

# YEAR 11

# PRELIMINARY HSC COURSE ASSESSMENT BOOKLET

Critical information for students in **2021**



## Cronulla High School

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

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## CRONULLA HIGH SCHOOL PRELIMINARY COURSE 2021

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This booklet is designed to help you plan for the school assessment part of your Preliminary Course Certificate. It informs you of all the tasks due, the date and the weighting of each task.

It is important to remember:

- School assessment marks are a significant indicator as to whether or not you are satisfactorily completing the Preliminary Course.
- All assessments must be completed as they fall due. Missed assessments attract a zero mark unless a genuine case of illness and/or misadventure is demonstrated.

It is also important to understand the legal umbrella covering the award of a Preliminary Course Certificate as set out below.

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

Principals may determine that, as a result of absence, the course completion criteria may not have been met. Clearly, absences will be regarded seriously as accumulated absences can lead to difficulty for students demonstrating achievement of course outcomes and demonstrating sustained effort.

Students must complete both assessable and non-assessable tasks as well as have a satisfactory rate of attendance (usually regarded as 85% or better) to be eligible for the Principal's certification and the award of an Preliminary Certificate.

***Eligible students will be issued with an A-E grade that reflects levels of achievement indicated by course performance descriptors. A-E grades will be determined by a combination of formal assessment tasks and informal teacher assessment of learning.***

To guide you and your parents, N determination warning letters will be issued if your progress is not adequate; your work is of a poor standard; you don't work in class or do home assignments; you don't make a serious attempt in examinations or assessment tasks; or you are absent too often. The warning letter is a reminder that your education is your responsibility, and gives you a chance to resolve the problem before it is too late.

The school offers students access to professional advice from teachers, Student Advisers, the Careers Adviser, School Counsellor and the school's executive staff. If you are experiencing difficulties with meeting the responsibilities of your courses, seek the advice of one of these experts.

### HSC Minimum Standard

Recognising that literacy and numeracy skills are essential for success in life after school, a minimum standard of literacy and numeracy is required to receive the HSC from 2021.

Students must show that they meet the HSC minimum standard by passing online tests of basic reading,

writing and numeracy skills needed for everyday tasks. However, since students master skills at different rates, there are multiple opportunities available to pass these online tests, from Year 10 until a few years after Year 12.

### **What does meeting the minimum standard mean?**

This means that your child has the basic reading, writing and maths skills needed for everyday tasks such as:

- Following safety instructions in equipment manuals
- Understanding a mobile phone plan
- Writing a job application

### **How will my child meet the standard?**

By passing online tests of basic reading, writing and numeracy skills:

- Minimum standard reading test – 45 multiple choice questions
- Minimum standard numeracy test – 45 multiple choice questions
- Minimum standard writing test – up to a 500-word response to one question based on a visual or text prompt.

Your child's school enrolls them in the tests. They don't have to sit or pass tests all at once. After passing an online test, they don't have to sit it again.

What if my child doesn't pass the tests by Year 12?

Your child will have many opportunities to meet the HSC minimum standard, including after they leave school. Importantly, students do not need to meet the HSC minimum standard to:

- Study HSC courses
- Sit HSC exams
- Receive HSC results
- Receive an ATAR
- Receive a Record of School Achievement testamur

Senior schooling, the Preliminary Course and indeed the HSC Course can be rewarding experiences. Your personal best is what we expect in all that you do. A satisfying HSC awaits you if you are prepared to give it the commitment it requires. Before that can be started however a Preliminary Course Certificate needs to be achieved. This credential is not a right. It is earned.

Tony Ibrahim  
**Principal**

## THE PRELIMINARY CERTIFICATE

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The Preliminary Certificate is a prerequisite for entry into a Higher School Certificate (HSC) Course. In order to achieve an HSC, students will be required to satisfactorily complete a minimum of:

- 12 units of Preliminary courses and
- 10 units of Higher School Certificate courses

Both your Preliminary course pattern and your HSC course pattern must include:

- at least 6 units of NESA Developed courses
- at least 2 units of a NESA Developed course in English
- at least three courses of 2 units value (or greater)
- at least 4 subjects

No more than 7 units of courses in Science can contribute to Higher School Certificate eligibility.

In addition to the above requirements, students seeking to achieve both a Preliminary and a Higher School Certificate at Cronulla High School are expected to:

- Have a satisfactory record of **attendance** and **application** in each course.
- Participate in experiences, which are integral requirements of each syllabus e.g. assignments, practical work, field work, shared experiences in group work, work placement etc.
- Complete the requirements of each course including practical, oral or project works.
- Make a genuine attempt at each assessment task, including NESA examinations.

Your teachers and head teachers will assist you by:

- Providing written notice of:
  - assessment components and weightings.
  - the nature of each assessment task including assessment criteria.
  - the timing of each task (2 weeks' notice in writing).
  - the mark value of each task.
  - the school policy for valid absences/lateness.
- Providing feedback after each task of what you did well and what you can do to improve.
- Verifying assessment work that is completed outside the school.
- Sending warning letters to students in danger of not satisfactorily completing a course.
- Providing marking guidelines for each assessment item.

You need to ensure that you:

- Attend all lessons timetabled on the day of a task. Failure to do so will result in a loss of 20% of the awarded assessment mark.
- Submit all assessment tasks on time (a task is deemed late if the task is not submitted at the time specified on the assessment notice sheet) eg: The teachers will specify before school or in lesson time, etc.
- Submit only your own, original work.
- Anticipate technology failure and regularly back up your work onto external discs or cloud storage such as: googledrive, iCloud or dropbox. Technology failure is not grounds for a misadventure appeal.
- In examinations or in-class tasks obey the instructions of staff and of the examination room.

Note that vocational courses have continuous assessment of course competencies. The teacher at school or in the work place may assess these formally or informally. Many of the competencies will be assessed in a practical manner with students demonstrating that they have a particular skill or knowledge.

A compulsory element of assessment in vocational courses is the satisfactory completion of a work placement in a relevant industry.

## ASSESSMENT PROCEDURES IN YEAR 11

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### When will I be assessed?

- Assessment will commence from the beginning of Term 1 in Year 11 and all formal assessment tasks will conclude with the yearly exam – usually by the end of Term 3 week 8.
- This is a program to be followed, which will outline the **approximate dates** when formal assessment tasks are due.
- At least **10 school days'** notice will be given of the **specific date** that a formal assessable task is to be either submitted for marking or will take place.
- **Where there is sufficient reason for the school to change the assessment date, students will be given reasonable notice of the revised date (at least 10 school days).**

### How many tasks and when will I be asked to do them?

In any 2-unit course you will be assigned a maximum of **three formal** tasks, including the major exams, which may also be assessment tasks. Students need to expect that during some designated assessment weeks, you will be asked to complete more than one formal assessment.

### To whom and when do I submit my formal assessment task?

Your class teacher, at a time designated by the class teacher on or before the **day the task is due**. If your teacher is away that day, you must submit it to the Head Teacher of that subject. You must **only** submit the tasks/assignments to your **Class teacher or Head Teacher** of the relevant faculty. If for any reason both are absent on the day then the task is to be submitted to a Deputy Principal.

### What happens if I am absent when the formal assessment task is set?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assessment was set. If a student feels that this rule has unfairly disadvantaged them, they may lodge an Illness or Misadventure claim form seeking a concession to the due date, or a concession to the marks awarded for the task. The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher's pigeon hole.

### What if I do not complete formal assessment tasks?

The school expects that all students will **complete all assessment tasks** and that they will **complete them on time**. Where this does not happen the student should advise the class teacher and Head Teacher as a matter of urgency.

If an assessment task is not submitted by the due date and stated time without a justifiable reason and without completion of appropriate illness and misadventure procedures then students can anticipate zero marks will be awarded for that task.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal by submitting an Illness or Misadventure Claim form clearly demonstrating how the application of this has disadvantaged them.

Where a student fails to make a serious attempt at an assessment task, a **ZERO** mark toward the examination or the assessment will be recorded for that task and an “N” determination issued in respect of that task.

### **Do I only have to complete formal assessment tasks?**

**No.** You will earn an “N” determination (unsatisfactory application) in a subject if the school determines that you have not met the requirements of the NESA shown on page 2 or of the syllabus because you have not satisfactorily attempted various class assignments, been sufficiently involved in practical work or participated in class learning activities.

**All work set in a subject is part of the Preliminary Course curriculum regardless of whether it is assessable or not.**

### **What happens if I am absent when a formal assessment task is on or due?**

The school must be contacted on the day of the task (Ph: 9523 4017) to inform the subject teacher of the student’s absence. Any student who is absent without an acceptable reason **will be** given zero for that task. If the absence was unavoidable and the student believes that they should still receive credit for the assessment task then they should submit an **Illness or Misadventure Claim form, with supporting evidence**. A general note from home is unlikely to be considered sufficient. For an illness a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school whichever is the earliest. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher’s pigeon hole.

In the case of a prolonged unavoidable absence, where an illness or misadventure claim is upheld, a substitute task may need to be set to ensure fairness to all concerned.

### **Other circumstances that need to be noted include:**

- Where a student has **prior knowledge of an absence** (e.g. due to a sport commitment, scheduled medical reasons) **the student must submit a written application (Illness or Misadventure Claim form) before the absence**, to the Head Teacher of the relevant subject. It is not automatic that any concession will be given. Each application will be judged entirely on its own merit. A substitute assessment task may be arranged.
- It is expected that students will attend all timetabled lessons, including study periods, on the day of an assessment task whether it be an in class or submitted task. Where a student is absent **during periods prior to the task** and on the same day as the task, a 20% penalty of the awarded task marks will be applied to marks received.
- Any student arriving to school late on the day of the task will be considered to be seeking to gain an unfair advantage and in the absence of substantiated and justified reasons, a 20% penalty of the awarded task marks will be imposed.
- A student who truants from a class while at school on the day an assessment task is being undertaken or submitted will be considered in the same manner and a 20% penalty of the awarded marks will be imposed.
- Any student found to be preparing for an assessment task in another class while at school on

the day an assessment task is being undertaken or submitted will be considered to be seeking an unfair advantage and a 20% penalty of the awarded task marks will be imposed.

- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (eg a sporting carnival, an excursion) the student must first notify the relevant Head Teacher and in the case of submitted task negotiate an appropriate time for submission of the task **before the student attends the event**. In the case of an **in class task**, arrangements for the completion of the task must be made with the relevant Head Teacher **before** attending the event.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal to the Principal in writing.

Students can expect to sit for any missed 'in class' assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student.

Where a student **has failed to complete an assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task**, an N Award Course Warning letter will be sent home by the class teacher.

If a student believes the marks they are awarded for a particular task are incorrect they should, in the first instance, review their performance against the marking criteria and discuss the result with their teacher. The teacher may alter the mark up or down if on reflection they believe they have erred. The marks given for individual assessment tasks awarded by teachers **are not** subject to external review. The results of assessment tasks can only be appealed within five working days of the marks being available to students. Any appeal must be directed in writing in the first instance to the class teacher. If dissatisfied with the result of the appeal a student may then appeal to the Head Teacher of the subject concerned. The Head Teacher's judgement will be final.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by these rules they may appeal to the Principal in writing.

### **Technology Problems**

Computer, printer or disk malfunction (loss of data) needs to be safeguarded by you through backing up, emailing work to yourself, print outs, multiple electronic copies or paper drafts. Computer, printer or disk malfunction (loss of data) is not grounds for misadventure.

## **ALL MY OWN WORK**

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*HSC: All My Own Work* is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete *HSC: All My Own Work* (or its equivalent) before they submit any work for Preliminary (Year 11) or (HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

## WHAT IS PLAGIARISM?

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**Plagiarism is a form of theft.** Plagiarism is the taking or imitation of another person's ideas and manner of expressing them and presenting them as one's own. That is, plagiarism is copying other people's work or taking another's ideas and using them without appropriate acknowledgement.

### What is **NOT** acceptable

- Copying parts (phrases, sentences, paragraphs etc) out of books, short stories, newspapers, encyclopaedias, Internet sites, and other students' work.
- Using other people's ideas without correct acknowledgement (see below).
- Quoting without providing acknowledgement (see below).
- Submitting work that has been written by someone else, such as a tutor, parent or friend, or which has had more than reasonable input from someone else.

### What **IS** acceptable

- Using published texts – short stories, essays, poems, and media items etc – as **MODELS** for your own writing. A model shows you the structure and type of language that is appropriate for a particular form of writing. You make use of the model to show you **HOW** something is done; the content and expression must be your own.
- Borrowing ideas for creative writing – you must acknowledge your source which has inspired you. This is often what writers do at the beginning of novels to show where their inspiration came from.
- Editing assistance – all good writers have good editors who suggest ways of making their writing better. This advice can be about ideas, expression, structure etc. However, an editor does **NOT** make these changes – the writer does if he or she agrees with them. You are welcome to use parents, friends, teachers as editors to **ADVISE** you but they must **NOT** do the work for you.

### How do I avoid it?

The full proof way to avoid plagiarism is to include **ALL** sources of information in a reference list (bibliography) at the end of your assignment and to include in-text citations.

Always cite the following; Websites, Internet, Magazines and Newspapers, Books, Music, TV programs and films, Interviews, Maps, Summaries, other student's work and other people's ideas.

Requirements and guidelines are set out below and are also available on the Cronulla High School Library Moodle page under "Referencing and Bibliographies".

### Guidelines

A general guide for the number of resources is 1 per 100 words of the assignment. Resources must be from a variety of sources.

Each citation is in correct **APA format** (see samples on Library Moodle page)

In-text citations are included in the body of the assignment.

### Referencing tools available within the school

#### Library Moodle → Referencing and Bibliographies

- Student samples – both Junior and Senior
- Full Referencing Guide for all text types
- In-Text Citation guide

#### School website → Learning → Library

## Cite This For Me –

*Cite This For Me* is an intuitive bibliography building tool, creating citations for referencing lists online that can be easily transferred to a student's referencing list. **APA** formatting must be selected. For books, an efficient method is by entering the ISBN number found on the library enquiry tool or book title or author into the search bar. Take note of the manual entry mode for more obscure texts. A link to this can be found on Library Moodle under "Referencing and Bibliographies"

## Infobase Research database

For all research items sourced through Infobase, our subscription database, an APA citation tab is available under the article's title. When copying and pasting these citations from Infobase, the title of the resource needs to be manually italicised after pasting.

## Referencing formats

At Cronulla High School, we use **APA** (American Psychology Association) referencing format. This format is most common in the first choice universities. It is important to select the **APA** option in Infobase and *Cite This For Me* to elicit the correct citation.

Some other referencing formats include Harvard, MLA and Chicago Manual of Style. Infobase, particularly, does not always offer an APA option. In these cases the source must be entered into *Cite This For Me* available through the Library Moodle page. Some examples of APA formatted citations are below;

### Book

- Lumby, J. (2001). *Who cares? The changing health care system*. Sydney, Australia: Allen & Unwin.

### Book chapter

- McKenzie, H., Boughton, M., Hayes, L., & Forsyth, S. (2008). Explaining the complexities and value of nursing practice and knowledge. In I. Morley & M. Crouch (Eds.), *Knowledge as value: Illumination through critical prisms* (pp. 209-224). Amsterdam, Netherlands: Rodopi.

### Journal article

- Boughton, M., & Halliday, L. (2008). A challenge to the menopause stereotype: Young Australian women's reflections of 'being diagnosed' as menopausal. *Health & Social Care in the Community*, 16(6), 565-572. <http://dx.doi.org/10.1111/j.1365-2524.2008.00777>

More examples of citation entries are available through Library Moodle under "Referencing and bibliographies"

## How do I acknowledge quotations and ideas in my work?

Quotations must have "quotation marks" around them and an in-text citation should appear straight after the quotation. This citation corresponds to the citation listed at the end of the assignment in the bibliography.

When you use someone else's idea or borrow a form of expression, it must be directly followed by an in-text citation in brackets. You must acknowledge ideas even if you do not copy the idea word for word.

If you are quoting a character's actions or words, the character or event must be referenced in context of the quote.

## WHAT IS MALPRACTICE?

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Any failure to comply with the rules as set out in this policy or of NESAs will be judged to be malpractice. This will result in zero marks being awarded for the entire assessment task or definable parts of an assessment task as appropriate.

### Examples of malpractice may include, but are not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not submitted by the due date
- Assisting another student to engage in malpractice eg notifying them of details of a common task

In the event that the school becomes aware of an allegation of malpractice the school's Assessment Review Panel will convene to review the allegations. As a minimum, this panel will comprise the relevant Deputy Principal and Head Teacher. In its deliberations the panel will ensure that all policies of the Department of Education and the NESAs in handling such issues are followed and that procedural fairness is accorded to the student at all times. The student will receive a written copy of these findings on the "Assessment Review Panel Meeting" form. Any dissatisfaction with the process should be referred to the Principal in writing within 48 hours of receiving notification from the panel.

## ILLNESS OR MISADVENTURE PROCEDURES

### ILLNESS OR MISADVENTURE CLAIM PROCEDURES

Collect and complete an “Illness or Misadventure Claim” form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website.

**For an in class task students may be required to sit for the task on their first day back at school, or at a time that has been previously arranged with the class teacher.**

Any claim due to:

1. **Illness should be supported by a medical certificate and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task.
2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**
3. **Approved leave must be supported by attaching the Certificate of Exemption which will be provided by the Principal once the Application for Exemption has been approved.**

**N-determination letters will be sent out if the above illness and misadventure claim procedures have not been followed.**

- Any claim against a zero mark or procedural arrangements associated with an assessment task must be completed within **three school days** of the return of the task.
- Appeals must be submitted to the Head Teacher of the KLA concerned. The Principal, or nominee, will co-ordinate a committee to consider all aspects of the appeal.
- If an appeal is upheld, the committee may determine that an alternate task be sat or may authorise the use of an estimate based on other appropriate evidence.

Any dissatisfaction with the process should be referred to the Principal.

In **exceptional circumstances** where the completion of a substitute task is not reasonably possible, the Principal in consultation with the teacher and relevant Head Teacher may authorise the use of an estimate mark. The estimate mark will be **based on other appropriate evidence**.

**The Head Teacher must notify the student and class teacher of the outcome when an illness and misadventure form is presented for due consideration.**

### TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an excuse for inability to complete tasks by the due date. It is the student’s responsibility to back-up and keep a hard copy of any work in progress. This can be called upon for marking.

#### Good Advice to all students – implement a buddy system

It is important that you “buddy-up” with one or more students so that any time you are absent from school, your “Buddy” collects any hand-outs or assignments for you. Whilst many teachers will do so out of good will, it is not the teacher’s responsibility to contact you after your absence.

It is your responsibility to pursue any missed work, hand-outs or assignments.



## CRONULLA HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's Name:..... Year: ..... Roll Class: .....

Parent's name:..... Daytime parent contact number: .....

Exam or Assessment task affected:.....

..... Due date of task: ..... / ..... / .....

Subject:..... Class Teacher's name:.....

Type of claim ☐ Illness ☐ Misadventure ☐ Approved leave

Describe your reasons for submitting this claim:

(Any supporting evidence, such as a doctor's certificate, a letter from a parent or Certificate of Exemption, should be attached. This substantiates that you were prevented from satisfying assessment requirements due to an illness or unforeseeable misadventure)

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.....

State what outcome you hope to achieve by submitting this claim:

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.....

.....

Parent or Guardian's Signature:..... Date: ..... / ..... / .....

### INSTRUCTIONS:

- This claim form, along with any supporting evidence, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

### Office use only – to be completed by Head Teacher

Day & Date claim received by Head Teacher: Mo Tu We Th Fr ..... / ..... / .....

Head Teacher's name:..... Signature:.....

☐ Accepted ☐ Not accepted

If not accepted, please provide an explanation and return a photocopy to the student:

.....



### CRONULLA HIGH SCHOOL ASSESSMENT REVIEW PANEL MEETING FORM

Student's Name:..... Year: ..... Roll Class:.....

Panel Members: .....

Exam or Assessment task affected:..... Meeting date: ..... / ..... / .....

Subject:..... Class Teacher's name:.....

Key points of discussion:

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Decision of Assessment Review Panel:

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Panel Convener Signature: .....

Student Signature: .....

**Students have the right of appeal to the Principal. This must be made in writing within 48 hours of receiving notification of the Assessment Review Panel's decision.**

## PRINCIPAL'S CERTIFICATION OF COURSE REQUIREMENTS

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- To complete a course satisfactorily you must fulfil all requirements of the syllabus, eg assignments, practical work, participation in class.
- Students are also required to show due diligence in completion of both assessable and non-assessable tasks, which form the assessment for their particular course. This may include assignments, practical work and participation in class.
- You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have:

**Followed the course developed or endorsed by the NESA; and applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and achieved some or all of the course outcomes.**

- If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements, these letters are called 'N' determination warning letters. A student who has not complied with above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course.
- If you receive **three** 'N' determination warning letters in a course you will be deemed to have not met requirements of the course unless the tasks are redeemed. It is imperative that you redeem yourself of these 'N' determination letters by completing the work requested.

**If the outstanding work to be completed is an assessment task, the N determination will be redeemed but the assessment mark will be zero.**

- You have the right to appeal to the school and then NESA against the Principal's determination. The Principal will advise you of this right and explain the appeal process.
- Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in a minimum of 12 Preliminary Course units and 10 HSC course units you will not be eligible for the award of a Higher School Certificate. Where any such non-completion of course determination in a Preliminary course is given to a student they will not be able to proceed to the HSC course in that subject without repeating the entire preliminary course in that subject.

**A to E reporting grades commenced in the Preliminary Course in 2013. These grades will be based upon student achievement measured against course performance descriptors.**

Course Structure		Weight
Part 1	Introduction (a) Investigating the Past (b) Case Studies	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication
Part 2	Ancient Societies, Sites & Sources	
Part 3	Historical Investigation	

Components	Task 1	Task 2	Task 3	Weight
	<b>Essay</b> <b>Nature of Ancient History/Historical Investigation</b>	<b>Topic Test</b> <b>Structure Essay</b> <b>Case Study I</b>	<b>Yearly Examination</b>	
	Term 1 Week 10	Term 2 Assessment Period	Term 3 Weeks 7-8	
	AH11-3, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	AH11-2, AH11-3, AH11-4, AH11-5 AH11-6, AH11-8 AH11-9	
Knowledge & understanding of course content	5	5	20	<b>30</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	15	10	<b>30</b>
Historical inquiry and research	15			<b>15</b>
Communication of historical understanding in appropriate forms	10	5	10	<b>25</b>
<b>Total</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

Course Structure and Requirements		Weight
Module 1	Cells as the Basis of Life	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Organisation of Living Things	
Module 3	Biological Diversity	
Module 4	Ecosystem Dynamics	

Components	Task 1	Task 2	Task 3	Weight
	<b>Depth Study</b>	<b>Half Yearly Assessment</b>	<b>Yearly Examination</b>	
	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 7-8	
	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Structure		Weight
Topic 1	Nature of Business	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication.
Topic 2	Business Management	
Topic 3	Business Planning	

Components	Task 1	Task 2	Task 3	Weight
	<b>Topic Test: Nature of Business</b>	<b>Half Yearly Exam</b>	<b>Yearly Examination</b>	
	Term 1 Week 8	Term 2 Week 5 Assessment Period	Term 3 Exam Period	
	PI.1, PI.2, P3.2, P4.1, P5.1, P5.3, P5.5, P5.6	P2.1, P2.2, P3.2, P4.1, P5.1, P5.3 P5.5, P5.6	P2.1, P2.2, P2.3, P4.2, P5.1, P5.3, P5.5, P5.6	
Knowledge & understanding of course content	10	10	20	<b>40</b>
Stimulus Based Skills	10		10	<b>20</b>
Inquiry & Research Skills	10	10		<b>20</b>
Communication of business information, ideas & issues in appropriate forms		10	10	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Modules		Weight
Module 1	Properties and Structure of Matter	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Introduction to Quantitative Chemistry	
Module 3	Reactive Chemistry	
Module 4	Drivers of Reactions	

Components	Task 1	Task 2	Task 3	Weight
	<b>Depth Study</b>	<b>Practical Test</b>	<b>Yearly Examination</b>	
	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 7-8	
	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9 CH11-10	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8 CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Skills in Working Scientifically	20	25	15	<b>60</b>
Knowledge and Understanding	10	5	25	<b>40</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Structure		Weight
Core 1	Resource Management	Weightings to reflect a balance of knowledge and understanding, skills and skills in critical thinking, research and analysis
Core 2	Individual and Groups	
Core 3	Families and Communities	

Components	Task 1	Task 2	Task 3		Weight
	Resource Management Research Task	Half Yearly Examination	Individuals and Groups	Yearly Exam	
	Term 1 Week 6	Assessment period Term 2 Week 5	Term 3	Exam period Term 3	
	PI.1,PI.2,P4.1, P4.2, P5.1, P6.2	P2.1,P2.3,P3.1,P4.1, P4.2, P6.1	P2.1, P2.3, P3.2, P4.2, P6.2	PI.1,PI.2, P2.1,P2.2, P2.4, P3.1,P3.2,P4.2	
Knowledge and understanding of course content	10	10	5	15	40
Skills in critical thinking, research, analysis and communicating	20	10	10	20	60
<b>Total</b>	<b>30</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>100</b>

### Certificate II in Construction Pathways

#### Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both the HSC and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

VET Board Developed courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments to an industry standard.

Competency based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Please see the following Construction Assessment Schedule

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATI VE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical, Teacher observations and written test.	50% Preliminary Exam
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical, Teacher observations and written test.	35 hrs. Work placement
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster D – Skills in Action Observations, portfolio and written test	
Terms 4/5	7 HSC UOCs						35 hrs. Work placement  50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A CPCCCM2001A	Carry out concreting to simple forms Read and interpret plans and specifications	E C	E M	20 20		
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	Cluster F – Wall and Floor Tiling Practical, Teacher observations and written test	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hour s	235- 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

<b>Component</b>		<b>Weight</b>
C1	Performance	<b>40</b>
C2	Composition	<b>30</b>
C3	Appreciation	<b>30</b>

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weight</b>
	<b>Presentation of Dance Performance</b>  Performance of class sequences, including process diary and interview with reflection on safe dance practice research.	<b>Presentation of Composition</b>  Demonstration of composition including process diary with critical analysis of the elements of dance composition, dance phrases and movement used to represent concept and intent	<b>Yearly Examination</b>  a) Written Exam b) Presentation of performance demonstrating dance technique and performance quality, including process diary, written reflections, observations and research.	
	Term 1 Weeks 7/8	Term 2 Assessment Period	Term 3 Exam Period	
	PI.1, PI.2, PI.3, PI.4, P2.1, P2.3, P2.5, P4.1, P4.2, P4.3	PI.2, P3.1, P3.2, P3.3, P3.4, P3.6, P4.4	P4.1, P4.2, PI.1, PI.2, PI.3, P2.4, P2.5	
Performance	20		20	<b>40</b>
Composition	10	20		<b>30</b>
Appreciation		10	20	<b>30</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	<b>Designer Case Study</b>	<b>Preliminary Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 6	Parts A & B Term3 Week 5	Examination Period	
<b>Outcomes</b>	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	

<b>Components</b>				<b>Weight</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	<b>60</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Presentation of Individual Performance</b>	<b>Written Extended Essay</b>	<b>a) Theatrical Styles: Group Performance</b> <b>b) Yearly Examination</b>	
	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 7-8	
	PI.1, PI.4, P2.3, P2.4	P3.1, P3.2, P3.3	PI.2, PI.3, PI.5, P2.4	
Making	20		20	<b>40</b>
Performing	10		20	<b>30</b>
Critically Studying		30		<b>30</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Modules		Weight
Module 1	Earth's Resources	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Plate Tectonics	
Module 3	Energy Transformations	
Module 4	Human Impacts	

Components	Task 1	Task 2	Task 3	Weight
	<b>Depth Study</b>	<b>Half Yearly Assessment</b>	<b>Yearly Examination</b>	
	Term 1 Week 7-8	Term 2 Week 5	Term 3 Weeks 7-8	
	EESI1/12-1 EESI1/12-2 EESI1/12-3 EESI1/12-4 EESI1/12-5 EESI1-8 EESI1-11	EESI1/12-2 EESI1/12-4 EESI1/12-6 EESI1/12-7 EESI1-8 EESI1-9 EESI1-10	EESI1/12-2 EESI1/12-4 EESI1/12-5 EESI1/12-6 EESI1-8 EESI1-9 EESI1-10 EESI1-11	
Skills in Working Scientifically	20	25	15	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

Course Structure		Weight
Topic 1	Introduction to Economics	Weightings to reflect a balance of knowledge and understanding, skills, inquiry and research and communication
Topic 2	Consumers & Business	
Topic 3	Markets	
Topic 4	Labour Markets	
Topic 5	Financial Markets	
Topic 6	Government in the Economy	

Components	Task 1	Task 2	Task 3	Weight
	<b>Topic Test: Topics 1 &amp; 2 only</b>	<b>Research Essay Task: Financial Markets Half Yearly</b>	<b>Yearly Examination</b>	
	Term 1 Week 9	Assessment Week	Term 3 Week 7-8	
	P1, P2, P4, P5, P7, P8 P9, P10, P12	P1, P2, P3, P5, P8 P10, P11, P12	P1, P2, P3, P4, P5, P7, P8, P9, P10, P12	
Knowledge & understanding of course content	10	10	20	<b>40</b>
Stimulus Based Skills	10		10	<b>20</b>
Inquiry & Research	10	10		<b>20</b>
Communication of economic information, ideas & issues in appropriate forms		10	10	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Engineering Fundamentals Half Yearly Quiz</b>	<b>Braking Engineering Report</b>	<b>Yearly Examination</b>	
	Assessment Period	Term 2 Week 7	Exam Period	
	PI.2, P2.2, P3.1, P3.2, P5.1, P6.2	PI.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	PI.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
Knowledge and understanding of course content	20	20	20	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice		20	20	<b>40</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

Course Structure		Weight
Common Module	Reading to Write: Transition to Senior English	Weightings to reflect a balance of knowledge and understanding of course content, and skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes.
Module A	Narratives the Shape Our World	
Module B	Critical Study of Literature	

Components		Task 1	Task 2	Task 3	Weight
		<b>Common Module: Imaginative Text &amp; Multimodal Reflection</b>	<b>Module B: Essay</b>	<b>Yearly Examination: All Modules &amp; Content</b>	
		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 7-8	
		EAll-1, EAll-2 EAll-3, EAll-5, EAll-7, EAll-9	EAll-1, EAll-3, EAll-5, EAll-7, EAll-8	EAll-1, EAll-2, EAll-3, EAll-4, EAll-5, EAll-6, EAll-7, EAll-8, EAll-9	
<b>Weight</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Components</b>	Knowledge and understanding of course content	15	15	20	<b>50</b>
	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	15	15	20	<b>50</b>
<b>Total</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Structure		Weight
Common Module	Reading to Write: Transition to Senior English	Weightings to reflect a balance of knowledge and understanding of course content, and skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes.
Module A	Contemporary Possibilities	
Module B	Close Study of Literature	

Components		Task 1	Task 2	Task 3	Weight
		<b>Common Module: Imaginative Text &amp; Multimodal Reflection</b>	<b>Module B: Essay</b>	<b>Yearly Examination: All Modules &amp; Content</b>	
		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 7-8	
		ENII-1, ENII-2 ENII-3, ENII-5, ENII-7, ENII-9	ENII-1, ENII-3, ENII-5, ENII-7, ENII-8	ENII-1, ENII-2, ENII-3, ENII-4, ENII-5, ENII-6, ENII-7, ENII-8, ENII-9	
Components	Knowledge and understanding of course content	15	15	20	50
	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	15	15	20	50
Total		30	30	40	100

Components	Task 1	Task 2	Task 3	
	<b>Blog Post and Extended Response</b>  Mandatory Module: Achieved Through English	<b>Multimodal Presentation</b>  Elective Module: On the Road	<b>Portfolio of Extended Responses</b>  All Modules	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	
	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	
Components				Weight
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	15	15	20	50
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Structure		Weight
Module	Texts, Culture and Values	Weightings to reflect a balance of knowledge and understanding of course content, and skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes.

Components		Task 1	Task 2	Task 3	Weight
		<b>Imaginative Response</b>	<b>Independent Research Project: Multimodal Task</b>	<b>Yearly Examination</b>	
		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 7-8	
		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
<b>Components</b>	Knowledge and understanding of course content	15	15	20	<b>50</b>
	Skills in responding to texts and communication of ideas appropriate to audience purpose and context across all modes	15	15	20	<b>50</b>
<b>Total</b>		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### **Vocational Education and Training (VET) Courses**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both the HSC and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

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VET Board Developed courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments to an industry standard.

Competency based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Please see the following Entertainment Industry Assessment Schedules.



Education

ULTIMO 90072

# ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2021

QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 4)

NESA code

2 U X 2 YR - 26401

**2021 HSC Exam: 26499**

LMBR UI Code:

CUA30415226401B

Training Package: CPP Creative Arts and Culture (Version 1)							
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years  35 hrs Work placement  40% Preliminary Exam
	CPCCOHS1001A	Work safely in the construction industry	C	M	10	<b>Cluster A – Work Safely</b> Written Test, Structured Activity Site Inspection and Oral Report	
Term 1/2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	<b>Cluster B – Safe and Sound</b> Audio Practical and Portfolio and Written Task	
	Term 3	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	
6 HSC UOCs							
Term 4/5		CUASOU306 CUASTA301 CUALGT301	Operate sound reinforcement systems Assist with production operations for live performances Operate basic lighting	E E E	E M M	20 25 25	<b>Cluster D – Setting the Scene</b> Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence
	Term 6/7	CUASTA202 CUASMT301 BSBCMM201	Assist with bump in and bump out of shows Work effectively backstage during performances Communicate in the workplace	E E E	E E E	20 25 15	<b>Cluster E – Behind the Scenes</b> Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work
		NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.

Components	Task 1	Task 2	Task 3	Weight
<b>Nature of task</b>	<b>Food Quality Experiment and Preparation</b>	<b>Nutrition Investigation</b>	<b>Yearly Examination</b>	
<b>Timings</b>	Term 2 Week 4	Term 3 Week 2	Term 3 Weeks 7-8	
<b>Outcomes assessed</b>	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	PI.1, PI.2, P2.2, P4.4, P5.1	
Knowledge and understanding of course content		10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		<b>30</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Structure		Weight
Topic 1	Biophysical Interactions	40
Topic 2	Global challenges	40
Topic 3	Senior Geography Project	20
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Topic Test</b>	<b>Half Yearly Exam</b>	<b>Yearly Examination</b>	
	Term 1 Week 8	Assessment Week	Term 3 Weeks 7-8	
	P1, P8, P9 P10, P11, P13	P1, P2, P3, P4, P5, P6, P7, P10, P11, P12, P13	P1, P3, P6, P7, P8, P9, P10, P12, P13	
Knowledge & understanding of course content	10	10	20	<b>40</b>
Geographical tools & skills	10		10	<b>20</b>
Geographical inquiry & research, including fieldwork		20		<b>20</b>
Communication of geographical information, ideas & issues in appropriate form	10		10	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Certificate II in Hospitality (Kitchen Operations)

#### Vocational Education and Training (VET) Courses

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Public Schools NSW Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

VET Board Developed courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.


Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or occasionally simulated workplace hours at school.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments to an industry standard.

Competency based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Please see following Hospitality-Kitchen Operations Assessment Schedule.

 <b>ULTIMO 90072</b> <b>HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022</b> QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							<b>NESA course code</b> 2 U X 2 YR - 26511 <b>HSC Exam:</b> 26587 <b>LMBR code</b> (11 OR 12) <b>SIT20416126511B</b>
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <b>SITHCCC011 Use cookery skills effectively</b>	240 Indicative Hours over 2 years
	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	50% Prelim Yearly Exam
	SITXFSA002 BSBSUS201 SITHCCC002	Participate in safe food handling practices Participate in environmentally sustainable work practices Prepare and present simple dishes	E E E	S E E	15 10 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	35 hrs Work placement
Term 2	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	50% Trial HSC Exam
	5 HSC UOCs						
Term 3	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	35 hrs Work placement
	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

Components	Task 1	Task 2	Task 3	Weight
	<b>Industry Case Study</b>	<b>Preliminary Project</b>	<b>Yearly Examination</b>	
	Term 1 Week 7	Term 3 Week 4	Term 3 Weeks 7-8	
	PI.1, PI.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	PI.1, PI.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
<b>Nature of task</b>	<b>Industry Case Study</b>	<b>Preliminary Project</b>	<b>Yearly Examination</b>	
<b>Timings</b>	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9–10	
<b>Outcomes assessed</b>	PI.1, PI.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	PI.1, PI.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

<b>Component</b>		<b>Weight</b>
C1	Speaking	20
C2	Listening & Responding	30
C3	Reading & Responding	40
C4	Writing in Japanese	10
<b>Total</b>		<b>100</b>

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weight</b>
	<b>In Class Task</b>	<b>Half Yearly Examination</b>	<b>Yearly Examination</b>	
	Term 1 Week 9	Term 2 Week 5-6	Term 3 Weeks 7-8	
	3.1, 3.2, 4.2, 1.2, 1.3, 2.3, 4.1, 1.4, 4.3.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2 2.3, 3.1, 3.2 4.1, 4.2, 4.3.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2 2.3, 3.1, 3.2 4.1, 4.2, 4.3.	
C1		10	10	<b>20</b>
C2	10	10	10	<b>30</b>
C3	10	15	15	<b>40</b>
C4	5		5	<b>10</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

<b>Course Structure</b>		<b>Weight</b>
Part 1	The Legal System	40
Part 2	The Individual & The Law	30
Part 3	Law In Practice	30
<b>Total</b>		<b>100</b>

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weight</b>
	<b>Media File</b>	<b>Research based response</b>	<b>Yearly Examination</b>	
	Term 1 Week 8	Term 2 Assessment Period	Term 3 Weeks 7-8	
	P1, P2, P3, P4, P6, P8	P1, P4, P5, P6, P8, P9	P2, P4, P5 P9, P10	
Knowledge & understanding of course content		10	30	<b>40</b>
Analysis & Education	10	10		<b>20</b>
Inquiry & Research	10	10		<b>20</b>
Communication		10	10	<b>20</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Class Test</b>  Topic FI	<b>Class Test</b>  Topics TI, T2, CI	<b>Yearly Examination</b>  Topics FI, TI, T2, CI, SI	
	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 7-8	
	MAII-1 MAII-2 MAII-8 MAII-9	MAII-1 MAII-5 MAII-8 MAII-9	MAII-1 to MAII-9	
Understanding, Fluency & Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning & Justification	15	15	20	<b>50</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Components	Task 1	Task 2	Task3	Weight
	<b>Class Test</b>  Topic F1, F2	<b>Class Test</b>  Topics F1, F2, A1	<b>Yearly Examination</b>  Topics F1, F2, T1, T2, C1, A1	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 7-8	
	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	ME11-1 to ME11-7	
Understanding, Fluency & Communication	15	15	20	50
Problem Solving, Reasoning & Justification	15	15	20	50
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Class Test</b>  Topics SI, AI	<b>Class Test</b>  Topics FI.2, MI	<b>Yearly Examination</b>  Topics FI.1, FI.2, AI, A2, SI, S2, MI, M2	
	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 7-8	
	MSII-1 MSII-2 MSII-6 MSII-7 MSII-9 MSII-10	MSII-3 MSII-4 MSII-6 MSII-9 MSII-10	MSII-1 to MSII-10	
Understanding, Fluency & Communication	15	15	20	50
Problem Solving, Reasoning & Justification	15	15	20	50
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Structure		Weight
Part A	Investigating Modern History	Weightings to reflect a balance of knowledge and understanding, source based and historical inquiry and research and communication
Part B	Historical Investigation	
Part C	The Shaping of the Modern World	
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Historical Investigation</b> Hand-in Task	<b>Topic Test &amp; Structured Essay</b> Case Study I	<b>Yearly Examination</b> All topics	
	Term 1 Week 10	Term 2 Week 5	Term 3 Weeks 7-8	
	MH11-3, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-6, MH11-7, MH11-9	MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-8, MH11-9	
Knowledge & understanding of course content	5	5	20	<b>30</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	15	10	<b>30</b>
Historical inquiry and research	15			<b>15</b>
Communication of historical understanding in appropriate forms	10	5	10	<b>25</b>
<b>Total</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Viva Voce and student devised Aural Analysis</b> Topic 1 Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce	<b>Composition Portfolio and Aural Analysis</b> Topic 2 Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	<b>Performance and Viva Voce</b> Topic 3 Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
<b>Outcomes assessed</b>	P2, P4, P5, P6, P8	P3, P4, P6, P7, P8	P1, P2, P5, P6, P8	
Components				Weight
Performance			25	<b>25</b>
Composition		25		<b>25</b>
Musicology	15		10	<b>25</b>
Aural	10	15		<b>25</b>
<b>Total</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Musicology and Aural Skills Task</b> Mandatory topic Music 1600–1900 Two short rhythmic and melodic notation exercises and short responses to one aural excerpt and one unseen score.	<b>Submission of Composition Portfolio and Aural Analysis</b> Mandatory topic Music 1600–1900 and Additional Topic Composition portfolio with aural analysis of two contrasting works with reference to the concepts of music and compositional techniques.	<b>Presentation of Performance with Background Research</b> Mandatory topic Music 1600–1900 and Additional Topic Solo and/or ensemble performance of two pieces, one from the mandatory topic and one from the additional topic, with background research of performance repertoire with reference to musicological focus within the topics.	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
	Outcomes assessed P2, P5, P6, P7	Outcomes assessed P2, P3, P4, P5, P7	Outcomes assessed P3, P4, P5, P6, P7, P8, P9	
Performance			25	<b>25</b>
Composition		25		<b>25</b>
Musicology	15		10	<b>25</b>
Aural	10	15		<b>25</b>
<b>Total</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

Course Structure		Weight
Core 1	Better Health for Individuals	Weightings to reflect a balance of knowledge and understanding, skills and skills in critical thinking, research and analysis.
Core 2	The Body in Motion	
Option 1	First Aid	
Option 2	Fitness Choices	

Components	Task 1	Task 2	Task 3	Weight
	<b>First Aid Option</b> Research & Practical Assessment	<b>Core 2:</b> Body in Motion Examination	<b>Core 1: Better Health for Individuals &amp; Fitness Choice Option</b> Formal Examination	
	Term 1 Week 6	Term 2 Week 5-6	Term 3 Weeks 7-8	
	P6, P12, P15, P16	P7, P8, P9, P10	P1 to P12	
Knowledge and understanding of course content	10	15	15	<b>40</b>
Skills in critical thinking, research, analysis and communicating.	10	25	25	<b>60</b>
<b>Total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

Modules		Weight
Module 1	Kinematics	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 2	Dynamics	
Module 3	Waves and Thermodynamics	
Module 4	Electricity and Magnetism	
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Practical/skills Investigation</b>	<b>Half Yearly Assessment</b>	<b>Yearly Examination</b>	
	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 7-8	
	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-9 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and Understanding	10	10	20	<b>40</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Course Structure		Weight
Topic 1	The Social & Cultural World	Weightings to reflect a balance of knowledge and understanding, skills and inquiry and research and communication.
Topic 2	Personal & social Identity	
Topic 3	Intercultural communication	
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	<b>Topic Test The Social and Cultural World</b>	<b>Research and Oral Task</b>	<b>Yearly Examination</b>	
	Term 1 Week 5	Term 2 Week 2	Term 3 Week 7-8	
	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9	
Knowledge & understanding of course content	10	20	20	<b>50</b>
Application & evaluation of social and cultural research methods	10	10	10	<b>30</b>
Communication of information, ideas & issues in appropriate forms	10		10	<b>20</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## SPORT LIFESTYLE & RECREATIONS 2021

### CONTENT ENDORSED COURSE

Course Structure	Weight
First Aid & Sport Injuries/Healthy Lifestyle	Weighting to reflect a 50% balance between: <ul style="list-style-type: none"> <li>▪ knowledge and understanding outcomes &amp;</li> <li>▪ skills outcomes</li> </ul>
Games & Sports Application I	
Sports Coaching & Training	
Healthy Lifestyle	

Components	Task 1	Task 2	Task 3	Weight
	<b>Games &amp; Sports Analysis</b>	<b>Coaching Analysis</b>	<b>Yearly Examination</b>	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 7-8	
	1.1, 2.1, 3.1, 4.1, 4.4	1.3, 2.1, 2.2, 3.2, 4.2, 4.5	1.1, 1.3, 1.4, 2.1, 2.2, 3.1, 3.6	
Knowledge and understanding outcomes	10	10	30	50
Skills outcomes	20	20	10	50
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
	VAPD Portfolio of Experimental Works Case Study	Case Study/ Open Book Essay	VAPD Body of Work Half Yearly Examination	
	Term 2 Week 2	Term 3 Week 4	Term 3 Weeks 6-8	
	P1, P3, P4, P5, P6	P8, P9	P1, P2, P4, P5, P6	
VAPD	5		10	15
Body of Work in a least 2 forms	15		20	35
Critical and Historical Study	10	30	10	50
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>