

**Manilla Central School**



**Year 11  
Assessment  
Schedule  
2024**



**I ACHIEVE**



## CONTENTS

2024 Year 11 Course Guide.....	6
Section 1 – Assessment and Reporting Information.....	7
Introduction.....	7
The Year 11 Course.....	7
Senior Assessment.....	9
Nature and Purpose of Record of School Achievement Assessment.....	10
HSC Minimum Standards .....	10
Responsibilities of Year 11 Students Regarding Assessment.....	10
Student wellbeing.....	10
Assessment Tasks.....	11
The issuing of Assessment Tasks and their time frame .....	11
The procedure for the submission or performance of assessment tasks .....	11
Parallel Classes .....	11
Students transferring from another school.....	12
Special Provisions .....	12
Students absence from Assessment Tasks.....	12
Malpractice in tasks.....	13
Use of electronic media.....	13
Non-attempt or non-genuine attempt of tasks.....	14
Failure to submit a Task, Progress Concerns and the “N” Determination:.....	14
You will receive an “N” determination in a course if you do not:.....	14
T-VET .....	14
Formal Examination Procedures .....	15
Formal Examination Behaviour.....	15
Formal Examination Attendance .....	16
Homework.....	16
School Reporting.....	17
NESA Students Online.....	17
up2now.....	17
Grading of Year 11 .....	18
Stage 6 grading (Year 11).....	18
General performance descriptors.....	18
Life Skills.....	19
Students who don’t qualify for a RoSA .....	19
Appeal Procedure.....	20
The responsibilities of a Year 11 student.....	21
Application – Illness/misadventure/extension/appeal request form.....	22
‘N’ DETERMINATION PROCEDURE.....	24

SAMPLE WARNING LETTER.....	25
ZERO MARK LETTER .....	27
Section 2 – Responsibilities of a Senior Student.....	28
Uniform.....	28
Attendance at class .....	28
Senior Study Guide.....	28
Manners and co-operation .....	28
Senior privileges .....	28
Visitors and ex-students .....	28
Leaving school premises .....	28
Social/School functions.....	29
Expectations and responsibilities on excursions, visits and/or variation to routine .....	29
Serious studies.....	29
Fellow students.....	29
Wider community.....	29
Helpful hints for Parents/Carers.....	29
Responsibilities of Student Drivers .....	30
Changing your subject pattern.....	30
Senior student flexible timetables (flexitime) Responsibilities and agreement .....	31
Section 3A – NESA Subject Assessment Notification.....	32
Agriculture Preliminary Assessment Outline Year 11 2024 .....	33
Biology Preliminary Assessment Outline Year 11 2024 .....	34
Business Studies Preliminary Assessment Outline Year 11 2024 .....	35
Chemistry Preliminary Assessment Outline Year 11 2024.....	36
English Standard Preliminary Assessment Outline Year 11 2024.....	37
English Studies Preliminary Assessment Outline Year 11 2024 .....	38
Industrial Technology – Timber Technologies Preliminary Assessment Outline Year 11 2024 .....	39
Investigating Science Preliminary Assessment Outline Year 11 2024 .....	40
Mathematics Standard Preliminary Assessment Outline Year 11 2024.....	41
Modern History Preliminary Assessment Outline Year 11 2024 .....	42
Numeracy Preliminary Assessment Outline Year 11 2024.....	43
Visual Arts Preliminary Assessment Outline Year 11 2024 .....	44
Visual Design Preliminary Assessment Outline Year 11 2024 .....	45
Section 3B – Vocational Education and Training Courses .....	46
Work Placement.....	46
RPL for Work Placement .....	47
Process to apply for RPL and/or Credit Transfer .....	47
Assessment Appeals Process.....	47
HSC Examination .....	47

Application for Recognition of Prior Learning (RPL) and/or Credit Transfer within Stage 5 or Stage 6 VET courses .....	48
Training and Assessment Strategy – Primary Industries AHC20122 Certificate II in Agriculture - Livestock .....	54
Training and Assessment Strategy – Cookery SIT20421 Certificate II in Cookery .....	64
Section 4 – Glossary of Key Words .....	74
Section 5 – Harvard Referencing Guide.....	76
<b>Books (print and online)</b> .....	76
<b>Journal and newspaper articles</b> .....	80
<b>Web documents and sites</b> .....	81
<b>Microforms, patents, standards and maps</b> .....	84
<b>Audiovisual examples</b> .....	84
<b>Legislation and legal authorities</b> .....	85
<b>Unpublished works</b> .....	85
<b>USQ course materials</b> .....	86
<b>Lists, weblogs, wikis, podcasts and software</b> .....	88
<b>How to cite references within the text of an assignment</b> .....	89
<b>Quotes</b> .....	89
<b>Paraphrasing</b> .....	89
<b>Additional help</b> .....	96
<b>Helpful hints for Web documents</b> .....	96

## 2024 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. It is important that both students and parents are aware of the assessment procedures and requirements.

### 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 NESA Coordinator.

### 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 Head Teacher, 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 Examinations
- 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 of Board Developed courses
- 2 units of English
- Three Board Developed courses of 2 units or greater
- Four subjects areas

Your ATAR is then calculated from your:

- Best 2 units of English
- Best 8 units from your remaining units

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 3 (Friday 17<sup>th</sup> February 2024) 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 Principal 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.

### **HSC marks and the ATAR: what’s the difference?**

The most important thing to know is that HSC marks and the ATAR have different purposes.

Your HSC marks:

- are presented as marks out of 100
- tell you how well you’ve performed in each of your courses, according to standards set by NESA
- can only be compared to the marks of students who completed the same HSC courses
- are provided by NESA.

Your ATAR:

- is a rank, not a mark or a percentage
- tells you where you’re positioned overall in relation to other students
- tells you how you compare with other students who have completed different combinations of HSC courses
- is provided by UAC.

### **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, Stage 6 Head Teacher, 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>) 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.
- It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether electronic submissions will be accepted, preferred or stated. In certain situations, students will be required to complete a Student Attendance Slip for in-class assessment tasks and examinations as evidence of their attempt in tasks of this nature.
- Tasks **CANNOT** be delivered by 'friends', unless there are special circumstances negotiated with the Head Teacher Administration.
- Students on Work Placement or Work Experience must make arrangements to present work **ON** or **BEFORE** the due date. Work Placement or Work Experience 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.

### 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.

## SPECIAL 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.

## 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 Deputy Principal, 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 (ie formal examination) 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.

### 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 Department of Education Policies and school procedures, 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 need to be aware that the school must report all cases of plagiarism on the NESA website.

### 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.**

## 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 the HSC.

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 NESA Coordinator, a student makes a non-genuine attempt at an assessment task, the 'N determination' procedure will be applied, as per NESA Policies and school procedures, 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

## T-VET

---

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

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

## 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 Deputy Principal will interview the student on his/her arrival at school and before entering the examination. The Deputy Principal 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!) Mobile phones must be switched to silent or off and either left in the student's bag or at the office. Mobile devices are not permitted in the examination room.
- 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

---

All students will be required to sit Trial HSC Examinations as required by their pattern of study. Some course patterns have a Half Yearly Examination. The Half Yearly Examination may not be assessable but will be appear on the student report. Students need to check the assessment outlines to determine whether the Half Yearly Examination is assessable.

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.

No electronic devices are permitted in the examination room or during examination time and must be switched off and left in bag or at the front office.

No food or drink is allowed to be taken in with the exception of a water bottle.

Any student known to be cheating will be escorted from the examination with their paper and taken to the Deputy Principal or Principal. Head Teacher Administration and Stage 6 Head Teacher will be notified, and the student will receive a zero mark for that examination.

## 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 has been 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. Parents/carers are to ring the school prior to the examination starting to inform the Head Teacher Administration or Deputy Principal.

## 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

## UP2NOW

---

Many employers and places of further education are interested in more than just academic results. The Up2now website (<https://up2now.net.au/people/login?redirectUrl=%2F>) is a great place for secondary students to share information about their learning and extracurricular activities and to capture personalised transition planning.

The website allows students to create an online portfolio, where they can present their broader learning, awards and achievements, community service and volunteering experience, showcase their artwork, and create resumes. Students can create multiple portfolios and export to PDF or share a portfolio online with prospective employers or use it to access other education and training pathways.

Please see the careers advisor Mrs Jones for your registration details.

- 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.

<b>REPORTING ON STUDENT ACHIEVEMENT FOR THE NSW RECORD OF SCHOOL ACHIEVEMENT WILL BE BASED ON SCHOOL BASED ASSESSMENTS</b>
--

### 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.

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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.

## APPEAL PROCEDURE

---

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 a week prior to the task being due.



**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, Stage 6 Head Teacher and NESA Coordinator** 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

**This form must be collected from Head Teacher Administration on first day of return or for application of extension at least a week before the task is due.**

**The completed form is to be returned to Head Teacher Administration the following day.**

Student Name: \_\_\_\_\_

Date task received: \_\_\_\_\_

Course: \_\_\_\_\_

Year: \_\_\_\_\_

Task for which you are seeking special consideration.

Date task originally due \_\_\_\_\_

**Nature of Application**

- ☐ Illness      ☐ Misadventure      ☐ Genuine reason for extension      ☐ Appeal

**Provide details of and reasons for your request**

**Student signature** \_\_\_\_\_

**Parent signature** \_\_\_\_\_

**Date** \_\_\_\_\_

Form received by HT Admin on \_\_\_\_\_

☐ 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 Stage 6**

**Classroom Teacher**

Original – NESA Coordinator, Copies to HT Admin, HT Stage 6, Classroom teacher and student

**Student Appeal Application**

Reason for appeal

Date informed of decision \_\_\_\_\_

---

---

---

---

---

---

<b>Student signature</b>	<b>Parent signature</b>	<b>Date</b>
--------------------------	-------------------------	-------------

---

Form received by NESAC Coordinator on \_\_\_\_\_

<input type="checkbox"/> Upheld by Committee	<input type="checkbox"/> Denied by Committee
--	--

Reason

---

---

---

---

---

---

<b>Date informed of appeal decision - Student</b>	<b>HT Admin</b>	<b>Classroom Teacher</b>
---	-----------------	--------------------------

---

Original – NESAC Coordinator, Copies to HT Admin, HT Stage 6, 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 **HT Admin** completes Sentral 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. **NESA Coordinator** 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. Parents and students are emailed a copy of the letter with a read receipt by **Office Staff**.

**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. **Classroom teacher reports when task is completed.**

### 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. **NESA Coordinator** 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 for the course.

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



Monday, 20 February 2023

## OFFICIAL WARNING – Non-completion of a Stage 6 (Year 11) Course - Year 11

Dear

I am writing to advise that your  
Criteria for the Year 11 course

is in danger of not meeting the Course Completion  
- Year 11.

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  
- Year 11 - 1 N Awards

Total N Awards - 1 (eg 1, 4) official warning we have issued concerning - Year 11.

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, b and c of the Course Completion Criteria.

The table that follows 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.

ABN 182 461 982 66



Education

Relieving Principal: Rachael Ferguson

**Action by student**

To satisfy 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

**Action by parent/guardian**

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

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

Yours sincerely

\_\_\_\_\_

.....  
**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 \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_ - Year 11.
- I am aware that this course may not appear on his Record of Achievement.
- I am aware that the determination of non-completion of course requirements may make him ineligible to proceed to the Higher School Certificate course.
- I am also aware that the determination of non-completion of course requirements may make him ineligible for the award of the Higher School Certificate.

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

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

ABN 182 461 982 66

Relieving Principal: Rachael Ferguson



# 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

## 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 advise you regarding career options.
5. See your **Course Teachers** and **Stage 6 Adviser** so the form can be signed.
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. **The Deputy Principal will contact the parent** to confirm the pattern of study. The Deputy Principal will give completed form to Head Teacher Administration who will process and generate a new NESA confirmation for the student to sign if a change is going to occur.
7. Once the form has been processed, a new timetable will be generated. Students may **NOT** attend the new class until a new timetable has been generated or alternative arrangements have been made with the Deputy Principal or Head Teacher Administration.

## 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	WEEK 11
<b>Term 1</b>							Business Studies Visual Design	Biology Mathematics Standard	Modern History Industrial Technology	English Studies English Standard	Numeracy
<b>Term 2</b>			Visual Design Chemistry	Visual Arts Investigating Science		Agriculture		English Standard Mathematics Standard Business Studies Numeracy	Industrial Technology English Studies	Modern History	
<b>Term 3</b>		Biology	Investigating Science	Chemistry		Visual Arts Visual Design	Agriculture English Studies Numeracy	Assessment Free Period	English Standard Modern History Biology Business Studies Visual Arts Industrial Technology Investigating Science Mathematics Standard Agriculture Chemistry		

**VET Assessment Schedules are as follows.**

Page 54 – Certificate II Agriculture

Page 64 – Certificate II Hospitality

## AGRICULTURE PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

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 and 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 2024

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	3	TERM	3	
	WEEK	8	WEEK	2	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Field Study		Depth Study and Model		Formal Examination		
Outcomes to be assessed	BIO11-3 BIO11-4 BIO11-6 BIO11-7 BIO11-10		BIO11-1 BIO11-3 BIO11-5 BIO11-7 BIO11-8		All course outcomes		
Skills in working scientifically	20%		20%		20%		60%
Knowledge and understanding of course concept	10%		10%		20%		40%
	30%		30%		40%		100%

## BUSINESS STUDIES PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	7	WEEK	8	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Case Study		Exam style questions		Yearly Examination		
Outcomes to be assessed	P1, P2, P6, P7, P8		P4, P5, P6, P8, P10		P3, P4, P5, P8, P9, P10		
Knowledge and Understanding of Course Content	5%		15%		20%		40%
Stimulus Based Skills	5%		10%		5%		20%
Inquiry and Research	10%		5%		5%		20%
Communication of business information, ideas and issues in appropriate forms	10%		5%		5%		20%
	30%		35%		35%		100%

## CHEMISTRY PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	2	TERM	3	TERM	3	
	WEEK	3	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, CH11-3, CH11-4, CH11-5, 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 STANDARD PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

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 2024

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	10	WEEK	9	WEEK	7	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Written Report Mandatory Module: Achieving through English		Multimodal Presentation Elective Module: English & Sport		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 2024

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	9	WEEK	9	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Practical Project and Design Portfolio		Written Report		Formal Examination		
Outcomes to be assessed	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, P5.1, P7.1, P7.2		P1.1, P1.2, P2.1, P3.1, P3.2, P3.3, 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	30%		10%		20%		60%
	40%		20%		40%		100%

## INVESTIGATING SCIENCE PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

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 STANDARD PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	8	WEEK	8	WEEK	9/10	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Open book in-class task (double lesson)		Practical Applications of Mathematics		Formal Examination		
Outcomes to be assessed	MS11-2, MS11-7, MS11-9, MS11-10		MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10		All Mathematics Standard course outcomes		
Understanding, Fluency and Communicating	20%		20%		10%		50%
Problem Solving, Reasoning and Justification	10%		20%		20%		50%
	30%		40%		30%		100%

## MODERN HISTORY PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

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 Source Task		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%		15%		15%		40%
Historical skills in the analysis and evaluation of sources and interpretations	10%		5%		5%		20%
Historical Inquiry and research	5%		15%		0%		20%
Communication of historical understanding in appropriate forms	5%		5%		10%		20%
	30%		40%		30%		100%

## NUMERACY PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	11	WEEK	8	WEEK	7	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	Infographic		Assignment		Portfolio		
Outcomes to be assessed	N6-1.2, N6-2.3, N6.3-2		N6-1.1, N6-2.2, N6-2.3, N6-3.2		N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6.6-2, N6-2.3, N6.3-1		
Knowledge and understanding	15%		15%		20%		50%
Skills	10%		20%		20%		50%
	25%		35%		40%		100%

## VISUAL ARTS PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

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		
Artmaking	25%		25%		0%		50%
Art Criticism and Art History	10%		15%		25%		50%
	35%		40%		25%		100%

## VISUAL DESIGN PRELIMINARY ASSESSMENT OUTLINE YEAR 11 2024

COMPONENTS (SYLLABUS)	TASK 1		TASK 2		TASK 3		WEIGHTING
	DATE		DATE		DATE		
	TERM	1	TERM	2	TERM	3	
	WEEK	7	WEEK	3	WEEK	6	
	TYPE OF TASK		TYPE OF TASK		TYPE OF TASK		
	<b>Mandatory Module Work Health and Safety</b> In class examination of work health and safety principle and implementation	<b>Graphic Design Making Task</b>  <b>Publications &amp; Information</b> Submission of poster/CD design  <b>Written Research Task Designer Study</b> Critical and Historical investigation designers and their practices.	<b>Structural Design Making Task</b> <b>Structures and Environments</b> Submission of a structural model  <b>Written Research Task Architect Study</b> 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 <a href="http://training.gov.au">http://training.gov.au</a> 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.

<b>Section 5 (a)</b>	<b>Units of competency to meet VET course indicative hour requirements</b>
----------------------	--

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
<b>Mandatory / core</b> <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>					
<b>Indicative hours sub-total</b>					

Stage 5 / Stage 6 course requirements – unit(s) of competency			<b>Course requirements will be met through:</b> <i>(insert the indicative hours in the relevant column)</i>		
Unit code	Unit title	Indicative hours	RPL	credit transfer	further study
<b>Elective</b> <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</u> / <u>Stage 6</u> VET BEC.</i>					
<b>Total indicative hours</b>					

**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 *Schools Online* 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 – PRIMARY INDUSTRIES AHC20122 CERTIFICATE II IN AGRICULTURE - LIVESTOCK

Approved by	VET CT
Date of approval	05/12/2023
Delivery site	Manilla Central School
Name/s of VET trainers	Justin Connors
Course duration	2 Years
Date of course commencement	30/01/2024
Date of course conclusion	26/09/2025
NESA course name i.e. Industry Curriculum Framework	Primary Industries
NESA course number and delivery pattern	26821 2 Units x 2 Years NESA HSC Examination Code 26899
Training product title and code	AHC20122 Certificate II in Agriculture
Training package code and title (release)	AHC Agriculture, Horticulture and Conservation and Land Management Release 9.0
Training product release number and date	Release 1, 23 January 2023
Qualification packaging rules	<p>16 units of competency:</p> <ul style="list-style-type: none"> <li>4 core units plus</li> <li>12 elective units.</li> </ul> <p>Elective units must ensure the integrity of the qualification's Australian Qualification Framework (AQF) alignment and contribute to a valid, industry-supported vocational outcome. The electives are to be chosen as follows:</p> <ul style="list-style-type: none"> <li>6 units must be from groups A or B</li> <li>the remaining 6 units must be selected from electives listed in groups A, B or C, or any currently endorsed Training Package or accredited course</li> <li>electives from group C can only be selected where required as a prerequisite.</li> </ul> <p><a href="https://training.gov.au/Training/Details/AHC20122">training.gov.au/Training/Details/AHC20122</a></p>
Students successfully completing this program will be eligible to receive the nationally recognised qualification AHC20122 Certificate II in Agriculture.	
Mandatory work placement hours for NESA	Students must complete a minimum of 70 hours work placement over 2 years
Extra unit for NESA/HSC requirements	17 units are to be selected to meet NESA HSC requirement. Refer to the option information

Course outline – Units of Competency

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	NESA indicative hours	Qualification group	NESA (HSC) group
Core	<a href="#">AHCWHS202</a>	Participate in workplace health and safety processes	Nil	15	Core	Mandatory
	<a href="#">AHCWRK211</a>	Participate in environmentally sustainable work practices	Nil	15	Core	Mandatory
	<a href="#">AHCWRK212</a>	Work effectively in industry	Nil	20	Core	Mandatory
	<a href="#">AHCWRK213</a>	Participate in workplace communications	Nil	10	Core	Elective
Elective	<a href="#">AHCWRK210</a>	Observe and report on weather	Nil	15	Elective – Group A	Mandatory
	<a href="#">AHCCHM201</a>	Apply chemicals under supervision	Nil	20	Elective – Group A	Mandatory
	<a href="#">AHCPMG201</a>	Treat weeds	Nil	10	Elective – Group A	Elective
	<a href="#">AHC BIO203</a>	Inspect and clean machinery, tools and equipment to preserve biosecurity	Nil	10	Elective – Group A	Elective
	<a href="#">AHCLSK202</a>	Care for health and welfare of livestock	Nil	20	Elective – Group A	Stream
	<a href="#">AHCLSK204</a>	Carry out regular livestock observation	Nil	10	Elective – Group A	Elective
	<a href="#">AHCLSK205</a>	Handle livestock using basic techniques	Nil	15	Elective – Group A	Elective
	<a href="#">AHCMOM202</a>	Operate tractors	Nil	20	Elective – Group A	Elective
	<a href="#">AHCMOM304</a>	Operate machinery and equipment	Nil	15	Imported	Elective
	<a href="#">AHCINF205</a>	Carry out basic electric fencing operations	Nil	10	Elective – Group A	Elective
	<a href="#">AHCINF206</a>	Install, maintain and repair farm fencing	Nil	15	Elective – Group A	Elective
	<a href="#">AHCLSK209</a>	Monitor water supplies	Nil	10	Elective – Group A	Elective
	<a href="#">AHCLSK206</a>	Identify and mark livestock	Nil	10	Elective – Group A	Elective
		<b>Total:</b>		240	Indicative Hours	

## Course – Volume of Learning

Remaining volume of learning is described in the section above:  
Course Duration and Amount of Training

			Volume of Learning			
			Amount of Training			
Qualification status	Code of the unit of competency	Title of the unit of competency	Unit Nominal Hours NCVET identified	Self-Directed Hours (Homework, student external study)	Work Placement Hours	Assessment Hours
Core	AHCWHS202	Participate in workplace health and safety processes	20	10		4
	AHCWRK211	Participate in environmentally sustainable work practices	25	10		4
	AHCWRK212	Work effectively in industry	20	10		4
	AHCWRK213	Participate in workplace communications	40	15		4
Elective	AHCWRK210	Observe and report on weather	25	10		4
	AHCCHM201	Apply chemicals under supervision	30	15		4
	AHCPMG201	Treat weeds	40	15		4
	AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	20	10		4
	AHCLSK202	Care for health and welfare of livestock	40	15		6
	AHCLSK204	Carry out regular livestock observation	40	15		6
	AHCLSK205	Handle livestock using basic techniques	30	15		6
	AHCMOM202	Operate tractors	40	20		4
	AHCMOM304	Operate machinery and equipment	40	15		4

Remaining volume of learning is described in the section above:  
Course Duration and Amount of Training

			Volume of Learning			
			Amount of Training			
Qualification status	Code of the unit of competency	Title of the unit of competency	Unit Nominal Hours NCVET identified	Self-Directed Hours (Homework, student external study)	Work Placement Hours	Assessment Hours
	AHCINF205	Carry out basic electric fencing operations	25	10		4
	AHCINF206	Install, maintain and repair farm fencing	20	10		4
	AHCLSK209	Monitor water supplies	20	5		6
	AHCLSK206	Identify and mark livestock	20	10		6
		Total	465	200	70	78

## Course Assessment Plan

Assessment Plan			Evidence gathering techniques				
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Product based method – structured activities e.g. role plays, presentation, reports	Direct observation – real time/simulated environment	Portfolio- A collection of annotated work samples compiled by the learner.	3 <sup>rd</sup> Party Reports Work placement
Task 1	AHCWHS202	Participate in workplace health and safety processes	X	X	X		
Task 2	AHCWRK212	Work effectively in industry	X	X	X		
	AHCWRK213	Participate in workplace communications	X	X	X		
Task 3	AHCMOM202	Operate tractors	X	X	X		
	AHCMOM304	Operate machinery and equipment	X	X	X		
Task 4	AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	X	X	X		
Task 5	AHCLSK205	Handle livestock using basic techniques	X	X	X		
	AHCLSK204	Carry out regular livestock observation	X	X	X		
Task 6	AHCLSK202	Care for health and welfare of livestock	X	X	X		
Task 7	AHCWRK210	Observe and report on weather	X	X	X		
Task 8	AHCCHM201	Apply chemicals under supervision	X	X	X		
	AHCPMG201	Treat weeds	X	X	X		
Task 9	AHCWRK211	Participate in environmentally sustainable work practices	X	X	X		
Task 10	AHCINF205	Carry out basic electric fencing operations	X	X	X		
Task 11	AHCINF206	Install, maintain and repair farm fencing	X	X	X		

Assessment Plan			Evidence gathering techniques				
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Product based method – structured activities e.g. role plays, presentation, reports	Direct observation – real time/simulated environment	Portfolio- A collection of annotated work samples compiled by the learner.	3 <sup>rd</sup> Party Reports  Work placement
Task 13	AHCLSK209	Monitor water supplies	X	X	X		
Task 14	AHCLSK206	Identify and mark livestock	X	X	X		

## Scope and Sequence Schedule - Primary Industries 2 units x 2 years Commencing 2024

Term 1 - Year 11 (Preliminary) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit/s actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
Term 1		1	2	3	4	5	6	7	8	9	10	11
VET Course Induction		No Students										
Task 1: WHS (15 Hours)												
AHCWHS202	Participate in workplace health and safety processes	No Students										
Task 2: Communicate and Work Effectively (30 Hours)												
AHCWRK212	Work effectively in industry	No Students										
AHCWRK213	Participate in workplace communications											

Term 2 - Year 11 (Preliminary) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit/s actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
Term 2		1	2	3	4	5	6	7	8	9	10	11
Task 3: Operate Tractors (35 Hours)												
AHCMOM202	Operate tractors											N/A
AHCMOM304	Operate machinery and equipment											N/A
Task 4: Biosecurity (15 Hours)												
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity											N/A

Term 3 - Year 11 (Preliminary) year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit/s actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks										
Term 3			1	2	3	4	5	6	7	8	9	10	11
Task 5: Handle and Observe Livestock (25 Hours)													
AHCLSK205	Handle livestock using basic techniques												N/A
AHCLSK204	Carry out regular livestock observation												
Task 6: Care for Livestock (20 Hours)													
AHCLSK202	Care for health and welfare of livestock												N/A

Term 4 - Year 12 HSC year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit/s actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
Term 4		1	2	3	4	5	6	7	8	9	10	11
Task 5 Handle and Observe Livestock (25 Hours)												
AHCLSK205	Handle livestock using basic techniques											N/A
AHCLSK204	Carry out regular livestock observation											
Task 6: Care for Livestock (20 Hours)												
AHCLSK202	Care for health and welfare of livestock											N/A
Task 13: Monitor Water (10 Hours)												
AHCLSK209	Monitor Water supplies											N/A
Task 14: Identify and Mark Livestock (10 Hours)												
AHCLSK206	Identify and Mark Livestock											N/A

Term 1 - Year 12 HSC year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit/s actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks										
Term 1			1	2	3	4	5	6	7	8	9	10	11
Task 7: Weather (15 Hours)													
AHCWRK210	Observe and report on weather	No Students											N/A
Task 8: Chemicals and Weeds (30 Hours)													
AHCCHM201	Apply chemicals under supervision	No Students											N/A
AHCPMG201	Treat weeds												

Term 2 - Year 12 HSC year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit/s actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
Term 2		1	2	3	4	5	6	7	8	9	10	11
Task 8: Chemicals and Weeds (30 Hours)												
AHCCHM201	Apply chemicals under supervision											N/A
AHCPMG201	Treat weeds											
Task 9: Environmentally Sustainable (15 Hours)												
AHCWRK211	Participate in environmentally sustainable work practices											N/A

Term 3 - Year 12 HSC year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit/s actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks										
Term 3			1	2	3	4	5	6	7	8	9	10	11
Task 10: Electric Fencing (10 Hours)													
AHCINF205	Carry out basic electric fencing operations												
Task 11: Farm Fencing (15 Hours)													
AHCINF206	Install, maintain and repair farm fencing												

## Livestock Assessment Schedule Year 11 - 2024

Assessment Tasks for AHC20122 Certificate II in Agriculture <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	EXAM
			WHS	Communicate and Work Effectively	Operate Tractors	Biosecurity	Handle and Observe Livestock	Care for Livestock	(Optional)
			Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date	Week Term Date
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date	Date	Date	Date
AHCWHS202	Participate in workplace health and safety processes	√	X						
AHCWRK212	Work effectively in industry	√		X					
AHCWRK213	Participate in workplace communications			X					
AHCMOM202	Operate tractors				X				
AHCMOM304	Operate machinery and equipment				X				
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity					X			
AHCLSK205	Handle livestock using basic techniques						X		
AHCLSK204	Carry out regular livestock observation						X		
AHCLSK202	Care for health and welfare of livestock	√						X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward AHC20122 Certificate II in Agriculture.

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

## Livestock Assessment Schedule Year 12 – 2025

Assessment Tasks for AHC20122 Certificate II in Agriculture			Task 7 Weather	Task 8 Chemicals and Weeds	Task 9 Environmentally Sustainable	Task 10 Electric Fencing	Task 11 Farm Fencing	Task 13 Monitor water supplies	Task 14 Identify and Mark Livestock	HSC Trial EXAM (Optional)
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>			Week Term	Week Term	Week Term	Week Term	Week Term	Week Term	Week Term	Week Term
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date	Date	Date	Date	Date
AHCWRK210	Observe and report on weather	√	X							
AHCCHM201	Apply chemicals under supervision	√		X						
AHCPMG201	Treat weeds			X						
AHCWRK211	Participate in environmentally sustainable work practices	√			X					
AHCINF205	Carry out basic electric fencing operations					X				
AHCINF206	Install, maintain and repair farm fencing						X			
AHCLSK209	Monitor water supplies							X	X	
AHCLSK206	Identify and mark livestock							X	X	

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

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

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

## TRAINING AND ASSESSMENT STRATEGY – COOKERY SIT20421 CERTIFICATE II IN COOKERY

Approved by	VET CT
Date of approval	05/10/2023
Delivery site	Manilla Central School
Name/s of VET trainers	Danielle Jones
Course duration	2 Years
Date of course commencement	30/01/2024
Date of course conclusion	26/09/2025
NESA course name i.e. Industry Curriculum Framework	Cookery
NESA course number and delivery pattern	26511 2 Units x 2 Years NESA HSC Examination Code 26589
Training product title and code	SIT20421 Certificate II in Cookery
Training package code and title (release)	SIT Tourism, Travel and Hospitality Release 2.1
Training product release number and date	Release 1, 10 June 2022
Qualification packaging rules	<p>7 Core units and 6 Elective units consisting of:</p> <ul style="list-style-type: none"> <li>• 4 unit from Group A, Group B or Group C</li> <li>• 2 units Group A, Group B, Group C or Group D</li> </ul> <p>All electives chosen must contribute to a valid, industry-supported vocational outcome.</p> <p><a href="https://training.gov.au/Training/Details/SIT20421">training.gov.au/Training/Details/SIT20421</a></p>
Students successfully completing this program will be eligible to receive a nationally recognised qualification SIT20421 Certificate II in Cookery.	
Mandatory work placement hours for NESA	Students must complete a minimum of 70 hours work placement over 2 years

## Course outline – Units of Competency

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	NESA indicative hours	Qualification group	NESA (HSC) group
Core	SITXWHS005	Participate in safe work practices	Nil	15	Core	Mandatory
	SITXFSA005	Use hygienic practices for food safety	Nil	15	Core	Mandatory
	SITHKOP009	Clean kitchen premises and equipment	SITXFSA005	15	Core	Mandatory
	SITHCCC034	Work effectively in a commercial kitchen	SITXFSA005 SITHCCC027	25	Core	Elective
	SITHCCC023	Use food preparation equipment	SITXFSA005	20	Core	Mandatory
	SITXINV006	Receive, store and maintain stock	SITXFSA005	15	Core	Elective
	SITHCCC027	Prepare dishes using basic methods of cookery	SITXFSA005	40	Core	Mandatory
Elective	SITXFSA006	Participate in safe food handling practices	Nil	20	Elective- Group A	Mandatory
	SITHCCC025	Prepare and present sandwiches	SITXFSA005	20	Elective- Group A	Elective
	SITHCCC026	Package prepared foodstuffs	SITXFSA005	10	Elective- Group A	Elective
	SITHCCC024	Prepare and present simple dishes	SITXFSA005	20	Elective- Group A	Elective
	SITXCOM007	Show social and cultural sensitivity	Nil	10	Elective- Group D	Elective
	SITXCCS011	Interact with customers	Nil	20	Elective- Group D	Mandatory
			<b>Total:</b>	240	<b>Indicative Hours</b>	

## Course – Volume of Learning

Remaining volume of learning is described in the section above:  
Course Duration and Amount of Training.

			Volume of Learning			
			Amount of Training			
Qualification status	Code of the unit of competency	Title of the unit of competency	Unit Nominal Hours NCVER identified	Self-Directed Hours (Homework, student external study)	Work Placement Hours	Assessment Hours
Core	SITXFSA005	Use hygienic practices for food safety	15	8		4
	SITXWHS005	Participate in safe work practices	12	6		4
	SITHCCC023	Use food preparation equipment	25	12		4
	SITHCCC027	Prepare dishes using basic methods of cookery	45	18		4
	SITHCCC034	Work effectively in a commercial kitchen	60	20	70 + 14	4
	SITHKOP009	Clean kitchen premises and equipment	13	5		4
	SITXINV006	Receive, store and maintain stock	20	8		4
Elective	SITHCCC025	Prepare and present sandwiches	10	4		4
	SITXFSA006	Participate in safe food handling practices	40	15		4
	SITXCCS011	Interact with customers	20	8		4
	SITXCOM007	Show social and cultural sensitivity	20	8		4
	SITHCCC024	Prepare and present simple dishes	25	12		4
	<u>SITHCCC026</u>	Package prepared foodstuffs	10	4		4
		<b>Total =</b>	305	128	84	69

## Course Assessment Plan

Assessment Plan			Evidence gathering techniques				
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Product based method – structured activities e.g. role plays, presentation, reports	Direct observation – real time/simulated environment	Portfolio- A collection of annotated work samples compiled by the learner.	3 <sup>rd</sup> Party Reports Work placement Booklet
Task 1 - Safety in the kitchen	SITXWHS005	Participate in safe work practices	X	X	X		
	SITXFSA005	Use hygienic practices for food safety	X		X		
	SITXFSA006	Participate in safe food handling practices	X	X	X		
	SITXCCS011	Interact with customers	X	X	X		
Task 2 - Service please	SITXCOM007	Show social and cultural sensitivity	X	X	X		
	SITHCCC025	Prepare and present sandwiches	X		X		
Task 3- Let's start cooking and cleaning	SITHKOP009	Clean kitchen premises and equipment	X	X	X		
	SITXINV006	Receive, store and maintain stock	X	X	X		
Task 4 - Pack it up	SITHCCC026	Package prepared foodstuffs	X	X	X		
Task 5 – Plate it up	SITHCCC023	Use food preparation equipment	X		X		
	SITHCCC024	Prepare and present simple dishes	X		X		
Task 6 – There's no i in team	SITHCCC027	Prepare dishes using basic methods of cookery	X		X		
	SITHCCC034	Work effectively in a commercial kitchen	X		X		X

Term 1 - Year 11 (Preliminary) year of study												
List of units holistically delivered. Teacher is to annotate actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc (LC refers to the Learning Cycle where the UOC learning commences)		Weeks										
Term 1		1	2	3	4	5	6	7	8	9	10	11
VET Course Induction		No Students										
Task 1: Safety in the kitchen. (70 hours)		Assessment is ongoing throughout course delivery					Learning commences across all units					
SITXFSA005	Use hygienic practices for food safety	No Students		(LC1)								
SITXWHS005	Participate in safe work practices			(LC1)								
SITXFSA006	Participate in safe food handling practices			(LC1)								
SITHCCC025	Prepare and present sandwiches			(LC1)								
Task 2: Service please (30 hours)												
SITXCOM007	Show social and cultural sensitivity									(LC2)		
SITXCCS011	Interact with customers									(LC4)		

Term 2 - Year 11 (Preliminary) year of study												
List of units holistically delivered. Teacher is to annotate actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc (LC refers to the Learning Cycle where the UOC learning commences)		Weeks										
Term 2		1	2	3	4	5	6	7	8	9	10	11
Task 1: Safety in the kitchen.		Assessment is ongoing throughout course delivery					Learning commences across all units					
SITXFSA005	Use hygienic practices for food safety											N/A
SITXWHS005	Participate in safe work practices											
SITXFSA006	Participate in safe food handling practices											
SITHCCC025	Prepare and present sandwiches											
Task 2: Service please												
SITXCOM007	Show social and cultural sensitivity											
SITXCCS011	Interact with customers											

Term 3 - Year 11 (Preliminary) year of study														
List of units holistically delivered. Teacher is to annotate actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc				Weeks										
				(LC refers to Learning Cycle where UOC first appears for delivery)										
Term 3				1	2	3	4	5	6	7	8	9	10	11
Task 2 : Service please		Assessment is ongoing throughout course delivery					Learning commences across all units							
SITXCOM007	Show social and cultural sensitivity													N/A
SITXCCS011	Interact with customers													
Task 3: Lets start cooking and cleaning (30 hours)														
SITHKOP009	Clean kitchen premises and equipment						(LC5)							
SITXINV006	Receive, store and maintain stock													
Task 4: Pack it up (10 hours)														
SITHCCC026	Package prepared foodstuffs	Learning commences in Cycle 6, Short UOC, assessed in Term 4.					(LC6)							
Task 5 : Plate it up (40 hours)														
SITHCCC023	Use food preparation equipment						(LC5)							
SITHCCC024	Prepare and present simple dishes													
Task 6: There's no i in team (65 hours)														
SITHCCC027	Prepare dishes using basic method of cookery						(LC5)							
SITHCCC034	Work effectively in a commercial kitchen													

Term 4 - Year 11 (Preliminary) year of study													
List of units holistically delivered. Teacher is to annotate actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc (LC refers to Learning Cycle where UOC first appears for delivery)		Weeks											
Term 4		1	2	3	4	5	6	7	8	9	10	11	
Task 3: Lets get cooking and cleaning		Assessment is ongoing throughout course delivery											
SITHKOP009	Clean kitchen premises and equipment											N/A	
SITXINV006	Receive, store and maintain stock												
Task 4: Pack it up													
SITHCCC026	Package prepared foodstuffs												
Task 5: Plate it up													
SITHCCC023	Use food preparation equipment												
SITHCCC024	Prepare and present simple dishes												
Task 6: There's no I in team													
SITHCCC027	Prepare dishes using basic method of cookery												
SITHCCC034	Work effectively in a commercial kitchen												

Term 1 - Year 12 HSC year of study													
List of units holistically delivered. Teacher is to annotate actual delivery noting variations e.g. excursions, work placement, school examination periods and assessments conducted etc		Weeks											
Term 1		1	2	3	4	5	6	7	8	9	10	11	
Task 5: Plate it up		Assessment is ongoing throughout course delivery											
SITHCCC023	Use food preparation equipment												
SITHCCC024	Prepare and present simple dishes												
Task 6: There's no I in team													
SITHCCC027	Prepare dishes using basic method of cookery												
SITHCCC034	Work effectively in a commercial kitchen												

Term 2 - Year 12 HSC year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit actually commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks											
Term 2		1	2	3	4	5	6	7	8	9	10	11	
Task 5: Plate it up		Assessment is ongoing throughout course delivery											
SITHCCC023	Use food preparation equipment											N/A	
SITHCCC024	Prepare and present simple dishes												
Task 6: There's no i in team													
SITHCCC027	Prepare dishes using basic method of cookery												
SITHCCC034	Work effectively in a commercial kitchen												

Term 3 - Year 12 HSC year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks										
Term 3			1	2	3	4	5	6	7	8	9	10	11
Task 5: Plate it up			Assessment is ongoing throughout course delivery										
SITHCCC023	Use food preparation equipment												N/A
SITHCCC024	Prepare and present simple dishes												
Task 6: There's no i in team													
SITHCCC027	Prepare dishes using basic method of cookery												
SITHCCC034	Work effectively in a commercial kitchen												

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		<b>Task 1</b>	<b>Task 2</b>
		<b>Safety in the kitchen</b>	<b>Service please</b>
		Week 9 Term 2 Date	Week 7 Term 3 Date
<b>Code</b>	<b>Unit of Competency</b>		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

<b>EXAM</b> (Optional)
Week Term Date

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

**\* Examinable units to be confirmed by teacher.**

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

Assessment Tasks for SIT20421 Certificate II in Cookery <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Task 6</b>	<b>HSC TRIAL EXAM</b>
		<b>Let's start cooking and cleaning</b>	<b>Pack it up</b>	<b>Plate it up</b>	<b>There's no I in team</b>	
<b>Code</b>	<b>Unit of Competency</b>	Week Term 4 Date	Week Term 5 Date	Week Term 6 Date	Week Term 7 Date	Week Term Date
SITHKOP009	Clean kitchen premises and equipment	X				
SITXINV006	Receive, store and maintain stock	X				
SITHCCC026	Package prepared foodstuffs		X			
SITHCCC023	Use food preparation equipment			X		
SITHCCC024	Prepare and present simple dishes			X		
SITHCCC027	Prepare dishes using basic method of cookery				X	
SITHCCC034	Work effectively in a commercial kitchen				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

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

**\* HSC Examinable units to be confirmed by teacher.**

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

## 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.

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

<b>Evaluate</b>	Make a judgement based on criteria; determine the value of.
<b>Examine</b>	Inquire into.
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and / or how.
<b>Extract</b>	Choose relevant and / or appropriate details.
<b>Extrapolate</b>	Infer from what is known.
<b>Identify</b>	Recognise and name.
<b>Interpret</b>	Draw meaning from.
<b>Investigate</b>	Plan, inquire into and draw conclusions about.
<b>Justify</b>	Support an argument or conclusion.
<b>Outline</b>	Sketch in general terms; indicate the main features of.
<b>Predict</b>	Suggest what may happen based on available information.
<b>Propose</b>	Put forward (for example, a point of view, idea, argument, suggestion) for consideration or action.
<b>Recall</b>	Present remembered ideas, facts or experiences.
<b>Recommend</b>	Provide reasons in favour.
<b>Recount</b>	Retell a series of events.
<b>Summarise</b>	Express, concisely, the relevant details.
<b>Synthesise</b>	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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; Turner, JR 2010, <i>Project-oriented leadership</i>, <i>Advances in project management</i>, 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>, <i>The short guide series</i> from Pearson Longman, 7th edn, Longman, New York.</p>
Anonymous (no author or editor given)	<p>Start with the title.</p> <p><i>The stage acquitted: being a full answer to Mr Collier, and other enemies of the drama</i> 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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 &amp; 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, &lt;URL either full location details or just the main site details&gt;.</p> <p>McClain, M &amp; Roth JD 1999, Schaum's quick guide to writing great essays, McGraw-Hill, New York, viewed 17 January 2005, &lt;<a href="http://ezproxy.usq.edu.au/login?url=http://site.ebrary.com/lib/unisouthernqld/Doc?id=5002145">http://ezproxy.usq.edu.au/login?url=http://site.ebrary.com/lib/unisouthernqld/Doc?id=5002145</a>&gt;.</p> <p>Fitzgerald, FS 1920, This side of paradise, Scribner, New York, viewed 18 January 2005, &lt;<a href="http://www.bartleby.com/115/">http://www.bartleby.com/115/</a>&gt;.</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, &lt;URL either full location details or just the main site details&gt;.</p> <p>Gould, SJ 2000, 'More things in Heaven and Earth', in H Rose &amp; S Rose (eds), Alas, poor Darwin: arguments against evolutionary psychology, Harmony Books, New York, viewed 17 January 2005, &lt;<a href="http://ezproxy.usq.edu.au/login?url=http://site.ebrary.com/lib/unisouthernqld/Doc?id=10015543">http://ezproxy.usq.edu.au/login?url=http://site.ebrary.com/lib/unisouthernqld/Doc?id=10015543</a>&gt;.</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 &amp; 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 &amp; 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, &lt;URL&gt;.</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, &lt;<a href="http://olam.ed.asu.edu/epaa/">http://olam.ed.asu.edu/epaa/</a>&gt;.</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 &amp; 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 COOnNECT, JBI Database of Best Practice Information Sheets, item: BP1138.</p> <p>Gotzsche, PC &amp; 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, &lt;URL&gt;.</p> <p>Cleary, P &amp; Lewis, S 2001, 'It's the end of a long boom', <i>The Australian Financial Review</i>, 8 March, viewed 8 March 2001, &lt;<a href="http://afr.com/australia/2001/03/08/FFXIM9PU0KC.html">http://afr.com/australia/2001/03/08/FFXIM9PU0KC.html</a>&gt;.</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, &lt;URL either full location details or just the main site details&gt;.</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, &lt;<a href="http://www.dotrs.gov.au/media/anders/archive/2000/jan_00/al6_2000.htm">http://www.dotrs.gov.au/media/anders/archive/2000/jan_00/al6_2000.htm</a>&gt;.</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, &lt;<a href="http://law.ato.gov.au/atolaw/view.htm?DocID=TXR/TR989/NAT/ATO/00001&amp;PiT=99991231235958">http://law.ato.gov.au/atolaw/view.htm?DocID=TXR/TR989/NAT/ATO/00001&amp;PiT=99991231235958</a>&gt;.</p> <p>AWB Limited 2006a, AWB and the single desk, AWB Limited, Melbourne, Victoria, viewed 1 June 2006, &lt;<a href="http://www.awb.com.au/aboutawb/factsandindustryinformation/singledeskbenefits/AWBandTheSingleDesk.htm">http://www.awb.com.au/aboutawb/factsandindustryinformation/singledeskbenefits/AWBandTheSingleDesk.htm</a>&gt;.</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, &lt;<a href="http://www.awb.com.au/aboutawb/media/InquiryIntoTheUnitedNationsOilforFoodProgram.htm">http://www.awb.com.au/aboutawb/media/InquiryIntoTheUnitedNationsOilforFoodProgram.htm</a>&gt;.</p> <p>Florek, S 2003, Megafauna extinction: patterns of extinction, fact sheet, Australian Museum, Sydney, viewed 14 June 2008, &lt;<a href="http://www.austmus.gov.au/factsheets/megafauna.htm">http://www.austmus.gov.au/factsheets/megafauna.htm</a>&gt;.</p> <p>Wright, S 2004, Open area test site (OATS) development, undergraduate project, University of Southern Queensland, Toowoomba, viewed 27 March 2007, &lt;<a href="http://eprints.usq.edu.au/archive/00000047">http://eprints.usq.edu.au/archive/00000047</a>&gt;.</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, &lt;URL either full location details or just the main site details&gt;.</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, &lt;<a href="http://ariel.adgrp.com/~ghb/trips/940717_ICT/policy/ILT/EdPlan.html">http://ariel.adgrp.com/~ghb/trips/940717_ICT/policy/ILT/EdPlan.html</a>&gt;.</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, &lt;URL either full location or just main site details&gt;.</p> <p>Sherman, C n.d., The invisible web, Free Pint Limited, United Kingdom, viewed 27 November 2000, &lt;<a href="http://www.freepint.co.uk/issues/080600.htm#feature">http://www.freepint.co.uk/issues/080600.htm#feature</a>&gt;.</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, &lt;URL&gt;.</p> <p>The Body Shop Australia 2003, The Body Shop Australia, Mulgrave, Victoria, viewed 31 January 2003, &lt;<a href="http://www.thebodyshop.com.au/">http://www.thebodyshop.com.au/</a>&gt;.</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, &lt;URL either full location details or just the main site details&gt;.</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, &lt;URL either full location details or just the main site details&gt;.</p> <p>The lunar interior 1999, PlanetScapes, United States, viewed 31 January 2003, &lt;<a href="http://www.planetscapes.com/solar/browse/moon/moonint.jpg">http://www.planetscapes.com/solar/browse/moon/moonint.jpg</a>&gt;.</p> <p>Australia 2007, country map, MapQuest, United Kingdom, viewed 11 March 2008, &lt;<a href="http://www.mapquest.co.uk/mq/maps/mapAddress.do">http://www.mapquest.co.uk/mq/maps/mapAddress.do</a>&gt;.</p> <p>Lane, M &amp; Cook, J 1775, A general chart of the island of Newfoundland, digital image of cartographic material, Wikimedia Commons, viewed 11 March 2008, &lt;<a href="http://en.wikipedia.org/wiki/Image:Cooks_Karte_von_Neufundland.jpg">http://en.wikipedia.org/wiki/Image:Cooks_Karte_von_Neufundland.jpg</a>&gt;.</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, &lt;<a href="http://au.acnielsen.com/site/documents/GlobalNielsenConsConfConcReportJune08b.pdf">http://au.acnielsen.com/site/documents/GlobalNielsenConsConfConcReportJune08b.pdf</a>&gt;.</p>
Data sets	<p>Harrell, F 2011, Data for Titanic passengers, data file, Vanderbilt University, Department of Biostatistics, Nashville, Tennessee, viewed 17 November 2011, &lt;<a href="http://biostat.mc.vanderbilt.edu/wiki/pub/Main/DataSets/titanic.txt">http://biostat.mc.vanderbilt.edu/wiki/pub/Main/DataSets/titanic.txt</a>&gt;.</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, &lt;<a href="ftp://ftp.bom.gov.au/anon/home/ncc/www/change/HQdailyR">ftp://ftp.bom.gov.au/anon/home/ncc/www/change/HQdailyR</a>&gt;.</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, < <a href="http://www.saiglobal.com/online/autologin.asp">http://www.saiglobal.com/online/autologin.asp</a> >.
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, < <a href="http://maps.google.com.au/maps?hl=en&amp;tab=w1">http://maps.google.com.au/maps?hl=en&amp;tab=w1</a> >.  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, < <a href="http://course readings.usq.edu.au/services/spatial.php">http://course readings.usq.edu.au/services/spatial.php</a> >.

## 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 <b>not</b> 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 &amp; 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 &amp; 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><b>Note:</b> 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 &amp; 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><b>Note:</b> 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, &lt;<a href="http://usqstudydesk.usq.edu.au">http://usqstudydesk.usq.edu.au</a>&gt;.</p> <p>Hingst, R 2010, Self awareness activity, MGT1200, University of Southern Queensland, Toowoomba, viewed 11 November 2011, &lt;<a href="http://usqstudydesk.usq.edu.au">http://usqstudydesk.usq.edu.au</a>&gt;.</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, &lt;<a href="http://usqstudydesk.usq.edu.au">http://usqstudydesk.usq.edu.au</a>&gt;.</p> <p>Module 1: the accounting environment 2011, PowerPoint slides, ACC5202, University of Southern Queensland, Toowoomba, viewed 11 November 2011, &lt;<a href="http://usqstudydesk.usq.edu.au">http://usqstudydesk.usq.edu.au</a>&gt;.</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, &lt;<a href="http://usqstudydesk.usq.edu.au">http://usqstudydesk.usq.edu.au</a>&gt;.</p> <p>Tao, X 2011, The Internet, podcast, CSC1402, University of Southern Queensland, Toowoomba, viewed 14 November 2011, &lt;<a href="http://usqstudydesk.usq.edu.au">http://usqstudydesk.usq.edu.au</a>&gt;.</p> <p>Tension and compression in a truss 2011, podcast, CIV1501, viewed 14 November 2011, &lt;<a href="http://usqstudydesk.usq.edu.au">http://usqstudydesk.usq.edu.au</a>&gt;.</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, &lt;<a href="http://usqstudydesk.usq.edu.au">http://usqstudydesk.usq.edu.au</a>&gt;.</p> <p>Adler, R 1993, 'Gender and language', in R Adler &amp; N Towne (eds), Looking out/looking in, 7th edn, Harcourt Brace Jovanovich College Publishers, Fort Worth, viewed 17 September 2008, &lt;<a href="http://usqdirect.usq.edu.au">http://usqdirect.usq.edu.au</a>&gt;.</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, &lt;<a href="http://usqdirect.usq.edu.au">http://usqdirect.usq.edu.au</a>&gt;.</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><b>Note:</b> 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, &lt;email address&gt;.</p> <p>Davis, A 2002, email, 24 April, &lt;davis@unitc.edu.au&gt;.</p>
Lists, groups and bulletin boards	<p>Author &lt;Author's details - usually an email address&gt; Year of posting, 'Subject/title of posting', description of posting, discussion list Owner, viewed Day Month Year, &lt;URL&gt;.</p> <p>Wilson, D &lt;wilsond@rocketscience.com.au&gt; 2003, 'Using the Web to your advantage', discussion group, National Computer Network, viewed 28 January 2003, &lt;NETTRAIN@ubvm.cc.buffalo.edu&gt;.</p>
Weblogs	<p>Author (name or alias) Year of posting, Title of the site, format, viewed Day Month Year, &lt;URL&gt;.</p> <p>Norton, A 2008, Andrew Norton: observations from Carlton's lone classical Liberal, weblog, viewed 17 September 2008, &lt;http://andrewnorton.info/&gt;.</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, &lt;http://blogs.abc.net.au/olympics/&gt;.</p>
Video Weblog posts (e.g. YouTube)	<p>aubummoney 2011, Top 7 engineering disasters in materials selection, online video, viewed 17 November 2011, &lt;http://www.youtube.com/watch?v=h8pQMuswWJ0&gt;.</p> <p>Crosson, S 2008, Accounting basics 1 - where did accounting come from?, online video, viewed 16 November 2011, &lt;http://youtube.com/watch?v=mpNmcFzy6-4&gt;.</p>
Wikis	<p>Title of Wiki Year (of article), 'Article title', format, Day Month (of article), viewed Day Month Year, &lt;URL&gt;.</p> <p>Quantitative Archaeology Wiki 2007, 'Contingency tables', wiki article, 26 March, viewed 17 September 2008, &lt;http://wiki.iosa.it/dokuwiki/contingency_tables&gt;.</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, &lt;URL&gt;.</p> <p>Pandi River expedition 2008, podcast, National Geographic Society, Washington, D.C., 15 August, viewed 19 September 2008, &lt;http://www.nationalgeographic.com/podcasts/shorts.html&gt;.</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, < <a href="http://www.abc.net.au/correspondents/content/2008/s2274772.htm">http://www.abc.net.au/correspondents/content/2008/s2274772.htm</a> >.
Streaming videos	Wound management: a nurses guide 2010, online video, VEA, Bendigo, viewed 16 November 2011, < <a href="http://vea.com.au/vLearn/Player/VEcGo2vy.aspx">http://vea.com.au/vLearn/Player/VEcGo2vy.aspx</a> >.  Alcohol and the family: breaking the chain 1990, online video, Cambridge Educational, New York, viewed 16 November 2011, < <a href="http://digital.films.com.lidbauth.nait.ab.ca/PortalPlaylists.aspx?aid=2&amp;xtid=9282828">http://digital.films.com.lidbauth.nait.ab.ca/PortalPlaylists.aspx?aid=2&amp;xtid=9282828</a> >.
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, < <a href="http://moneyville.co.uk">http://moneyville.co.uk</a> >.  SurveyGizmo 2011, SurveyGizmo, computer software, SurveyGizmo, Boulder, Colorado, accessed 25 November 2011, < <a href="http://www.surveygizmo.com/">http://www.surveygizmo.com/</a> >.  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
------	----------

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><b>Note:</b> 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 &amp; Hackett 1991)</p> <p>Jones and Hackett (1991) theorized that...</p> <p>(Boyd, Smith &amp; Eberle 1985)</p> <p>Boyd, Smith and Eberle (1985) found...</p> <p><b>Note:</b> 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><b>Note:</b> Names of <b>all</b> 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><b>Note:</b> 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><b>Note:</b> 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 &amp; 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	<b>Note:</b> 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><b>Note:</b> 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><b>Note:</b> 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"> <li>• 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)</li> <li>• reference details</li> <li>• the year (in parentheses) or volume number, or both</li> <li>• abbreviated name of the report series</li> <li>• the page on which the report of the case begins (for a specific page reference, "at" is used instead of "p.")</li> </ul> <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(&lt; &gt;) to isolate them from any sentence punctuation.</p> <p>Details are available from the department's Web site &lt;<a href="http://www.finance.gov.au">http://www.finance.gov.au</a>&gt;.</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 &lt;<a href="http://www.law.gov.au/aghomet/legal/pol/cld/aia/part_1.htm">http://www.law.gov.au/aghomet/legal/pol/cld/aia/part_1.htm</a>&gt;.</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>
Creative Commons	<p>For items with a Creative Commons Licence, see the for more information.</p> <p>Information about the Creative Commons Licence is entered directly after the item is used, within your assignment.</p> <p>... (Zawacki-Richter, Hanft &amp; Backer 2011, p. 2). Used under a Creative Commons Attribution 3.0 (<a href="http://creativecommons.org/licenses/by/3.0/">http://creativecommons.org/licenses/by/3.0/</a>).</p> <p>There is no need to include Creative Commons licensing information in your list of references at the end of your assignment. Reference the item as you would normally, according to its format. Information about Creative Commons Licences is to be included with your in-text citations only.</p>

## Additional help

### Helpful hints for Web documents

- You must specify the date on which you accessed the item, since Web documents can change or disappear at any time.
- 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