

YEAR 11

PRELIMINARY HSC COURSE

ASSESSMENT BOOKLET

Critical information for students in **2024**



Cronulla High School

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

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CRONULLA HIGH SCHOOL PRELIMINARY COURSE 2024

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 2024.

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

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

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 and/or does not submit a task by the due date and homework 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. In the case of 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.
- In the case of a hand-in submission of an Assessment Task, a student who is absent from school on the due date may still be able to submit the task electronically or by other means. If the student is absent from school on the due date and they submit the task before 8.45am then they do not require an illness/misadventure appeal as they have met the task requirements. The stipulation of receiving the submission before 8.45am is to prevent the perception or reality of students using time throughout the day to complete the task. If the student is absent and submits the task after 8.45am then they must submit an illness/misadventure form for consideration as they have not been in all timetabled lessons

during the day. Failure to do so, or if the appeal is not upheld, will result in a 20% penalty of the maximum task marks available.

- 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

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?

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.
- The use of Artificial Intelligence software to create work which the student then submits as their own.

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?

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
- The use of Artificial Intelligence software to create work which the student then submits as their own.

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.

ILLNESS OR MISADVENTURE CLAIM FORM



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)

.....
.....
.....
.....

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

.....
.....
.....

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

- 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 NESAs; 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 NESAs 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
	The Nature of Ancient History and the Historical Investigation	Topic Test Structured Essay Case Studies	Yearly Examination	
	Term 1 Week 10	Term 2 Week 6	Term 3 Exam Period	
	AHII-3, AHII-7, AHII-8, AHI-9, AHII-10	AHII-1, AHII-2, AHII-6, AHII-7, AHII-9	AHII- 2, AHII-3, AHII-4, AHII-5 AHII-6, AHII-8 AHII-9	
Knowledge & understanding of course content		20	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	20			20
Communication of historical understanding in appropriate forms	5	5	10	20
Total	30	30	40	100

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
	Practical Investigation	Depth Study	Yearly Examination	
	Term 1 Week 9-10	Term 2 Week 9-10	Term 3 Exam Period	
	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in working Scientifically	15	30	15	60
Knowledge and understanding	5	10	25	40
Total	20	40	40	100

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
	Topic Test: Nature of Business	Business Report	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Period	
	P1.1, P1.2, 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	40
Stimulus Based Skills	10		10	20
Inquiry & Research Skills	10	10		20
Communication of business information, ideas & issues in appropriate forms		10	10	20
Total	30	30	40	100

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
	Depth Study	Practical Test	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8-9	Term 3 Exam Period	
	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	60
Knowledge and Understanding	10	5	25	40
Total	30	30	40	100

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 4	Weight
	Resource Management	Individuals and Groups	Yearly Exam	
	Term 1 Week 8	Term 2 Week 7	Term 3 Exam Period	
	P1.1,P1.2,P4.1, P4.2, P5.1, P6.2	P2.1, P2.3, P3.1, P4.1 P4.2, P6.1	P1.1,P1.2, 2.1,P2.2, P2.4, P3.1,P3.2,P4.2	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
Total	30	35	35	100

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.



Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 1-10 Term 1	Week 1-10 Term 1	Week 1-10 Term 2	Week 1-10 Term 3	Term 3
CPCWHS1001	Prepare to work safely in the construction industry						
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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”.



Education

Construction

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards
CPC20120 Certificate II in Construction (Release 3)
Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Cronulla High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 5 Assemble Components/ Manufacture and assemble joinery	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM
Code	Unit of Competency	HSC Examinable Unit	Week 1-15 Term 4-1	Week 6-30 Term 1-3	Week 16-40 Term 1-3	Term 3
CPCCB2001	Handle and prepare bricklaying and blocklaying materials					
CPCCB2002	Use bricklaying and blocklaying tools and equipment					
CPCCF2002	Use wall and floor tiling tools and					
CPCCF2003	Undertake basic installation of wall tiles					
CPCCF2004	Assemble components		X			
CPCCF2005	Manufacture and assemble joinery		X			
CPCCF2006	Use carpentry tools and equipment			X		
CPCCF2007	Use construction tools and equipment	√		X		
CPCCF2008	Handle carpentry materials			X		
CPCCF2009	Undertake a basic construction project				X	
CPCCF2010	Work effectively and sustainability in the construction industry	√			X	

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

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the HSC Trial Exam result. HSC Examinable units are specified in the above table.

Component		Weight
C1	Performance	40
C2	Composition	30
C3	Appreciation	30

Components	Task 1	Task 2	Task 3	Weight
	Presentation of Dance Performance Core Performance and Interview and Giselle Appreciation essay (hand in)	Presentation of Composition Core Composition, Rationale and elaboration	Yearly Examination Major Study Performance and Bennelong Appreciation essay (exam period)	
	Term 1 Weeks 7/8	Term 2 Assessment Period	Term 3 Exam Period	
	PI.3, P2.1, P2.2, P2.3, P2.4, P3.5, P3.7	PI.2, P3.1, P3.2, P3.3, P3.4, P3.6, P4.3	PI.3, PI.4, P2.3, P2.4, P2.5, P2.6, P4.1, P4.2, P4.4, P4.5	
Performance	20		20	40
Composition		30		30
Appreciation	10		20	30
Total	30	30	40	100

Task number	Task 1	Task 2	Task 3	
Nature of Task	Designer & Design Case Study	Preliminary Minor Project	Yearly Examination	
Timing	Term 1 Week 7	Term3 Week 4	Term 3 Exam Period	
Outcomes	PI.1, P2.1, P2.2, P3.1, P4.3, P5.3, P6.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	PI.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P6.1, P56.2	

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

Components	Task 1	Task 2	Task 3	Weight
	Class Production, Portfolio and Essay	Written Extended Essay	a) Group Devised Performance b) Individual Project	
	Term 2 Week 2	Term 2 Week 9	Term 3 Weeks 7-8	
	PI.1, PI.2, PI.3, PI.4, PI.5, PI.6, P3.1, P3.2	PI.4, PI.5, PI.8, P3.1, P3.2, P3.3	PI.1, PI.2, PI.3, PI.4, PI.5, PI.6, PI.7, PI.8, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1	
Making	20		20	40
Performing	10		20	30
Critically Studying	10	20		30
Total	40	20	40	100

EARTH & ENVIRONMENTAL SCIENCE 2024

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
	Depth Study	Practical and Skills Assessment	Yearly Examination	
	Term 1 Week 7-8	Term 2 Week 9	Term 3 Exam Period	
	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	60
Knowledge and Understanding	10	10	20	40
Total	30	35	35	100

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
	Topic Test: Topics 1 & 2 only	Research Essay Case Study: China	Yearly Examination	
	Term 1 Week 9	Term 2 Week 3	Term 3 Exam Period	
	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	40
Stimulus Based Skills	10		10	20
Inquiry & Research	10	10		20
Communication of economic information, ideas & issues in appropriate forms		10	10	20
Total	30	30	40	100

Components	Task 1	Task 2	Task 3	Weight
	Engineering Fundamentals Half Yearly Quiz	Braking Engineering Report	Yearly Examination	
	Term 1 Assessment Period	Term 2 Week 7	Term 3 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	60
Knowledge and skills in research, problem solving and communication related to engineering practice		20	20	40
Total	20	40	40	100

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
		Common Module: Imaginative Text & Multimodal Reflection	Module B: Essay	Yearly Examination: All Modules & Content	
		Term 1 Week 9	Term 2 Week 9	Term 3 Yearly Exam Period	
		EA11-1, EA11-2 EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-7, EA11-8	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	
Weight		30	30	40	100
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

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
		Common Module: Imaginative Text & Multimodal Reflection	Module B: Essay	Yearly Examination: All Modules & Content	
		Term 1 Week 9	Term 2 Week 9	Term 3 Yearly Exam Period	
		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	
	Multimodal and Short Response Mandatory Module: Achieving through English	Extended Written Response Elective Module 1	Portfolio of Extended Responses All Modules	
	Term 1 Week 9	Term 2 Week 9	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"> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively 	15	15	20	50
Total	30	30	40	100

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
		Imaginative Response	Independent Research Project: Multimodal Task	Yearly Examination All content.	
		Term 1 Week 10	Term 2 Week 9	Term 3 Exam Period	
		EEII-2, EEII-3, EEII-6	EEII-1, EEII-2, EEII-3, EEII-4, EEII-5	EEII-1, EEII-2, EEII-3, EEII-4, EEII-5, EEII-6	
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

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.

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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.



School Name: Cronulla High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM
Code	Unit of Competency	Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	Week 10 Term 1 (Yr 12)	Week 7 Term 3
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

* **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”.



Education

Entertainment Industry

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

Qualification: Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services

Cohort 2024 - 2025

Training Package CUA Creative Arts and Culture (Release 6.0)

School Name: Cronulla High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 2 Plan a career	Task 5 Work in the industry	Task 6 To project and serve	Task 7 Showtime	HSC Trial Exam
Code	Unit of Competency	Week 10 Term 2	Week 10 Term 3	Week 5 Term 4	Week 5 Term 4	Week 5 Term 4
CUAIND311	Work effectively in the creative arts industry		X			HSC Examinable units of competency
SITXCCS006	Provide service to customers			X		
CUASOU306	Operate sound reinforcement systems			X		
CUAVSS312	Operate vision systems			X		
CUASTA311	Assist with production operations for live performances				X	
CUASMT311	Work effectively backstage during performances				X	
CUAIND314	Plan a career in the creative arts industry	Post WPL				

* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Preliminary Yearly 40% and Trial HSC 60%

* 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”.

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

Course Structure		Weight
Topic 1	Earth's Natural Systems	40
Topic 2	People, Patterns and Processes	40
Topic 3	Human-environment Interactions	20
Topic 4	Geographical Investigation	20
Total		100

Components	Task 1	Task 2	Task 3	Weight
	Topic Test	Extended Response	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Period	
	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	20		20	40
Geographical tools & skills	5	5	10	20
Geographical inquiry & research, including fieldwork		20		20
Communication of geographical information, ideas & issues in appropriate form	5	5	10	20
Total	30	30	40	100

HOSPITALITY OPERATIONS VET 2024

Certificate II in Hospitality (Kitchen Operations)

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 Board of Studies, Teaching and Educational Standards (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 following Hospitality-Kitchen Operations Assessment Schedule.



School Name: Cronulla High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <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 Safety in the kitchen	Task 2 Service please	EXAM
Code	Unit of Competency	Week 8 Term 1	Week 8 Term 2	Term 3 exam period
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		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		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 a SIT20322 Certificate II in Hospitality.

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”.



School Name: Cronulla High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
Code	Unit of Competency	Week 6 Term 4	Week 8 Term 1 2025	Week 8 Term 2 2025	Term 3 Trial exam period
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Preliminary yearly exam 40% and 60% HSC Trial.

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”.

Components	Task 1	Task 2	Task 3	Weight
	Industry Case Study	Preliminary Project	Yearly Examination	
	Term 1 Week 7	Term 3 Week 4	Term 3 Exam Period	
	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total	20	40	40	100

INDUSTRIAL TECHNOLOGY – TIMBER & FURNITURE 2024

Components	Task 1	Task 2	Task 3	Weight
Nature of task	Industry Case Study	Preliminary Project (inc. folio)	Yearly Examination	
Timings	Term 1 Week 9	Term 3 Week 5	Term 3 Exam Period	
Outcomes assessed	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	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total	20	40	40	100

Component		Weight
C1	Speaking	20
C2	Listening & Responding	30
C3	Reading & Responding	30
C4	Writing in Japanese	20
Total		100

Components	Task 1	Task 2	Task 3	Weight
	In Class Task	Reading Responding Writing Task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 6-7	Term 3 Exam Period	
	3.1, 3.2, 3.4, 3.5 1.2, 1.3, 2.3, 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.	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	20
C2	20		10	30
C3		20	10	30
C4		10	10	20
Total	30	30	40	100

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

Components	Task 1	Task 2	Task 3	Weight
	In Class Response	Research Task Oral Presentation	Yearly Examination	
	Term 1 Week 8	Term 2 Weeks 7-8	Term 3 Exam Period	
	P1, P2, P3, P4, P6, P8	P1, P4, P5, P6, P8, P9	P2, P4, P5 P9, P10	
Knowledge & understanding of course content	5	10	25	40
Analysis & Education	10	5	5	20
Inquiry & Research	10	10		20
Communication	5	5	10	20
Total	30	30	40	100

Components	Task 1	Task 2	Task 3	Weight
	Open Book Class Test Topic FI	Assignment/ Investigation Topics TI, T2, CI	Yearly Examination Topics FI, TI, T2, CI, SI	
	Term 1 Week 8	Term 2 Week 9	Term 3 Exam Period	
	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	50
Problem Solving, Reasoning & Justification	15	15	20	50
Total	30	30	40	100

Components	Task 1	Task 2	Task3	Weight
	Assignment/ Investigation Topic F1	Open Book Class Test Topics F2, A1.2	Yearly Examination Topics F1, F2, T1, T2, C1, A1	
	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Period	
	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
Total	30	30	40	100

Components	Task 1	Task 2	Task 3	Weight
	Open Book Class Test Topics SI, AI	Assignment/ Investigation Topics FI.2, MI	Yearly Examination Topics FI.1, FI.2, AI, A2, SI, S2, MI, M2	
	Term 1 Week 8	Term 2 Week 9	Term 3 Exam Period	
	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
Total	30	30	40	100

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	
Total		100

Components	Task 1	Task 2	Task 3	Weight
	Topic Test: Nature of Modern History	Historical Investigation Hand-in Task	Yearly Examination All topics	
	Term 1 Week 9-10	Term 2 Week 8	Term 3 Exam Period	
	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	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total	30	30	40	100

Task number	Task 1	Task 2	Task 3	
Nature of task	Lecture Demonstration Topic 1 Music for small Ensembles	Composition Portfolio and Musicological Analysis Topic 1 or 2 Music of the 20 th and 21 st Centuries	Yearly Examination Topic 1, Topic 2 & Topic 3 Music for Radio, Film, Television and Multimedia Solo or ensemble performance and aural examination.	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Exam Period	
Outcomes assessed	P1, P2, P4, P5, P6	P3, P4, P5, P6, P7, P8	P1, P2, P4, P6	
Components				Weight
Performance	10		15	25
Composition		25		25
Musicology	15	10		25
Aural			25	25
Total	25	35	40	100

Components	Task 1	Task 2	Task 3	Weight
	Musicology and Aural Skills Task Mandatory topic Music 1600–1900 Two short rhythmic and melodic notation exercises and short responses to one aural excerpt and one unseen score.	Submission of Composition Portfolio and Aural Analysis 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.	Presentation of Performance with Background Research 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 7- 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	25
Composition		25		25
Musicology	15		10	25
Aural	10	15		25
Total	25	40	35	100

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION 2024

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
	Core 1: First Aid Practical Assessment	Core 2: Body in Motion Topic Test	Yearly Exam: Core 1 + Fitness Option Formal Examination	
	Term 1 Week 7	Term 2 Week 6-7	Term 3 Exam Period	
	P7, P8, P9, P10	P6, P12, P15, P16	P1 to P12	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysis and communicating.	10	25	25	60
Total	20	40	40	100

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	
Total		100

Components	Task 1	Task 2	Task 3	Weight
	Practical/skills Investigation	Depth Study	Yearly Examination	
	Term 1 Week 8-9	Term 2 Week 9	Term 3 Exam Period	
	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 PH11/12-7 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	60
Knowledge and Understanding	10	10	20	40
Total	30	30	40	100

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	
Total		100

Components	Task 1	Task 2	Task 3	Weight
	Topic Test The Social and Cultural World	Research Task	Yearly Examination	
	Term 1 Week 8	Term 2 Week 6	Term 3 Exam Period	
	P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P3, P4, P7, P8, P9	
Knowledge & understanding of course content	10	20	20	50
Application & evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas & issues in appropriate forms	5	5	10	20
Total	25	35	40	100

SPORT LIFESTYLE & RECREATIONS 2024

Content Endorsed Course

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

Components	Task 1	Task 2	Task 3	Weight
	Coaching Analysis	Games & Sports Applications I. Assessment	Yearly Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Exam Period	
	1.3, 3.1, 4.2, 4.5	1.1, 1.3, 3.1, 3.2, 4.1, 4.4	1.1, 1.5, 2.1, 3.5, 4.3	
Knowledge and understanding outcomes	10	10	30	50
Skills outcomes	20	20	10	50
Total	30	30	40	100

Components	Task 1	Task 2	Task 3	Weight
	VAPD Portfolio of Experimental Works Case Study	Case Study/ Open Book Essay	VAPD Body of Work and Yearly Examination	
	Term 2 Week 2	Term 3 Week 4	Term 3 Exam Period	
	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
Total	30	30	40	100