 (HSC) Vocational Education and Training (VET) courses.

The RTO involved in determining RPL/credit transfer must have the intended AQF VET qualification nominated in this application on their scope of registration.

Principals are delegated the authority to assess and approve applications for RPL or credit transfer for HSC VET course outcomes and content as defined by the indicative hour requirements for the HSC VET course and the mandatory work placement requirements.

Once processed, this application should be retained on record by the school or college and the RTO.

SECTION 1 Student, school/college and RTO details

Student name:	
NESA student number:	
School year/grade:	
School/college:	
RTO responsible for VET course delivery and assessment: <i>(see http://training.gov.au for RTO name and code)</i>	

SECTION 2 VET course and AQF VET qualification details

NESA course name:			
NESA course number:			
Pattern of study:	<input type="checkbox"/> Stage 5 100-hour elective <input type="checkbox"/> Stage 6 HSC indicative hours	unit(s) x	year(s)
Intended AQF VET qualification (code and title):			

SECTION 3 VET HSC exam (Industry Curriculum Framework 240/360-hour course only)

Indicate whether the student intends to sit the HSC exam (optional) for the VET course:

☐ no

☐ yes NESA exam number:

Calendar year the student will sit the exam:

Note: To be eligible to sit the HSC exam, students must meet the requirements of the respective HSC VET course from the syllabus that applies to the year that the HSC exam will be undertaken.

SECTION 4 Evidence for recognition of prior learning (RPL) and/or credit transfer

It is the student's responsibility to provide evidence to the school or college and to the RTO for processing their request for RPL/credit transfer. Evidence must be submitted with this application (see below).

Examples of evidence for RPL include:

- ☐ course outlines, reports and result transcripts
- ☐ references from industry/employers
- ☐ outline of experiences including times/dates, places and contacts
- ☐ outline of skills and knowledge
- ☐ other

Forms of evidence for credit transfer are:

- ☐ AQF VET Certificate and Transcript of Competencies achieved
- ☐ AQF VET Statement of Attainment showing competencies achieved

SECTION 5 VET course requirements

To gain credit towards the RoSA/HSC from the Stage 5/Stage 6 VET course, the student must meet ALL course requirements including:

- a) mandatory (Frameworks)/core (VET BECs) and elective units of competency to meet indicative hour requirements of the Stage 5/Stage 6 VET course
- b) HSC Content (Framework 240/360-hour course only)
- c) work placement requirements (where mandated).

These requirements may be met through RPL, credit transfer or further study as a part of the HSC program.

The RTO delivering the Stage 5/Stage 6 VET course is responsible for determining RPL or credit transfer for unit(s) of competency outcomes. This is to be done in accordance with the RTO's policies which comply with the VET Quality Framework, including standards for RTOs.

Refer to the HSC VET Framework syllabus or course description for the Stage 5 / Stage 6 VET BEC.

Section 5 (a)	Units of competency to meet VET course indicative hour requirements
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This worksheet should be used to record details of how the course requirements for the Stage 5/ Stage 6 VET course will be addressed (either by RPL, credit transfer or through further study as a part of the RoSA/HSC program).

NESA course name:	
-------------------	--

Total indicative hours:	
-------------------------	--

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through: <i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
Mandatory / core <i>List the mandatory/core units of competency to be included in the VET course – refer to the HSC VET <u>Framework</u> syllabus or course description for the <u>Stage 5</u> / <u>Stage 6</u> VET BEC.</i>					
Indicative hours sub-total					

Stage 5 / Stage 6 course requirements – unit(s) of competency			Course requirements will be met through: <i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
Elective <i>List the elective units of competency to be included in the VET course to meet indicative hour requirements – refer to the HSC VET <u>Framework</u> syllabus or course description for the <u>Stage 5 / Stage 6</u> VET BEC.</i>					
Total indicative hours					

Section 5 (b) HSC Content (Industry Curriculum Framework 240/360-hour course only)

Where an associated unit of competency has been awarded through RPL or credit transfer, the RTO delivering the HSC course is responsible for determining any gaps in learning for the HSC Content (HSC focus areas) and for providing a program that enables the student to address the identified gaps. (Refer to Section 3 in the HSC VET Framework syllabus.)

The scope of learning for all mandatory focus areas and stream focus area (where applicable) has been covered :

☐ yes ☐ no (if no, provide details of gap program below)

HSC Content gap program

Outline the learning opportunities/program that will be provided to the student to enable them to address identified gaps:

Section 5 (c) Work placement (where required)

Mandatory work placement requirements for the VET course:	hours
Quantity of credit awarded by RPL:	hours
Gap to meet HSC course work placement requirements: (minimum work placement hours minus hours awarded by RPL)	hours

Work placement gap planning

Outline the planning to ensure that the student will be able to complete the remaining work placement requirements in accordance with the Timetable of Actions for Secondary Schools:

SECTION 6 HSC exam preparation and estimated exam mark (where relevant)

It is the responsibility of the school or college/RTO delivering the HSC course to manage HSC exam preparation and determine an appropriate estimated exam mark for students who intend to undertake the VET course HSC exam and who have addressed the HSC focus areas (HSC Content) and been awarded RPL/credit transfer for the associated units of competency.

- ☐ A program to support the student's HSC exam preparation is available.
Outline the learning opportunities/program that will be provided to the student to support their HSC exam preparation:

- ☐ An appropriate procedure to determine an estimated exam mark for the student has been identified.

SECTION 7 Student, school/college and RTO sign off

The outcome of the application for RPL/credit transfer within the Stage 5/Stage 6 VET course as detailed above, and any programs identified to address gaps in the course requirements and/or HSC exam preparation (where relevant) have been agreed to by all parties involved.

Student's name:		
Student's signature:		Date:
Principal's name:		
Principal's signature:		Date:
RTO representative's name:		
RTO representative's signature:		Date:

School or College/RTO use only

Action	Initial	Date
RPL/credit transfer determinations have been documented in Section 5(a) of this document.		
RPL/credit transfer outcomes have been reported through <i>Schools Online</i> or the RTO's processes for TAFE NSW.		
This application, along with the evidence for RPL/credit transfer as noted in Section 4, has been filed at the school/college or RTO.		

TRAINING AND ASSESSMENT STRATEGY - AHC20116 CERTIFICATE II IN AGRICULTURE (RELEASE 6)

Approved by	RTO Management
Date of approval	06/12/2021
Delivery Site	Manilla Central School
Name/s of VET Trainers:	Connors
Course duration	<input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years
Date of course commencement	28/01/2021
Date of course conclusion	01/10/2022
NESA Course Name i.e. Industry Curriculum Framework.	Primary Industries
NESA course number and delivery pattern	✓ 26811 2 x 2yr ✓ 26812 4 x 1yr
Training Package Code and Title (Release)	AHC Agriculture, Horticulture and Conservation and Land Management Training Package (Release 6.2)
Status of qualification	<input checked="" type="checkbox"/> Current <input type="checkbox"/> Superseded
Qualification Packaging Rules:	https://training.gov.au/Training/Details/AHC20116 18 units must be completed: <ul style="list-style-type: none"> - 3 core units - 15 elective units, consisting: <ul style="list-style-type: none"> - 7 units from Group A - 5 units from the remaining units in Group A, or from Group B - up to 3 elective units may be selected from the remaining units listed in the qualification or from any currently endorsed Training Package or Accredited Course Selected units must be relevant to job outcomes in agriculture and must be chosen to ensure the integrity to the qualification outcome at AQF level 2
Students successfully completing this program will be eligible to receive a AHC20116 Certificate II in Agriculture or a statement toward AHC20116 Certificate II in Agriculture	
Mandatory work placement hours for NESA	Complete a minimum of 70 hours
Additional units of competency may be included to address NESA requirements	

Public Schools NSW, Tamworth RTO 90162 Training & Assessment Strategy – AHC20116 Certificate II in Agriculture v1.0 November 2021
 Endorsed for use with courses commencing 2022

Course outline

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	Qualification group	NESA Status Mandatory/ Stream Elective	NESA Indicative Hours
Core	AHCWHS201	Participate in workplace health and safety processes	Nil	Core	mandatory	15
	AHCWRK209	Participate in environmentally sustainable work practices	Nil	Core	mandatory	15
	AHCWRK204	Work effectively in the industry	Nil	Core	mandatory	20
Elective	AHCWRK201	Observe and report on weather	Nil	Elective A	mandatory	15
	AHCCHM201	Apply chemicals under supervision	Nil	Elective A	mandatory	20
	AHCWRK205	Participate in workplace communications	Nil	Elective A	elective	10
	AHCPMG201	Treat weeds	Nil	Elective A	elective	10
	AHCLSK202	Care for health and welfare of livestock	Nil	Elective A	elective - stream	20
	AHCLSK204	Carry out regular livestock observation	Nil	Elective A	elective	10
	AHCLSK205	Handle livestock using basic techniques	Nil	Elective A	elective	15
	AHCLSK206	Identify and mark livestock	Nil	Elective A	elective	10
	AHC BIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	Nil	Elective A	elective	10
	AHC MOM304	Operate machinery and equipment	Nil	Elective	elective	15
	AHC MOM202	Operate tractors	Nil	Elective A	elective	20
	AHCLSK209	Monitor water supplies	Nil	Elective A	elective	10
	AHCLSK211	Provide feed for livestock	Nil	Elective A	elective	10
	AHC INF201	Carry out basic electric fencing operations	Nil	Elective A	elective	10
	AHC INF202	Install, maintain and repair farm fencing	Nil	Elective A	elective	15
	AHCLSK316	Prepare livestock for competition	Nil	Elective B	elective	15

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	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	Questioning - written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Work health and safety	AHCWHS201	Participate in work health and safety processes	✓	✓	✓	✓
Cluster 2 – Working in the industry	AHCWRK204 AHCWRK205 AHCWRK209	Work effectively in the industry Participate in workplace communication Participate in environmentally sustainable work practices	✓	✓	✓	✓
Cluster 3 - Weather	AHCWRK201	Observe and report on weather				✓
Cluster 4 - Chemical	AHCCHM201 AHCPMG201	Apply chemicals under supervision Treat weeds	✓	✓	✓	✓
Cluster 5 -Livestock	AHCLSK202 ACHLSK204 AHCLSK205 AHCLSK206	Care for health and welfare of livestock Carry out regular livestock observation Handle livestock using basic techniques Identify and mark livestock	✓	✓	✓	✓

Cluster 7 - Tractors	AHC BIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity				
	AHCMOM202	Operate tractors	✓		✓	✓
	AHCMOM304	Operate machinery and equipment				
Cluster 8 – Feeding and water stock	AHCLSK209	Monitor water supplies	✓	✓	✓	✓
	AHCLSK211	Provide feed for livestock				
Cluster 9 – Fencing	AHCINF201	Carry out basic electric fencing operations	✓	✓	✓	✓
	AHCINF202	Install, maintain and repair farm fencing				
Cluster 11 – Show time (optional unit)	AHCLSK316	Prepare livestock for competition	✓		✓	✓

- Trainers must deliver and assess Clusters 1, 2, 3, 4 then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total at least 18 units

[AHCLSK316](#) Prepare livestock for competition will **not** be automatically opened on Schools Online, RTO contact is essential if you are selecting this unit of competency

SCOPE AND SEQUENCE – Primary Industries: 2 unit x 2 years

Manilla Central School Qualification: AHC20116 Certificate II in Agriculture Preliminary Commencement: 2022																													
Unit Code	Unit Title	NESA Hrs	Term 1										Term 2										Term 3						
			1-5					6-10					1-5					6-10					1-5			6-10			
AHCWHS201	Cluster 1 Participate in work health and safety processes	15																											No Clusters to be assessed during this time due to yearly exams
AHCBIO203	Cluster 7 Inspect and clean machinery for plant, animal and soil material	10																											
AHCMOM202	Operate tractors	20																											
AHCMOM304	Operate machinery and equipment	15																											
AHCWRK204	Cluster 2 Work effectively in the industry	20																											
AHCWRK205	Participate in workplace communication	10																											
AHCWRK209	Participate in environmentally sustainable work practices	15																											
AHCINF201	Cluster 9 Carry out basic electric fencing operations	10																											
AHCINF202	Install, maintain and repair farm fencing	15																											

No Clusters to be assessed during this time due to yearly exams

Unit Code	Unit Title	NESA Hrs	Term 4						Term 1						Term 2						Term3							
			1-5			6-10			1-5			6-10			1-5			6-10			1-5			6-10				
AHCWRK201	Cluster 3 Observe and report on weather	15																										
AHCCHM201 AHCPMG201	Cluster 4 Apply chemicals under supervision Treat weeds	20 10																										
AHCLSK209 AHCLSK211	Livestock: Cluster 8 Monitor water supplies Provide feed for livestock	10 10																										
AHCLSK202 ACHLSK204 AHCLSK205 AHCLSK206	Livestock: Cluster 5 Care for health and welfare of livestock Carry out regular livestock observation Handle livestock using basic techniques Identify and mark livestock	20 10 15 10																										
AHCLSK316	Optional with RTO approval: Cluster 11 Prepare livestock for competition	15																										

No Clusters to be assessed during this time due to trial HSC exams

HSC exam revision or competency assessment

No Clusters to be assessed during this time due to trial HSC exams

HSC exam revision or competency assessment

To ensure students achieve both NESA and Training Package requirements, enter competencies into Schools Online in each year of course, as per this guide.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Only students who have a verified USI uploaded to Schools Online will be issued with a credential. Students must have completed all my own work.

Refer to NESA key dates <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/actions-for-secondary-schools>

Preliminary year of study		HSC year of study	
Enter only the units of competency below		Enter the HSC units of competency below AND all Preliminary units	
AHCWHS201	Participate in workplace health and safety processes	AHCWRK201	Observe and report on weather
AHCBIO203	Inspect and clean machinery for plant, animal and soil material	AHCCHM201	Apply chemicals under supervision
AHCMOM202	Operate tractors	AHCPMG201	Treat weeds
AHCMOM304	Operate machinery and equipment	AHCLSK209	<i>Livestock options:</i> Monitor water supplies
AHCWRK204	Work effectively in the industry	AHCLSK211	Provide feed for livestock
AHCWRK205	Participate in workplace communications	AHCLSK202	Care for health and welfare of livestock
AHCWRK209	Participate in environmentally sustainable work practices	AHCLSK204	Carry out regular livestock observation
AHCINF201	Carry out basic electric fencing operations	AHCLSK205	Handle livestock using basic techniques
AHCINF202	Install, maintain and repair farm fencing	AHCLSK206	Identify and mark livestock

Public Schools NSW, Tamworth RTO 90162 manages the requirements of *Standards for RTOs 2015* [Clause 3.3](#) by ensuring students receive their AQF certification documentation upon completion of their training program.

Public Schools NSW, Tamworth RTO 90162 have engaged NESA to issue the credentials within 30 days of course completion for the student cohort. Students will need to download an electronic testamur via Students Online before the Students Online account expires in June of the following year:

<https://studentsonline.nesa.nsw.edu.au/go/login/>

For Stage 6 ICF Courses only: An estimate HSC examination mark must be determined and entered for all students

TRAINING AND ASSESSMENT STRATEGY - SIT20316 CERTIFICATE II IN HOSPITALITY (STRATEGY A)

Approved by	RTO Management	
Date of approval	01/12/2021	
Date of final approval by framework coordinator	10/2/2022	
Delivery Site	Manilla Central School	
Name/s of VET Trainers:	Danielle Jones	
Course duration	<input type="checkbox"/> 1 year <input checked="" type="checkbox"/> 2 years	
Date of course commencement	28/01/2022	
Date of course conclusion	22/09/2023	
NESA Course Name i.e. Industry Curriculum Framework.	SIT20316 Certificate II in Hospitality	
NESA course number and delivery pattern	NESA code 26510 2x1yr <input type="checkbox"/> NESA code 26511 2x2yr <input checked="" type="checkbox"/> NESA code 26512 4x1yr <input type="checkbox"/>	*** NESA Examination number - 26589 Enter this course number as an Year 12 (HSC) entry in the year the examination is undertaken.
Training Package Code and Title (Release)	SIT Tourism, Travel and Hospitality (release 1.2)	
Status of qualification	<input checked="" type="checkbox"/> Current <input type="checkbox"/> Superseded	
Qualification Packaging Rules:	https://training.gov.au/Training/Details/SIT20316 12 units must be completed: <ul style="list-style-type: none"> - 6 core units - 6 elective units, consisting of: <ul style="list-style-type: none"> ▪ 1 unit from Group A ▪ 3 units from Group B ▪ 2 units from Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course. 	
Students successfully completing this program will be eligible to receive a Certificate II in Hospitality		
Mandatory work placement hours for NESA	70hrs	
Additional units of competency may be included to address NESA requirements		

Course outline

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	Qualification group	NESA Status Mandatory/ Stream Elective	NESA Indicative Hours
Core	BSBWOR203	Work effectively with others	Nil	Core	Mandatory	15
	SITHIND002	Source and use information on the hospitality industry	Nil	Core	Mandatory	20
	SITHIND003	Use hospitality skills effectively	SITXFSA001	Core		20
	SITXCCS003	Interact with customers	Nil	Core	Stream	15
	SITXCOM002	Show social and cultural sensitivity	Nil	Core		10
	SITXWHS001	Participate in safe work practices	Nil	Core	Mandatory	15
Elective	SITXFSA001	Use hygienic practices for food safety	Nil	Group A	Mandatory	10
	SITHFAB004	Prepare and serve non-alcoholic beverages	SITXFSA001	Group B	Stream	15
	SITHFAB005	Prepare and serve espresso coffee	SITXFSA001	Group B	Stream	15
	SITHFAB007	Serve food and beverage	SITXFSA001	Group B	Stream	40
	SITHCCC002	Prepare and present simple dishes	SITXFSA001	SIT Training Package		20
	SITHCCC003	Prepare and present sandwiches	SITXFSA001	SIT Training Package		10
Additional UOC included to meet NESA requirements	BSBCMM201	Communicate in the workplace	Nil	Group B		15
	SITHCCC001	Use food preparation equipment	SITXFSA001	SIT Training Package		20
Total hrs						240

HOSPITALITY TASKS CO-ASSESSMENT

Assessors must satisfy the SIT – Tourism, Travel and Hospitality (Release 1.2) training package for assessors to have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.			
Instruction to assessor Indicate (with a tick✓), which alternate assessment model will be used to determine the assessment outcome for each unit of competency. Please add co assessor name			
Unit of Competency	Model 1- Assessor satisfies 3 years Industry Experience requirement	Model 2 - Internal Collaborative Assessment – another assessor within the school satisfies 3 years Industry Experience requirement	Model 3 - External Collaborative Assessment A assessor from another school satisfies 3 years Industry Experience requirement or an Industry Expert collaboratively assesses)
<u>SITHFAB004 Prepare and serve non-alcoholic beverages</u>	✓		
<u>SITHFAB007 Serve food and beverage</u>	✓		
<u>SITHFAB005 Prepare and serve espresso coffee</u>	✓		
<u>SITHIND003 Use hospitality skills effectively</u>	✓		
Model 2 – Internal Collaborative Assessment Industry experience verified on QMS <i>The assessment decision will be made collaboratively</i>		Model 3 – External Collaborative Assessment Industry experience verified on QMS or Statutory declaration outlining Industry Experience provided to RTO <i>The assessment decision will be made collaboratively</i>	
Co - assessor Name:		Co - assessor Name: School/Company:	
Office use only: To be completed by RTO Name of approving officer: Tammy Kerr Signature: Date: 10/2/2022			

School Name: Manilla Central School

Student Competency Assessment Schedule

COURSE: SIT20316 Certificate II in Hospitality (Strategy A)

Preliminary

2022 – 2023

Assessment Events for Manilla Central School			Cluster 1	Cluster 9	Cluster 2	Cluster 3	Work Placement 1*	Preliminary Yearly Exam**
			Week 9 Term 1 Date	Week 5 Term 2 Date	Week 1 Term 3 Date	Week 1 Term 4 Date	Week 7 Term 3 Date	Week 9 Term 3 Date
Cluster	Code	Unit of Competency						
Cluster 1 Cook Safe, Work Safe, Eat Safe	SITXWHS001 SITXFSA001	Participate in safe work practices Use hygienic practices for food safety	✓					
Cluster 9 Tools of the trade	SITHCCC001	Use food preparation equipment		✓ Theory assessment only				
Cluster 2 Communication is key	SITXCOM002 BSBCMM201	Show social and cultural sensitivity Communicate in the workplace			✓			
Cluster 3 Drinks galore	SITHFAB004 SITHFAB007	Prepare and serve non-alcoholic beverages Serve food and beverages				✓		
Cluster 8 (A) Working in industry (work placement 1)	SITHIND003	Use Hospitality skills effectively					✓	

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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”. This means a course mark is not allocated.

School Name: Manilla Central School

Student Competency Assessment Schedule

COURSE: SIT20316 Certificate II in Hospitality (Strategy A)

HSC

2022 - 2023

Assessment Events for (Must be edited to suit school delivery – refer to TAS)			Cluster 4	Cluster 5	Cluster 6	Cluster 7	½ yearly Exam**	Work Placement 2*	Trial Exam**
			Week 3	Week 10	Week 8	Week 3	Week	Week	Week
			Term 1	Term 2	Term 3	Term 3	Term	Term	Term
			Date:	Date:	Date:	Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency							
Cluster 4 Enjoy every bite	SITHCCC003 SITHFAB007	Prepare and present sandwiches Serve food and beverages	✓						
Cluster 5 Espresso yourself	SITHFAB005 SITXCCS003	Prepare and serve espresso coffee Interact with customers		✓					
Cluster 6 Keeping up to date	SITHIND002 BSBWOR203	Source and use information on the hospitality industry Work effectively with others			✓				
Cluster 7 Snack attack	SITHCCC002	Prepare and present simple dishes				✓			
Cluster 9 Tools of the trade	SITHCCC001	Use food preparation equipment	✓* Performance evidence collected	✓* Performance evidence collected		✓* Performance evidence collected			
Cluster 8 (B) Working in industry (work placement 2)	SITHIND003	Use Hospitality skills effectively						✓	

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

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements. Selected units only to be confirmed by your teacher.

✓* - Gathering practical performance evidence towards.

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”. This means a course mark is not allocated.

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	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	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 Cook Safe, Work Safe, Eat Safe	SITXWHS001 SITXFSA001	Participate in safe work practices Use hygienic practices for food safety	X	X		X
Cluster 2 Communication is key	SITXCOM002 BSBCMM201	Show social and cultural sensitivity Communicate in the workplace	X	X		X
Cluster 3 Drinks galore	SITHFAB004 SITHFAB007	Prepare and serve non-alcoholic beverages Serve food and beverages	X			X
Cluster 4 Enjoy every bite	SITHCCC003 SITHFAB007	Prepare and present sandwiches Serve food and beverages	X			X
Cluster 5 Espresso yourself	SITHFAB005 SITXCCS003	Prepare and serve espresso coffee Interact with customers	X		X	X
Cluster 6 Keeping up to date	SITHIND002 BSBWOR203	Source and use information on the hospitality industry Work effectively with others	X	X		X
Cluster 7 Snack attack	SITHCCC002	Prepare and present simple dishes	X			X
Cluster 8 (A and B) Working in industry (work placement x2 and service periods at school)	SITHIND003	Use Hospitality skills effectively	X		X	X
Cluster 9 Tools of the trade	SITHCCC001	<u>Use food preparation equipment</u>	X	X		X

Manilla Central School																																
Qualification: SIT20316 Certificate II in Hospitality																																
Preliminary Commencement Year: 2022																																
Unit Code	Unit Title	NESA Hrs	Term 1										Term 2										Term 3									
			1 - 5					6 - 10					1 - 5					6 - 10					1 - 5					6 - 10				
Cluster 1 <u>SITXFSA001</u> <u>SITXWHS001</u>	Use hygienic practices for food safety	10																														
	Participate in safe work practices	15																														
Cluster 9 <u>SITHCCC001</u>	<u>Use food preparation equipment</u>	20																														
Cluster 2 SITXCOM002 BSBCMM201	Show social and cultural sensitivity	10																														
	Communicate in the workplace	15																														
Cluster 3 SITHFAB004 SITHFAB007	Prepare and serve non-alcoholic beverages	15																														
	Serve food and beverages	40																														
Cluster 8 (A) SITHIND003	Use hospitality skills effectively	20																														
**** Work placement A and B assesses 2 UOC therefore, determinations of “Competency” should not be made until the conclusion of Work placement B Please add these 2 weeks into your scope and sequence and adjust clusters accordingly.																																

Manilla Central School																																							
Qualification: SIT20316 Certificate II in Hospitality																																							
HSC Year: 2023																																							
Unit Code	Unit Title	NESA Hrs	Term 4					Term 1					Term 2					Term3																					
			1-5					6-10					1-5					6-10					1-5					6-10											
Cluster 4 SITHCCC003 SITHFAB007	Prepare and present sandwiches Serve food and beverages	10 40																																					
Cluster 5 SITHFAB005 <u>SITXCCS003</u>	Prepare and serve espresso coffee Interact with customers	15 15																																					
Cluster 6 SITHIND002 BSBWOR203	Source and use information on the hospitality industry Work effectively with others	10 15																																					
Cluster 7 SITHCCC002	Prepare and present simple dishes	20																																					
Cluster 9 <u>SITHCCC001</u>	<u>Use food preparation equipment</u>	20																																					
Cluster 8 (B) SITHIND003	Use Hospitality skills effectively	20																																					
**** Work placement A and B assesses 2 UOC therefore, determinations of “Competency” should not be made until the conclusion of Work placement B Please add these 2 weeks into your scope and sequence and adjust clusters accordingly. Term 3 weeks 9 -10 are spare weeks. These weeks can be used for catch up assessment or exam revision.																																							

NSW Education Standards Authority (NESA) Schools Online entries for the qualification: **SIT20316 Certificate II in Hospitality**

□ NESA code 26511 2x2yr

To ensure students achieve both NESA and Training Package requirements, enter competencies into Schools Online in each year of course, as per this guide.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Only students who have a verified USI uploaded to Schools Online will be issued with a credential. **Stage 6 (including Early Commencement) Students must have completed all my own work.**

Refer to NESA key dates <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/key-dates/actions-for-secondary-schools>

Preliminary year of study		HSC year of study	
Enter only the units of competency below		Enter the HSC units of competency below AND all Preliminary units	
<u>SITXWHS001</u>	<u>Participate in safe work practices</u>	<u>BSBWOR203</u>	<u>Work effectively with others</u>
<u>SITXFSA001</u>	<u>Use hygienic practices for food safety</u>	<u>SITHIND002</u>	<u>Source and use information on the hospitality industry</u>
<u>SITHFAB004</u>	<u>Prepare and serve non-alcoholic beverages</u>	<u>SITHCCC002</u>	<u>Prepare and present simple dishes</u>
<u>BSBCMM201</u>	<u>Communicate in the workplace</u>	<u>SITXCCS003</u>	<u>Interact with customers</u>
<u>SITXCOM002</u>	<u>Show social and cultural sensitivity</u>	<u>SITHFAB005</u>	<u>Prepare and serve espresso coffee</u>
		<u>SITHCCC003</u>	<u>Prepare and present sandwiches</u>
Units of competency assessed across both Preliminary and HSC years of study			
<u>SITHIND003</u>	<u>Use hospitality skills effectively</u>	<u>SITHIND003</u>	<u>Use hospitality skills effectively</u>
<u>SITHCCC001</u>	<u>Use food preparation equipment</u>	<u>SITHCCC001</u>	<u>Use food preparation equipment</u>
<u>SITHFAB007</u>	<u>Serve food and beverage</u>	<u>SITHFAB007</u>	<u>Serve food and beverage</u>

Public Schools NSW 90162, Tamworth manages the requirements of *Standards for RTOs 2015* [Clause 3.3](#) by ensuring students receive their AQF certification documentation upon completion of their training program.

Public Schools NSW 90162, Tamworth have engaged NESA to issue the credentials within 30 days of course completion for the student cohort.

Students will need to download an electronic testamur via Students Online before the Students Online account expires in June of the following year:

<https://studentsonline.nesa.nsw.edu.au/go/login/>

For Stage 6 ICF Courses only: An estimate HSC examination mark must be determined and entered for all students

SECTION 4 – GLOSSARY OF KEY WORDS

The following glossary has been developed by NSW Education Standards Authority to help students understand the key words used in relation to syllabus outcomes, objectives, performance bands and examination questions. No matter what subject a student is studying the key words have the same meaning. It is advisable that students understand these words as they will better understand the requirements for responses in exams and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications.
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of.
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain / determine from given facts, figures or information.
Clarify	Make clear or plain.
Classify	Arrange or include in classes / categories.
Compare	Show how things are similar or different.
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite.
Critically (Analyse / Evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis / evaluation).
Deduce	Draw conclusions.
Define	State meaning and identify essential qualities.
Demonstrate	Show by example.
Describe	Provide characteristics and features.
Discuss	Identify issues and provide points for and / or against.
Distinguish	Recognise or note / indicate as being distinct or different from; to note differences between.

Evaluate	Make a judgement based on criteria; determine the value of.
Examine	Inquire into.
Explain	Relate cause and effect; make the relationships between things evident; provide why and / or how.
Extract	Choose relevant and / or appropriate details.
Extrapolate	Infer from what is known.
Identify	Recognise and name.
Interpret	Draw meaning from.
Investigate	Plan, inquire into and draw conclusions about.
Justify	Support an argument or conclusion.
Outline	Sketch in general terms; indicate the main features of.
Predict	Suggest what may happen based on available information.
Propose	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action.
Recall	Present remembered ideas, facts or experiences.
Recommend	Provide reasons in favour.
Recount	Retell a series of events.
Summarise	Express, concisely, the relevant details.
Synthesise	Putting together various elements to make a whole.

SECTION 5 – HARVARD REFERENCING GUIDE

Books (print and online)

Type	Examples
One author	<p>Chang, SS 2012, Exploring everyday things with R and Ruby, O'Reilly, Sebastopol, California.</p> <p>Primoratz, I 2013, Terrorism: a philosophical investigation, Polity Press, Cambridge.</p> <p>Series titles and edition statements (for editions other than the first) should be included.</p> <p>Goldsworthy, J 2010, Parliamentary sovereignty: contemporary debates, Cambridge studies in constitutional law, Cambridge University Press, Cambridge.</p> <p>Abbott, HP 2008, The Cambridge introduction to narrative, 2nd edn, Cambridge University Press, Cambridge.</p>
Two or more authors	<p>List all authors in the list of references. See the second part of this guide for how to cite in-text.</p> <p>Kakadia, D & DiMambro, F 2004, Networking concepts and technology: a designer's resource, Sun Microsystems Press, Upper Saddle River, New Jersey.</p> <p>Flexer, RW, Baer, RM, Luft, P & Simmons, TJ 2008, Transition planning for secondary students with disabilities, 3rd edn, Pearson, Upper Saddle River, New Jersey.</p>
Edited books	<p>If the role of an editor (or compiler, reviser or translator) is of primary importance, list the work under those names. Use abbreviations such as ed., eds, trans., rev., comp. and comps.</p> <p>Brofenbrenner, U (ed.) 2005, Making human beings human: bioecological perspectives on human development, Sage Publications, Thousand Oaks, California.</p> <p>Ahdar, R & Aroney, N (eds) 2010, Shari'a in the West, Oxford University Press, Oxford.</p> <p>United Nations. Statistical Division (comp.) 1995, The world's women 1995: trends and statistics, United Nations, New York.</p>
Chapters in edited books	<p>Page numbers are not usually needed in the reference list (Style manual for authors, editors and printers 2002, p. 194).</p> <p>Callaghan, J 2010, 'Singing teaching as a profession', in S Harrison (ed.), Perspectives on teaching singing: Australian vocal pedagogues sing their stories, Australian Academic Press, Bowen Hills, Queensland.</p> <p>Shachar, A 2010, 'State, religion, and the family: the new dilemmas of multicultural accommodation', in R Ahdar & N Aroney (eds), Shari'a in the West, Oxford University Press, Oxford.</p>

	<p>If however, page numbers are essential to accurately locating the source, or your instructor requires their inclusion, they can be presented as the final item of the citation (e.g. p. 10, pp. 19-25, pp. 21-6, pp. 21, 31-5).</p> <p>Brandt, RB 2002, 'Defective newborns and the morality of termination', in J Arthur (ed.), <i>Morality and moral controversies: readings in moral, social, and political philosophy</i>, 6th edn, Prentice Hall, Upper Saddle River, New Jersey, pp. 253-60.</p>
Editions	<p>The edition (if other than the first edition) is included after the main title.</p> <p>Stewart, A 2009, <i>Stewart's guide to employment law</i>, 2nd edn, Federation Press, Annandale, New South Wales.</p> <p>Triggs, B 1984, <i>Tracks, scats and other traces: a field guide to Australian mammals</i>, new edn, Oxford University Press, Melbourne.</p>
Part of a series	<p>The series title is included after the main title.</p> <p>Muller, R & Turner, JR 2010, <i>Project-oriented leadership</i>, Advances in project management, Gower, Farnham, England.</p> <p>Editions go after the series title.</p> <p>Corrigan, T 2010, <i>A short guide to writing about film</i>, The short guide series from Pearson Longman, 7th edn, Longman, New York.</p>
Anonymous (no author or editor given)	<p>Start with the title.</p> <p>The stage acquitted: being a full answer to Mr Collier, and other enemies of the drama 1996, Routledge/Thoemmes, London.</p>
Conference proceedings	<p>For papers collected and published as proceedings, include page numbers at the end of the citation.</p> <p>Trump, A 1986, 'Power play', <i>Proceedings of the third annual conference, International Society of Power Engineers</i>, Houston, Texas, pp. 40-51.</p> <p>Katsardi, V & Swan, C 2007, 'The importance of directionality in the evolution of large waves in intermediate and shallow water', <i>Coastal engineering 2006, volume5: proceedings of the 30th international conference</i>, San Diego, California, USA, 3-8 September 2006, World Scientific, River Edge, New Jersey, pp. 157-69.</p> <p>Further description can be provided after the conference title if useful.</p> <p>Zhang, J & Xi, W 2012, 'Optimal nonlinear damping for inelastic structures using dimensional analysis', <i>20th analysis and computation specialty conference 2012, proceedings of a meeting sponsored by the American Society of Civil Engineers held 29-31 March</i>, Chicago, Illinois, Curran Associates, Red Hook, New York, pp.97-106.</p>
Acknowledging editors, compilers, revisers or translators	<p>If the author's role remains of primary importance, editors, compilers, revisers or translators can also be acknowledged. Use abbreviations such as ed., eds, trans., rev., comp. and comps.</p> <p>Tolstoy, L 1930, <i>What is art? and essays on art</i>, trans. A Maude, Oxford University Press, London.</p>

	Mayakovsky, V 1942, Mayakovsky and his poetry, comp. H Marshall, Pilot Press, London.
Corporate authors	<p>The jurisdiction is not usually given for government agencies but is indicated by the place of publication.</p> <p>Department of Energy 1980, Projections of energy needs, HMSO, London.</p> <p>Office of the Aboriginal Land Commissioner 2001, Urapunga land claim no. 159, Parliamentary paper, Aboriginal and Torres Strait Islander Commission, Canberra.</p> <p>Xerox Corporation 1988, Xerox publishing standards: a manual of style and design, Watson-Guptil, New York.</p> <p>Parent bodies precede subdivisions.</p> <p>World Association of Veterinary Anatomists. International Committee on Avian Anatomical Nomenclature 1979, Nomina anatomica avium: an annotated anatomical dictionary of birds, Academic Press, London.</p>
The same authors	<p>Use the following order - single author entries followed by multiple author entries beginning with the same name (earliest dates first in each case).</p> <p>A long dash (2-em, approximately equivalent to 4-6 hyphens in length) can be used to replace that part of the author entry which is repeated. There is no space immediately after the dash.</p> <p>Chaffee, J 1991, Thinking critically, 3rd edn, Houghton Mifflin, Boston.</p> <p>-----1998, The thinker's way: 8 steps to a richer life, Little, Brown and Company, Boston.</p> <p>-----, McMahon, C & Stout, B 2002, Critical thinking, thoughtful writing: a rhetoric with readings, Houghton Mifflin, Boston.</p> <p>For two or more works by the same author(s) in the same year, list in alphabetical order by title.</p> <p>Lyon, H & Lyon, R 2002a, The circus, Elton Publications, Wembley Downs, Western Australia.</p> <p>-----2002b, Clowns, Elton Publications, Wembley Downs, Western Australia.</p> <p>Edited works appear after authored works.</p> <p>Olson, JS & Roberts, R 1990, Where the domino fell: America and Vietnam, 1945 to 1990, St. Martin's Press, New York.</p> <p>-----1998, My Lai: a brief history with documents, Bedford Books, Boston.</p> <p>Olson, JS (ed.) 1993, The Vietnam War: handbook of the literature and research, Greenwood Press, Westport, Connecticut.</p>

	-----& Roberts, R (eds) 1990, American experiences, volume 2: 1877 to the present, Foresman/Addison-Wesley, Glenview, Illinois.
Online books	<p>Author Year (of creation or last revision), Title, edition/version (if applicable), name and place of the sponsor of the source (publisher, place), viewed Day Month Year, <URL either full location details or just the main site details>.</p> <p>McClain, M & Roth JD 1999, Schaum's quick guide to writing great essays, McGraw-Hill, New York, viewed 17 January 2005, <http://ezproxy.usq.edu.au/login?url=http://site.ebrary.com/lib/unisouthernqld/Doc?id=5002145>.</p> <p>Fitzgerald, FS 1920, This side of paradise, Scribner, New York, viewed 18 January 2005, <http://www.bartleby.com/115/>.</p>
Chapters in an online book	<p>Author Year (of creation or last revision), 'Chapter title', in book editor(s) (ed.), Book title, name and place of the sponsor of the source (publisher, place), viewed Day Month Year, <URL either full location details or just the main site details>.</p> <p>Gould, SJ 2000, 'More things in Heaven and Earth', in H Rose & S Rose (eds), Alas, poor Darwin: arguments against evolutionary psychology, Harmony Books, New York, viewed 17 January 2005, <http://ezproxy.usq.edu.au/login?url=http://site.ebrary.com/lib/unisouthernqld/Doc?id=10015543>.</p>
Books downloaded to mobile devices	<p>Ware, C 2010, Cottage by the sea, Kindle version, Sourcebooks Landmark, Naperville, Illinois.</p> <p>Tzu, S 2011, The art of war, Kobo version, Shambhala, Berkeley, California.</p>

Journal and newspaper articles

For journals, include the volume number, issue number or other identifier, and page numbers separated by commas where all these elements are available. If the journal issue has both a number and an identifier such as a month or quarter, choose one and use it consistently. If there is no volume number, the issue number or identifier should follow the journal title.

Follow the same principles for authors as outlined in the Books section.

Type	Examples
Journal article, one author	<p>When both volume and issue numbers are available.</p> <p>Wong, K 2009, 'Rethinking the hobbits of Indonesia', <i>Scientific American</i>, vol. 301, no. 5, pp. 66-73.</p> <p>Only an issue number.</p> <p>Culotta, E 2008, 'Hobbit skull suggests a separate species', <i>Science Now</i>, no. 677, p. 2.</p> <p>Other identifiers such as a month or quarter.</p> <p>Hay, A 2008, 'Lovely bones: making sense of the Flores find', <i>The Monthly</i>, July, pp. 28-34.</p>
Journal article, two or more authors	<p>List all authors in the list of references. See later section for citing in-text.</p> <p>Jones, BE & Jones, SR 1987, 'Powerful questions', <i>Journal of Power Engineering</i>, vol. 1, no. 3, pp.10-8.</p> <p>Gibberd, R, Snow, PT, Rice, PG & Patel, NB 1991, 'Nuclear power at what price?', <i>The Bulletin</i>, vol. 113, June 4, pp. 51-5.</p>
Journal article, no author given	<p>Put the journal title in the author position.</p> <p>ATSIC News 2002, 'Aboriginal identity and the loss of certainty', vol. 12, no. 3, pp. 50-2.</p>
Newspaper article	<p>Popham, B 1987, 'Saving the future', <i>Weekend Australian Magazine</i>, 7-8 February, p. 10.</p>
Newspaper article (print), no author	<p>All of the details are provided in the in-text citation and there is no need for an entry in the reference list.</p>
Journal article on the WWW	<p>Author Year, 'Article title', Journal Title, volume, issue, viewed Day Month Year, <URL>.</p> <p>Griffith, AI 1995, 'Coordinating family and school: mothering for schooling', <i>Education Policy Analysis Archives</i>, vol. 3, no. 1, viewed 12 February 1997, <http://olam.ed.asu.edu/epaa/>.</p>
Full-text journal article from an electronic database	<p>Author Year, 'Article title', Journal Title, volume, issue, paging (if given), viewed Day Month Year, Name of database service or provider, Name of database, item number (if available).</p>

	<p>Rasid, ZM & Parish, TS 1998, 'The effects of two types of relaxation training on students' levels of anxiety', <i>Adolescence</i>, vol. 33, no. 129, p. 99, viewed 23 September 2007, EBSCOhost MegaFILE Premier, Academic Search Complete, item: AN589758.</p> <p>The Joanna Briggs Institute 2008, 'Management of constipation in older adults', <i>Best Practice: Evidence Based Information Sheets for Health Professionals</i>, vol. 12, no. 7, pp. 1-4, viewed 16 July 2008, JBI COnNECT, JBI Database of Best Practice Information Sheets, item: BP1138.</p> <p>Gotzsche, PC & Johansen, HK 2008, 'House dust mite control measures for asthma', <i>Cochrane Database of Systematic Reviews</i>, 2008, no. 2, viewed 15 July 2008, The Cochrane Library, Cochrane Database of Systematic Reviews, item: CD001187.</p> <p>No author - put the journal title in the author position.</p> <p>Economist 2008, 'Charging ahead', vol. 387, no. 8594, p. 58, viewed 16 September 2008, EBSCOhost MegaFILE Premier, Australia/New Zealand Reference Centre, item: 34003939.</p>
Newspaper article on the WWW	<p>Author Year, 'Article title', Newspaper Title, Day Month, page number (if given), viewed Day Month Year, <URL>.</p> <p>Cleary, P & Lewis, S 2001, 'It's the end of a long boom', <i>The Australian Financial Review</i>, 8 March, viewed 8 March 2001, <http://afr.com/australia/2001/03/08/FFXIM9PU0KC.html>.</p>
Newspaper article from an electronic database	<p>Author Year, 'Article title', Newspaper Title, Day Month, page number (if given), viewed Day Month Year, Name of database service or provider, Name of database, item number (if available).</p> <p>Pianin, E 2001, 'As coal's fortunes climb, mountains tremble in W.Va; energy policy is transforming lives', <i>The Washington Post</i>, 25 February, p. A03, viewed 8 March 2001, Electric Library Australasia.</p> <p>No author - put the newspaper title in the author position.</p> <p>Gold Coast Bulletin 2007, 'Democrats vow to fight Bush', 19 February, p. 12, viewed 16 September 2008, EBSCOhost MegaFILE Premier, Australia/New Zealand Reference Centre, item: 20070219B012313637.</p>

Web documents and sites

Type	Examples
Web document	<p>Author/editor or compiler Year of the most recent version, Title, version number (if applicable), description of document (if applicable), name and place of the sponsor of the source, viewed Day Month Year, <URL either full location details or just the main site details>.</p> <p>Anderson, J (Minister for Transport and Regional Services) 2000, CASA approves avgas contamination test, media release, 23 January, Department of Transport and Regional</p>

	<p>Services, Canberra, viewed 7 February 2000, <http://www.dotrs.gov.au/media/anders/archive/2000/jan_00/al6_2000.htm>.</p> <p>Australian Taxation Office 2012, Income tax: deductibility of self-education expenses incurred by an employee or a person in business, taxation ruling, TR 98/9, Australian Taxation Office, viewed 6 February 2013, <http://law.ato.gov.au/atolaw/view.htm?DocID=TXR/TR989/NAT/ATO/00001&PiT=99991231235958>.</p> <p>AWB Limited 2006a, AWB and the single desk, AWB Limited, Melbourne, Victoria, viewed 1 June 2006, <http://www.awb.com.au/aboutawb/factsandindustryinformation/singledeskbenefits/AWBandTheSingleDesk.htm>.</p> <p>-----2006b, Inquiry into the United Nations Oil-for-Food Program - statement from the Board of AWB Limited, AWB Limited, Melbourne, Victoria, viewed 1 June 2006, <http://www.awb.com.au/aboutawb/media/InquiryIntoTheUnitedNationsOilforFoodProgram.htm>.</p> <p>Florek, S 2003, Megafauna extinction: patterns of extinction, fact sheet, Australian Museum, Sydney, viewed 14 June 2008, <http://www.austmus.gov.au/factsheets/megafauna.htm>.</p> <p>Wright, S 2004, Open area test site (OATS) development, undergraduate project, University of Southern Queensland, Toowoomba, viewed 27 March 2007, <http://eprints.usq.edu.au/archive/00000047>.</p>
Web document (no author)	<p>Title Year, version number (if applicable), description of document (if applicable), name and place of the sponsor of the source, viewed Day Month Year, <URL either full location details or just the main site details>.</p> <p>Educating America for the 21st century: developing a strategic plan for educational leadership by Columbia University 1993-2000 (initial workshop draft) 1994, draft workshop report, Institute for Learning Technologies, Columbia University, viewed 16 May 1995, <http://ariel.adgrp.com/~ghb/trips/940717_ICT/policy/ILT/EdPlan.html>.</p>
Web document (no publication date)	<p>Author n.d., Title, version number (if applicable), description of document (if applicable), name and place of the sponsor of the source, viewed Day Month Year, <URL either full location or just main site details>.</p> <p>Sherman, C n.d., The invisible web, Free Pint Limited, United Kingdom, viewed 27 November 2000, <http://www.freepint.co.uk/issues/080600.htm#feature>.</p>
Web site	<p>Author (the person or organisation responsible for the site) Year (that the site was created or last revised), name and place of the sponsor of the source, viewed Day Month Year, <URL>.</p> <p>The Body Shop Australia 2003, The Body Shop Australia, Mulgrave, Victoria, viewed 31 January 2003, <http://www.thebodyshop.com.au/>.</p>
Online images	<p>Author (the person or organisation responsible, if available) Year, Title of image (or a description), description of document (if applicable), name and place of the sponsor of the source, viewed Day Month Year, <URL either full location details or just the main site details>.</p>

	<p>If there is no named author, put the image title first followed by the date.</p> <p>Title of image (or a description) Year, description of document (if applicable), name and place of the sponsor of the source, viewed Day Month Year, <URL either full location details or just the main site details>.</p> <p>The lunar interior 1999, PlanetScapes, United States, viewed 31 January 2003, <http://www.planetscapes.com/solar/browse/moon/moonint.jpg>.</p> <p>Australia 2007, country map, MapQuest, United Kingdom, viewed 11 March 2008, <http://www.mapquest.co.uk/mq/maps/mapAddress.do>.</p> <p>Lane, M & Cook, J 1775, A general chart of the island of Newfoundland, digital image of cartographic material, Wikimedia Commons, viewed 11 March 2008, <http://en.wikipedia.org/wiki/Image:Cooks_Karte_von_Neufundland.jpg>.</p> <p>AC Nielsen 2008, Consumer confidence, concerns, spending and attitudes to recession: a global Nielsen consumer report, digital image, AC Nielsen, viewed 21 August 2008, <http://au.acnielsen.com/site/documents/GlobalNielsenConsConfConcReportJune08b.pdf>.</p>
Data sets	<p>Harrell, F 2011, Data for Titanic passengers, data file, Vanderbilt University, Department of Biostatistics, Nashville, Tennessee, viewed 17 November 2011, <http://biostat.mc.vanderbilt.edu/wiki/pub/Main/DataSets/titanic.txt>.</p> <p>Bureau of Meteorology 2011, High- quality Australian daily rainfall dataset, Australia's high-quality climate change datasets, data file, Australian Government, Bureau of Meteorology, viewed 17 November 2011, <ftp://ftp.bom.gov.au/anon/home/ncc/www/change/HQdailyR>.</p>

Microforms, patents, standards and maps

Type	Examples
Microform	Herbert, WG 1987, The Australian beef industry: an overview, Australian Livestock Council, Canberra, microfiche.
Patent	Connor, PM 2005, Collector for solar radiation, Australian Patent 2004243336.
Standard	International Organization for Standardization 2003, Traveller irrigation machines - part 1 - operational characteristics and laboratory and field test methods, ISO 8224-1:2003, International Organization for Standardization, Geneva.
Online standard	Standards Australia 2003, Installation of security screen doors and window grilles, AS 5040-2003, Standards Australia, Sydney, viewed 16 September 2008, < http://www.saiglobal.com/online/autologin.asp >.
Map	Department of Mines and Energy 2007, Queensland gold resources, Australia 1:3 000 000 geological series, sheet 9986, Department of Mines and Energy, Brisbane, Queensland.
Online map	Logan Central QLD 2010, street map, Google maps, Australia, viewed 10 August 2010, < http://maps.google.com.au/maps?hl=en&tab=w1 >. See other examples in the Online Images part of the Web Documents and Sites section of this guide.
Digital Maps and Spatial Science Collection	Department of Natural Resources and Water 2004, Declared catchments of dams 2004, Department of Natural Resources and Water, Queensland, viewed 18 September 2008, < http://course readings.usq.edu.au/services/spatial.php >.

Audiovisual examples

The following details should be provided in a reference list - title, date of recording, format, publisher, place of recording. Any special credits and other information that might be useful can be noted after the citation.

Type	Examples
DVD	Fahrenheit 9/11 2004, DVD, Columbia TriStar Home Entertainment, Culver City, California. Written, produced and directed by Michael Moore.
Video	Grumpy meets the orchestra 1992, video recording, Australian Broadcasting Corporation, Sydney. Featuring the Sydney Symphony Orchestra.
Motion picture	Sunday too far away 1975, motion picture, South Australian Film Corporation, Adelaide. Distributed by Rainbow Products Ltd, Sydney, and starring Jack Thompson, Reg Lye and Max Cullen.
Television program	What are we going to do with the money? 1997, television program, ABC Television, Sydney, 8 August.
Radio program	The search for meaning 1998, radio program, ABC Radio, Sydney, 24 March.
CD-ROM	Australia through time 1994, CD-ROM, Random ROM in assoc. with the ABC, Sydney.

Legislation and legal authorities

- Legislation is only included in a list of references if it is important to the understanding of the work (preferably in a separate list under the subheading 'Legislation').
- The titles of pieces of legislation should be cited exactly. Neither spelling or capitalisation should be altered to suit the referencing style. Articles (a, an or the) should not be omitted.
- Even if viewed electronically, legislation is generally referenced as if in print (unless only available electronically).
- Legal authorities (cases) are only included in a list of references if they are important to the understanding of the work under the subheading 'Legal authorities'.
- Legislation viewed in an annotated legislation textbook is cited in Legislation format, not Book format, unless referring to the editorial commentary/analysis, rather than the legislative provision.

Type	Examples
Acts	For Acts include - Name of Act Year (Jurisdiction) Copyright Act 1968 (Cwlth) Anti-Discrimination Act 1991 (Qld)
Bills	For Bills include - Name of Bill Year (Legislative Body) (no italics) Anti-terrorism Bill 2004 (House of Representatives)
Legal authorities (cases)	Include the name of the case and reference details. Carey v. Price (2005) 132 ALR 255 The Commonwealth v. The State of Tasmania (1983) 158 CLR 1; (1983) 57 ALJR 450; (1983) 46 ALR 625 (the Tasmanian Dam Case) McDonald's Corporation v. Joburgers Drive-Inn Restaurant (Pty) Ltd (1996) 36 IPR 11 at 20

Unpublished works

Type	Examples
Personal communications	Personal communications are not included in the list of references at the end. Personal communications can include things such as letters, memos, emails, facsimiles, interviews, informal conversations, telephone calls and lecture presentations. Full details of the date (day, month and year) should be provided in the text. Initials are included. (Ayers, RN 1991, pers. comm., 2 July). MK Larsen (1983, pers. comm., 1 May) said... On 20 July 2006, Ms A Brown confirmed ...

Theses, papers and abstracts	<p>Present the title of the document in roman type and in quotation marks. The other details will vary according to the nature of the document.</p> <p>Langdon, WB 1996, 'Data structures and genetic programming', PhD thesis, University College, London.</p> <p>Bouchert-Bert, L 2002, 'When humans entered the northern forests: an archaeological and palaeoenvironmental perspective', MA dissertation, University of Calgary.</p> <p>Pomfret, R 2001, 'Economic diversification of the new independent central Asian countries', paper to be presented at the International Conference on Economic Diversification of Small States, Brunei, 12-13 November.</p> <p>Muhingo, E & Boniface, R 2003, 'Involving men to increase family planning acceptance', abstract presented at the Reproductive Health Response in Conflict Consortium Conference, Brussels, Belgium, 7-8 October.</p>
Manuscripts	<p>If it is difficult to provide details about the location of a manuscript, be systematic.</p> <p>Abramiuk, M 2002, 'A preliminary report on classic Maya ground stone tool exchange in and around the southern Maya mountains of Belize', in possession of the author.</p> <p>Adams, DE 1917, 'My journey to Khartoum', in possession of MA Adams, Adelaide.</p> <p>Joyce, TA 1931, 'Report of the British Museum expedition to British Honduras, 1931', in possession of the Central Archives of the British Museum.</p> <p>Hudson, DE 1909-18, 'Diary', Hudson Papers, Fisher Library, University of Sydney.</p> <p>Benton, TH 1847, 'Letter to Charles Fremont, 22 June', John Charles Fremont Papers, Southwest Museum Library, Los Angeles.</p>

USQ course materials

Type	Examples
Introductory and study books	<p>Raine, S & Misra, R 2012, ENV2201 Land studies: study book, University of Southern Queensland, Toowoomba.</p> <p>No authors listed - put the title in the author position.</p> <p>ACC2115 Company accounting: introductory book 2011, University of Southern Queensland, Toowoomba.</p>
Lecture notes and handouts	<p>Stevens, J 2004, ECO2640 Applied econometrics: course notes, University of Southern Queensland, Toowoomba.</p> <p>ACC5003 NIA advanced financial accounting: course notes 2004, University of Southern Queensland, Toowoomba.</p> <p>Note: Treat like personal communication (i.e. not included in the list of references) if they are your own notes or unpublished.</p>

Customized publications	<p>Dessler, G & Tan, CH 2010, 'Human resource management: an Asian perspective', in K Southey (comp.), Staffing and remuneration: strategy and practice, Custom Book edn, Pearson, Frenchs Forest, New South Wales.</p> <p>Note: If page numbers are required in text, use the custom publication page numbers, not the page numbers from the original publication.</p>
Online course materials	<p>Follow the requirements for Web documents previously outlined.</p> <p>You can use either, the full location URL, or just the main site details (be consistent). When using just the main site URL, it may be necessary to include additional information, such as the course number, to facilitate retrieval of the item.</p> <p>Ghabraie, K. 2011, In situ stresses, CIV2403, University of Southern Queensland, Toowoomba, viewed 14 November 2011, <http://usqstudydesk.usq.edu.au>.</p> <p>Hingst, R 2010, Self awareness activity, MGT1200, University of Southern Queensland, Toowoomba, viewed 11 November 2011, <http://usqstudydesk.usq.edu.au>.</p> <p>If the item has no obvious author, put the title in the author position.</p> <p>ACC5202 Accounting: module 11 solutions S1 2011, University of Southern Queensland, Toowoomba, viewed 11 November 2011, <http://usqstudydesk.usq.edu.au>.</p> <p>Module 1: the accounting environment 2011, PowerPoint slides, ACC5202, University of Southern Queensland, Toowoomba, viewed 11 November 2011, <http://usqstudydesk.usq.edu.au>.</p> <p>Audio and video (including Breeze presentations).</p> <p>Stilgoe, B 2011, Lecture 2 audio, podcast, CLI2201, University of Southern Queensland, Toowoomba, accessed 14 November 2011, <http://usqstudydesk.usq.edu.au>.</p> <p>Tao, X 2011, The Internet, podcast, CSC1402, University of Southern Queensland, Toowoomba, viewed 14 November 2011, <http://usqstudydesk.usq.edu.au>.</p> <p>Tension and compression in a truss 2011, podcast, CIV1501, viewed 14 November 2011, <http://usqstudydesk.usq.edu.au>.</p>
Online course readings	<p>Tuczay, C 2005, 'Trance, prophets and diviners in the Middle Ages', in E Pocs (ed.), Communicating with the spirits: Christian demonology and popular mythology, Central European University Press, Budapest, viewed 13 July 2006, <http://usqstudydesk.usq.edu.au>.</p> <p>Adler, R 1993, 'Gender and language', in R Adler & N Towne (eds), Looking out/looking in, 7th edn, Harcourt Brace Jovanovich College Publishers, Fort Worth, viewed 17 September 2008, <http://usqdirect.usq.edu.au>.</p> <p>Asef, MR 2008, 'Modelling the elements of country vulnerability to earthquake disasters', Disasters, vol. 32, no. 3, pp. 480-498, viewed 17 September 2008, <http://usqdirect.usq.edu.au>.</p>

Lists, weblogs, wikis, podcasts and software

Type	Examples
Personal email	<p>In-text references to emails are dealt with in the same way as in-text references to other types of personal communication and in general, it is not necessary to provide further details. If there are occasions where readers will be keen to pursue the subject, the email address can be provided in the reference list.</p> <p>Note: Email addresses should never be cited without the permission of the owner of the address.</p> <p>Sender's name followed by year of posting, email, Day and Month of posting, <email address>.</p> <p>Davis, A 2002, email, 24 April, <davis@unitc.edu.au>.</p>
Lists, groups and bulletin boards	<p>Author <Author's details - usually an email address> Year of posting, 'Subject/title of posting', description of posting, discussion list Owner, viewed Day Month Year, <URL>.</p> <p>Wilson, D <wilsond@rocketscience.com.au> 2003, 'Using the Web to your advantage', discussion group, National Computer Network, viewed 28 January 2003, <NETTRAIN@ubvm.cc.buffalo.edu>.</p>
Weblogs	<p>Author (name or alias) Year of posting, Title of the site, format, viewed Day Month Year, <URL>.</p> <p>Norton, A 2008, Andrew Norton: observations from Carlton's lone classical Liberal, weblog, viewed 17 September 2008, <http://andrewnorton.info/>.</p>
Weblog posts	<p>Include title and date of the posting.</p> <p>McGarry, A 2008, 'China's pain fires Olympic dream', Beijing blog, weblog post, 13 June, viewed 18 August 2008, <http://blogs.abc.net.au/olympics/>.</p>
Video Weblog posts (e.g. YouTube)	<p>aubummoney 2011, Top 7 engineering disasters in materials selection, online video, viewed 17 November 2011, <http://www.youtube.com/watch?v=h8pQMuswWJ0>.</p> <p>Crosson, S 2008, Accounting basics 1 - where did accounting come from?, online video, viewed 16 November 2011, <http://youtube.com/watch?v=mpNmcFzy6-4>.</p>
Wikis	<p>Title of Wiki Year (of article), 'Article title', format, Day Month (of article), viewed Day Month Year, <URL>.</p> <p>Quantitative Archaeology Wiki 2007, 'Contingency tables', wiki article, 26 March, viewed 17 September 2008, <http://wiki.iosa.it/dokuwiki/contingency_tables>.</p>
Podcasts	<p>Title of podcast Year, format, name and place of the sponsor of the source, Day Month (of podcast), viewed Day Month Year, <URL>.</p> <p>Pandi River expedition 2008, podcast, National Geographic Society, Washington, D.C., 15 August, viewed 19 September 2008, <http://www.nationalgeographic.com/podcasts/shorts.html>.</p> <p>For audio podcasts, use "accessed" rather than "viewed".</p>

	Jane Hutcheon reflects on life in London 2008, podcast, ABC Radio National, 15 June, accessed 18 September 2008, < http://www.abc.net.au/correspondents/content/2008/s2274772.htm >.
Streaming videos	Wound management: a nurses guide 2010, online video, VEA, Bendigo, viewed 16 November 2011, < http://vea.com.au/vLearn/Player/VEcGo2vy.aspx >. Alcohol and the family: breaking the chain 1990, online video, Cambridge Educational, New York, viewed 16 November 2011, < http://digital.films.com.lidbauth.nait.ab.ca/PortalPlaylists.aspx?aid=2&xtid=9282828 >.
Software (including tools and applications)	Provide references for specialized software (not standard software). Include the version number if applicable. Software accessed online. Moneyville 2008, computer software, Northern Bank, Belfast, accessed 24 November 2011, < http://moneyville.co.uk >. SurveyGizmo 2011, SurveyGizmo, computer software, SurveyGizmo, Boulder, Colorado, accessed 25 November 2011, < http://www.surveygizmo.com/ >. Non-standard software downloaded to or installed on a device. sales-genetics 2011, CultureGPS lite, version 1.13, computer software, sales-genetics, Duesseldorf, Germany. Scott, C 2011, Treasure hunt - the interactive boardgame, version 1.1, computer software, Logic Rewired, Canberra.

How to cite references within the text of an assignment

These are also called in-text references. When you use another's ideas you should immediately acknowledge your sources. Always give the surname of the author and the date of publication. Use the **author-date** method of citation for quotations and paraphrasing.

Quotes

Quotations or quotes are when you use the **exact words** of another author. Quotations must always be referenced with page numbers.

Paraphrasing

Paraphrasing is when you summarise the ideas, concepts or words from the work or one or more authors. **Please note:** changing only a few words from another author does not constitute paraphrasing.

Type	Examples
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If you are referring to the general theme of a work	<p>Carlson (1981) obtained results which...</p> <p>A recent study (Carlson 1990) ...</p>
When to include page numbers	<p>Sometimes it is necessary to provide page numbers, for example when paraphrasing or referring to information or an idea that can be located on a particular page, quoting or referring to images, figures or data.</p> <p>Soil layers below the well tip contribute relatively little water (Kozeny 1988, pp. 223-4).</p> <p>Kozeny (1988, p. 223) found soil layers below the well tip contributed little. Referring to multi-volume works.</p> <p>(Jesse 1992, vol. 2, p. 23)</p> <p>(James 1999, vol. 1, p. 26; vol. 3, pp. 39-41)</p>
Direct quotations	<p>Brief quotations (about 30 words or less) can be included in text. Use single quotation marks.</p> <p>Stewart (1982, p. 6) said: 'Engineers are vital to the survival of the planet'. 'Engineers are vital to the survival of the planet' (Stewart 1982, p. 6).</p> <p>Lengthy quotations are given in separate paragraphs which are usually indented from the text margin and set in smaller type. No quotation marks are used. Citations are as above.</p>
When there are no page numbers or when referring to sections, equations or other elements	<p>For sources that don't include page numbers, such as many electronic books and web resources, try to be as precise as possible where it is practical to do so.</p> <p>Tipton and Krause (2007, ch. 2, para. 1) state: 'Increased corporate ...'.</p> <p>(Beutler 2000, Preface, para. 1)</p> <p>(Xerox Corporation 1999, para. 5)</p> <p>This level of detail may not be possible, or suitable, for all formats (e.g. audio, video, images, maps, etc. or even very short documents).</p> <p>(Fahrenheit 9/11 2004)</p> <p>Referring to sections, equations or other elements from a source.</p> <p>(Module 1: the accounting environment 2011, slide 1)</p> <p>(Spiegel 2000, sec. 2)</p> <p>(Warren 2006, eq. 3)</p> <p>(Ellis 1984, fig. 6)</p>

	<p>For most plurals, simply add an "s" and drop the full stop (e.g. chs, paras, figs and eqs).</p> <p>Exceptions include fnn. (footnotes), ll. (lines), pp. (pages), rr. (regulations) and ss. (sections).</p>
Citations from secondary sources	<p>Brown (cited in Smith 1995, p. 99) reported ...</p> <p>(Brown, cited in Smith 1995, p. 99)</p> <p>Note: In the reference list provide the details of the author who has done the citing:</p> <p>Smith, J 1995, ...</p> <p>Details of the work of the author being cited - in this example, Brown - can be included if useful or of interest (but is not necessary).</p>
Using images, figures and tables	<p>Figure captions should be directly under the image and then followed by an in-text citation.</p> <p>Figure 1: Consumer confidence, concerns, spending and attitudes to recession: a global Nielsen consumer report (AC Nielsen 2008, p. 1)</p> <p>Table captions should be above the table. There must also be an in-text citation if reproducing or adapting data.</p>
Two or three authors	<p>(Jones & Hackett 1991)</p> <p>Jones and Hackett (1991) theorized that...</p> <p>(Boyd, Smith & Eberle 1985)</p> <p>Boyd, Smith and Eberle (1985) found...</p> <p>Note: The ampersand is used when the authors' names are in brackets.</p>
More than three authors	<p>Use the first author only followed by 'et al.'</p> <p>For example, a work by Veitch, Christodoulis and Farmer becomes:</p> <p>Veitch et al. (2012) discussed how to identify valid law.</p> <p>A range of general themes (Veitch et al. 2012) were discussed.</p> <p>Note: Names of all the authors must be given in the list of references.</p>
Multiple citations of the same author	<p>Arrange in chronological order, and use suffixes to distinguish works published in the same year (the order of the letters is determined based on the alphabetical order of the titles).</p> <p>Brown (1980, 1983a, 1983b) theorized ...</p> <p>Brown (1983a, p. 21; 1983b, p. 85) theorized ...</p>
Two authors, same surname	<p>Initials are included to distinguish between them.</p>

	The theory was propounded by AE Smith (1981), but has been refuted since (Smith, BR 1985).
More than one work cited	Alphabetical presentation is recommended. (Haddon 1969; Larsen 1971, pp. 99-101)
Personal communications	<p>Personal communications can include things such as letters, memos, emails, facsimiles, interviews, informal conversations, telephone calls and lecture presentations.</p> <p>Initials are included.</p> <p>Full details of the date (day, month and year) should be provided in the text.</p> <p>(Ayers, RN 1991, pers. comm., 2 July).</p> <p>MK Larsen (1983, pers. comm., 1 May) said...</p> <p>On 20 July 2006, Ms A Brown confirmed ...</p> <p>Note: Personal communications are not included in the list of references at the end.</p>
Encyclopedias and dictionaries (if no author is evident)	<p>The concise Oxford dictionary of current English (1990, p. 334) defines it as ...</p> <p>(The Cambridge encyclopedia of the English language 1995, p. 334)</p> <p>Note: There is then no need for an entry in the reference list.</p>
Editors	<p>If the role of an editor (or compiler, reviser or translator) is of primary importance, and the work is listed in the list of references under those names, use abbreviations such as ed., eds, trans., rev., comp. and comps.</p> <p>(ed. Kaufmann 1974)</p> <p>... edited by Kaufmann (1974)</p> <p>(eds Ahdar & Aroney 2010)</p> <p>... edited by Ahdar and Aroney (2010)</p>
Unknown or uncertain dates	<p>No publication date - Donovan (n.d.) revealed ...</p> <p>Approximate publication date - Harris (c. 1751, p. 117) said ...</p> <p>Doubtful publication date - Hawkins (1886?)</p> <p>Unpublished work - (Crowley, unpub.) Crowley (unpub.) argues that...</p> <p>Not yet in the process of being published - Tomasi (forthcoming)</p> <p>Currently in the process of being published - Nisbet (in press)</p>
Anonymous or no author given	Note: Do not use 'Anonymous' or 'Anon'.

	<p>On travelling to London (1683) reveals this to be false.</p> <p>This was not so in seventeenth-century England (On travelling to London 1683)</p> <p>... as reported in ATSIK News (2002) This is a common misconception (ATSIK News 2002)</p> <p>... in the Sydney Morning Herald (22 November 2012, p. 3)</p>
No personal author, sponsored by corporate body	<p>(CSIRO 1982)</p> <p>A publication of the Institution of Engineers, Australia (1988) is ...</p> <p>Note: Abbreviations such as CSIRO may be used in textual references. The abbreviation should then be used for all in-text citations of that body and the reference list should provide a cross-reference:</p> <p>CSIRO - see Commonwealth Scientific and Industrial Research Organisation</p>
Newspapers	<p>If authors are given, use the principles already stated above and provide an entry in the reference list.</p> <p>If there is no author, provide all the details in the in-text citation.</p> <p>(Weekend Australian 24-25 Jan. 1987, p. 19)</p> <p>... in the Sydney Morning Herald (24 January 2000, p. 12).</p> <p>(Financial Review 18 January 2000, editorial) There is then no need for an entry in the reference list. If a work contains frequent references to newspaper material, it may be best to abbreviate the newspaper titles. SMH, for example, could replace Sydney Morning Herald. The abbreviation, like the full title, is italicised.</p> <p>Note: Newspaper articles on the WWW and in electronic databases do require entries in the reference list.</p>
Sacred texts	<p>Psalm 23:6-8</p> <p>Details of sacred texts are not usually included in a list of references.</p>
Motion pictures, videos, DVDs, CD-ROMs, television and radio programs	<p>In-text references should contain the title (in italics) and date of production.</p> <p>Strictly ballroom (1992)</p> <p>(Understanding the GNP 1982)</p>
Legislation	<p>The titles of pieces of legislation should be cited exactly. Neither spelling or capitalisation should be altered to suit the referencing style. Articles (a, an or the) should not be omitted.</p> <p>Most Acts and Ordinances have a short, formal title that can be used for citation purposes. First references should always cite this short, formal title in italics (exactly and in full) and subsequent references can be shown in roman script (not italics) with the date omitted.</p>

	<p>... the Environment Protection (Impact of Proposals) Act 1974 ...</p> <p>... the Environment Protection (Impact of Proposals) Act ...</p> <p>There are two ways of clarifying jurisdiction. For works referred to infrequently, make it obvious in the text.</p> <p>Victoria's Equal Opportunity Act 1995 prohibits ...</p> <p>Otherwise, place information in parentheses and in roman script after the date.</p> <p>... the Copyright Act 1968 (Cwlth) ...</p> <p>... the Anti-Discrimination Act 1991 (Qld) ...</p> <p>Acts of the parliaments of other nations should be presented in roman script.</p> <p>... The Sale of Foods Act 2000 (UK) ...</p> <p>Bills are presented in roman type because they are, in effect, 'unpublished' at that stage.</p> <p>... the Regulation of Genetic Material Bill 2000 ...</p> <p>Legislation is only included in a list of references if it is important to the understanding of the work (preferably in a separate list under the subheading 'Legislation').</p>
Legal authorities	<p>The following details are necessary for the full in-text citation of legal authorities:</p> <ul style="list-style-type: none"> • the name of the case (italicised and containing the first-mentioned party on each side). It is sufficient to provide the family name of a person. Corporation names are given in full (but abbreviations can be used) • reference details • the year (in parentheses) or volume number, or both • abbreviated name of the report series • the page on which the report of the case begins (for a specific page reference, "at" is used instead of "p.") <p>McDonald's Corporation v. Joburgers Drive-Inn Restaurant (Pty) Ltd (1996) 36 IPR 11 at 20</p> <p>Carey v. Price (2005) 132 ALR 255</p> <p>In the citation of criminal cases in which the Crown is the prosecutor, "R" is used.</p> <p>R v. Australian Broadcasting Tribunal (1980) 144 CLR 13</p> <p>However, if the Crown is the respondent in a criminal appeal, the order is reversed and The Queen given in full. Pearce v. The Queen (1998) 194 CLR 610</p>

	<p>On first mention, the authority should always be cited in full. If there is a commonly known abbreviated form or name for the case, this can be given in parentheses and used in subsequent citations.</p> <p>Mabo v. The State of Queensland (1992) 175 CLR 1 (the Aboriginal Land Rights Case)</p> <p>A decision at law can appear in more than one report series.</p> <p>The Commonwealth v. The State of Tasmania (1983) 158 CLR 1; (1983) 57 ALJR 450; (1983) 46 ALR 625 (the Tasmanian Dam Case)</p> <p>Legal authorities are only included in a list of references if they are important to the understanding of the work under the subheading 'Legal authorities'.</p>
Web site	<p>To cite a Web site within the text of an assignment, use the name of the person or organisation responsible for the site (author) and the date of the site's creation or most recent update.</p> <p>The Bodyshop (2003)</p> <p>Web addresses can be given directly in the text using angle brackets(< >) to isolate them from any sentence punctuation.</p> <p>Details are available from the department's Web site <http://www.finance.gov.au>.</p>
Web document (author known)	<p>To cite a document from a Web site within the text of an assignment, editor or compiler and the date on which the document was created or last revised.</p> <p>Klintworth (2000)</p> <p>International Narcotics Control Board (1999)</p> <p>As with Web sites, the full address of a document within a Web site can be provided in the text. It is sufficient, however, to provide only the address of the Web site.</p> <p>Details are available from the Attorney-General's Department <http://www.law.gov.au/aghome/legal/pol/cld/aia/part_1.htm>.</p>
Web document (no author)	<p>To cite a document from a Web site within the text of an assignment, where the author is unknown, give the title of the document followed by the date of creation or most recent revision.</p> <p>Educating America for the 21st century: developing a strategic plan for educational leadership by Columbia University 1993-2000(initial workshop draft) (1994).</p>
Online images	<p>In text, cite author, year and page number (if available) - for example, AC Nielsen (2008) or (Adams 2006, p. 45). If there is no named author, use the image title or description (in italics) followed by the date.</p> <p>Figure captions should be directly under the image and then followed by an in-text citation.</p>

	<p>Figure 1: Consumer confidence, concerns, spending and attitudes to recession: a global Nielsen consumer report (AC Nielsen 2008)</p> <p>Figure 2: The lunar interior (1999)</p> <p>Table captions should be above the table. There must also be an in-text citation if reproducing or adapting data.</p>
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Additional help

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- If a Web document includes both a date of creation and a date it was last updated, use only the date it was last updated.
- If you find a document on the Web which is a series of linked pages, use the information from the main or "home" page.
- If you have trouble identifying the title, look at the top of the Web page above FILE on your browser.
- The date a Web document was created is usually listed right at the bottom of the document