

# YEAR 12

# HSC COURSE

# ASSESSMENT BOOKLET

Critical information for students in **2023**



## Cronulla High School

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

## TABLE OF CONTENTS

PREAMBLE.....	2
THE HIGHER SCHOOL CERTIFICATE.....	3
SOME ANSWERS TO SOME IMPORTANT QUESTIONS .....	4
ILLNESS OR MISADVENTURE PROCEDURES.....	11
PRINCIPAL’S CERTIFICATION OF COURSE REQUIREMENTS .....	12
EXAMINATION AND ASSESSMENT RULES AND PROCEDURE .....	13
ILLNESS OR MISADVENTURE CLAIM FORM .....	14
ASSESSMENT REVIEW PANEL MEETING FORM .....	15
BIOLOGY 2023.....	16
BUSINESS STUDIES 2023.....	17
CHEMISTRY 2023.....	18
COMMUNITY AND FAMILY STUDIES 2023 .....	19
CONSTRUCTION VET 2023 .....	20
DANCE 2023 .....	22
DESIGN AND TECHNOLOGY 2023.....	23
DRAMA 2023 .....	24
EARTH & ENVIRONMENTAL SCIENCE 2023.....	25
ECONOMICS 2023 .....	26
ENGINEERING STUDIES 2023 .....	27
ENGLISH STANDARD 2023 .....	28
ENGLISH ADVANCED 2023.....	29
ENGLISH EXTENSION 1 2023 .....	30
ENGLISH EXTENSION 2 2023 .....	31
ENGLISH STUDIES 2023.....	32
ENTERTAINMENT VET 2023 .....	33
FOOD TECHNOLOGY 2023 .....	36
GEOGRAPHY 2023 .....	37
HISTORY ANCIENT 2023.....	38
HISTORY MODERN 2023.....	39
HISTORY EXTENSION 2023.....	40
HOSPITALITY VET 2023 .....	41
INDUSTRIAL TECHNOLOGY – MULTIMEDIA 2023 .....	43
INDUSTRIAL TECHNOLOGY TIMER & FURNITURE 2023.....	44
JAPANESE 2023 .....	45
LEGAL STUDIES 2023.....	46
MATHEMATICS STANDARD 2 2023.....	47
MATHEMATICS ADVANCED 2023.....	48
MATHEMATICS EXTENSION 1 2023.....	49
MATHEMATICS EXTENSION 2 2023.....	50
MUSIC 1 2023 .....	51
MUSIC 2 2023 .....	52
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2023.....	53
PHYSICS 2023 .....	54
SCIENCE EXTENSION 2023.....	55
SOCIETY & CULTURE 2023 .....	56
SPORT, LIFESTYLE & RECREATION 2023 .....	57
VISUAL ARTS 2023.....	58

## PREAMBLE

---

This booklet is designed to help you plan for the school assessment part of your Higher School 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 and ranks will be moderated by the NSW Education Standards Authority (NESA) against actual HSC performance and this moderated assessment will contribute to 50% of your final HSC marks.
- If for any serious reason you are not able to sit for your HSC Examinations, your total HSC mark may, at the discretion of the NESA, be constituted from your assessment mark.
- All assessments must be completed as they fall due. Missed assessments usually attract a zero mark unless a genuine case of illness and misadventure is demonstrated.
- Your performance in the NESA examination is critical to both your HSC success and ATAR.

It is also important to understand the legal umbrella covering the award of a Higher School 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.

This means that you 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 therefore the award of an HSC.

To guide you and your parents, warning letters will be issued if your progress is not adequate; your work is of a poor standard; you do not 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.

The HSC can be a rewarding experience. 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. Remember that the HSC is not a right. It is earned.

Tony Ibrahim  
**Principal**

## THE HIGHER SCHOOL CERTIFICATE

---

The Higher School Certificate (HSC) is the highest educational award given to students in N.S.W. schools. 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 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 an assessment free zone of two weeks before the Trial HSC.
- 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 maximum 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.
- 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. Students may have formal examinations in particular courses (see assessment schedules in this booklet). Students may choose to complete the optional vocational course external HSC examination. 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.

## SOME ANSWERS TO SOME IMPORTANT QUESTIONS

---

### What will appear in the HSC?

Your HSC will show:

- An examination mark and an assessment mark which are averaged to produce a HSC mark.
- Performance bands (1-6) in each subject.
- Individual course reports.

### Why is the school based assessment necessary?

The purpose of the assessment mark is to measure syllabus objectives, which may not be measured in the HSC Examination and also to give credit for work done throughout the course rather than just at one examination.

At the end of Year 12 the school must submit to NESA an assessment mark for each student in each subject. This mark is likely to be moderated by NESA according to the performance of all students state-wide in each subject.

### Are assessment marks and examination marks related?

Not necessarily. Examination marks and assessment marks are an indication of the extent to which a student has achieved the examination and the assessment objectives. The objectives for the examination may be quite different to the objectives for the assessment.

### When will I be assessed?

- Assessment will commence from the beginning of Term 4 in Year 11 and all assessment tasks will conclude by the beginning of the Trial HSC Examination period. The Trial HSC should be the last assessment task.
- You will be given a program of dates to be followed, which will outline the **approximate dates** when assessment tasks are due.
- At least **10 school days'** notice will be given of the **specific date** that an 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).**

In special circumstances, it may be necessary to reschedule a task after the Trial HSC.

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

In any **2 unit** course you will be assigned a maximum of **four** tasks, including the major examinations, which may also be assessment tasks. In any **1 unit** course you will be assigned a maximum of **four** tasks, including the major examinations, which may also be assessment tasks. The number of tasks will vary depending on the subject. Students need to expect that during some weeks you will be asked to complete more than one assessment task. Only one task can resemble the HSC examination with a maximum weight of 30%.

### To whom and when do I submit my 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 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 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.

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 warning letter issued in respect of that task. This will also apply to definable parts of an assessment task.

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

**No.** You will earn an "N" determination warning letter (unsatisfactory application) in a subject if;

- You do not satisfactorily attempt **at least 50%** of the value of the total assessment tasks **and/or**
- The school determines that you have not met the requirements of the syllabus because you have not satisfactorily attempted various class assignments, been involved in practical work or participated in class learning activities. Students must show sustained and diligent effort in both assessable and non-assessable tasks required for their subjects.

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

### What happens if I am absent when an 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. For an illness a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

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.

Where a student has **prior knowledge of an absence** (e.g. scheduled medical reasons, approved leave or work placement for a VET subject), **the student must submit a written application (Illness or Misadventure 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 a 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 maximum task marks available 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 maximum task marks available 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. 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 also be considered in the same manner.

If a student is absent from school on the due date of an assessment task because of a legitimate school activity (e.g. a sporting excursion, work placement) the student must first notify the relevant Head Teacher and in the case of a 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.

Similarly, students must attend school on the due date of any major works or projects which are submitted to NESA for external marking. Students who are absent will be expected to provide a doctor's certificate or other suitable documentation to verify their absence.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by these rules they may appeal by submitting an Illness or Misadventure Claim form to the relevant subject Head Teacher.

### **What information will I be given?**

The final assessment mark that the school sends to NESA is required by NESA to be confidential and **is therefore not** disclosed to you, as it may not be the mark which appears on your Higher School Certificate once assessment marks are moderated against Examination performance and other variables. HSC assessment rankings (not marks) will be made available before the end of the HSC examination.

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 made 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 direct a written appeal to the Head Teacher of the subject concerned. The Head Teacher's judgement will be final.



## Late entry into a course

Students transferring from another school will begin their assessments upon arriving at this school. Where a student transfers from another school during the assessment process, the following procedure will be used to calculate the student's assessment:

1. The marks for all students for all tasks completed by the student will be totalled using the weightings in the course assessment schedule.
2. The new student's rank will be established from this process.
3. Marks for the whole school assessment program, excluding the new student, will be totalled. The rest of the students will be ranked on this total, using the weightings specified.
4. The new student will be assigned a mark based on the rank calculated in step two.

## Vocational Education and Training (VET) Courses

VET courses are offered as part of the HSC or Record of School Achievement (RoSA). 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 Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications 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 operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET 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.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can't count in the calculations of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

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 of performance that is expected in the workplace.

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.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.



## 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.

## 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, CDs, 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 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

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 NESA 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.

Following recommendations from the ICAC, NESA has decided to implement a Register of Malpractice in HSC Assessment tasks. Proven cases of malpractice are to be reported by schools and will be registered with the NESA.

## 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 must be supported by a medical certificate and be 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 date of 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 warning 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.**

**Please note:** The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in this course. Where a student has failed to attempt assessment tasks totalling **50%** or more of the final assessment mark, the Principal **must** certify that the course has **not** been studied satisfactorily and the student will be N - Determined.

### 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.

## 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 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 likely be deemed to have not met requirements of the course. 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 warning 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.

## EXAMINATION and ASSESSMENT RULES AND PROCEDURE

---

### A Guide for all Students and Teachers during an Examination or Assessment Task

#### Examination Dates and Times

- Each student **must** be present at the commencement time set for that examination. Students arriving late may be admitted only at the discretion of the supervisor/teacher. **No** additional time will be allowed.

#### Examination Equipment

- Students **must not** take any electronic device into the Examination room unless directed to do so by their teacher. This includes calculators, personal organisers, MP3's, iPods, mobile phones, smart watches, etc.
- Students **must** complete their examinations in blue or black pen **ONLY**. Pencil must only be used where specifically directed.
- Students **must** take all necessary writing, drawing, erasing etc. materials into the Examination room.
- Students **must not** borrow any equipment during the examinations.

#### Examination Room or Hall Procedures

- Students **must** follow the supervisor's/teacher's instructions at all times. Students failing to do so may have their examination cancelled.
- Students must **wear full school uniform** to all examinations.
- Each student **must** sit where directed to by the supervisor/teacher.
- Students **must not** speak to any person other than a supervisor/teacher during the examination. To speak to a supervisor/teacher, students must raise their hand.
- Students **must remain in their seat** until the completion of the Examination and all papers have been collected.
- Students **must not** begin work until instructed to do so by the supervisor/teacher.
- Students **must** stop writing immediately when told to do so by the supervisor/teacher.
- Students **must not** behave in any way, which is likely to disturb the work of any other student or upset the proper conduct of the examination.
- Students must make a serious attempt at all examinations. A non-serious attempt may result in an N Determination warning letter with no marks awarded. You will not write offensive or distasteful comments or drawings on any examination paper.

#### Leaving the Examination Room or Hall

- Students **must** remain for the full duration of the examination. **No** student may leave the examination early.
- You **must not** leave the examination room i.e. to go to the toilet, until one hour after the start of the examination. Students **must not** leave during the last 15 minutes of the examination. Students leaving the examination room **must** be accompanied by a supervisor/teacher.

#### Illness or Misadventure

- If you believe that your performance in the examination was diminished because of circumstances beyond your control you can lodge an **Illness or Misadventure** appeal. Forms should be presented to the examination supervisor or relevant HT for non NESAs examinations.

**Students who do not comply with these rules, or who are caught cheating in any way, may be asked to leave the examination, receive no marks and be issued with an N Determination Warning Letter.**



## 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, must 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, must be submitted to your classroom teacher or Head Teacher of the subject area concerned.
- This claim form must 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:

.....

.....

.....

.....

.....

.....

Decision of Assessment Review Panel:

.....

.....

.....

.....

.....

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.**

Modules		Weight
Module 5	Heredity	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 6	Genetic Change	
Module 7	Infectious Disease	
Module 8	Non-infectious Disease and Disorders	
Total		100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Skills Examination	Half Yearly Examination	Depth Study	Trial HSC Examination	
Date Due	Term 4 Week 8	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
Outcomes	BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO12-12	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-12 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO12-13 BIO12-14	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in Working Scientifically	20	10	20	10	60
Knowledge and understanding	0	10	10	20	40
Total	20	20	30	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>In Class Task. Operations Management</b>	<b>Half Yearly Marketing &amp; Operations</b>	<b>Business Report - Finance</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam period	
<b>Outcomes</b>	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H5.3	H1.2, H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H5.3, H5.4	H1.1, H1.2, H2.1, H2.2, H3.2, H3.3, H4.1, H4.2, H5.1, H5.2, H5.3, H5.4	H1.1, H1.P, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H5.3, H5.4	
<b>C1</b> Knowledge and understanding of course content	10	10	10	10	<b>40</b>
<b>C2</b> Stimulus based skills		10		10	<b>20</b>
<b>C3</b> Inquiry and research	10		5	5	<b>20</b>
<b>C4</b> Communication of business information, ideas and issues in appropriate forms		10	5	5	<b>20</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

Course Structure		Weight
Module 5	Equilibrium and Acid Reactions	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 6	Acid/Base Reactions	
Module 7	Organic Chemistry	
Module 8	Applying Chemical Ideas	
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Depth Study</b>	<b>Practical Half-Yearly Examination</b>	<b>Skills Examination</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 8	Term 1 Exam Period	Term 2 Weeks 7-8	Term 3 Exam Period	
<b>Outcomes</b>	CH11/12-3 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-6 CH11/12-7 CH12-12 CH12-13	CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12 CH12-13 CH12-14	CH11/12-1 to CH11/12-7 and CH12-12 to CH12-15	
Skills in Working Scientifically	10	20	20	10	<b>60</b>
Knowledge and understanding	10	10	0	20	<b>40</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

Course Structure		Weight
C1	Research Methodology	Weightings to reflect a balance of knowledge and understanding, and skills about research
C2	Groups in Context	
C3	Parenting and Caring	
O1	Social Impact of Technology	
Total		100

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weight
<b>Nature of task</b>	<b>Independent Research Project and Plan</b>	<b>Half Yearly Exam</b>	<b>Groups in Context/ Parenting Research task</b>	<b>Social Impact of Technology</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	<b>Plan</b> Term 4 Week 5 <b>Project</b> Term 4 Week 10	Term 1 Exam Period	Term 2 Week 9	Term 3 Week 2	Term 3 Exam Period	
<b>Outcomes</b>	H4.1 H4.2	H1.1, H2.2, H2.3, H3.1, H3.3, H5.1,	H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2	H2.3, H3.4, H4.1, H4.2, H6.1	H1.1 to H6.2	
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>• Resource Management</li> <li>• Positive relationships</li> <li>• Range of societal factors</li> </ul>	10	10		10	10	40
Skills in: <ul style="list-style-type: none"> <li>• Applying management processes to meet the needs of the individuals, groups, families and communities.</li> <li>• Planning to take responsible action to promote well-being</li> </ul>		5	10		15	30
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	15	5	5	5		30
<b>Total</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>25</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 attached Construction Assessment Schedule.



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Training Package: CPC08 Construction, Plumbing and Services (version 6.5)

**NB: The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.**

**NESA course code**

2U X 2 YR - 26211

**2022 HSC Exam:**

**26299**

**LMBR UI Code:**

CPC20220126211B or

CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>6 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	50% Preliminary Exam  35 hrs. Work placement
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPCCCOM2001 CPCCPM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
							35 hrs. Work placement
Terms 4/5	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	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.
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	
Terms 5/6/7	CPCCVE1011 CPCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-240-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Components		Weight
C1	Performance	20
C2	Composition	20
C3	Appreciation	20
C4	Major Study	40
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	Core Composition and Major Study work in progress	Core Performance and prepared response	Trial Practical Exam (CP, CC and MS) and Interview	Trial Appreciation Written Paper	
<b>Date Due</b>	Term 4 Weeks 10	Term 1 Weeks 8-10	Term 2 Week 10	Term 3 Exam Period	
<b>Outcomes</b>	H1.2, H3.1, H3.2, H3.3, H1.2, H2.2, H2.3	H2.1, H2.2, H2.3, H1.1, H1.3, H1.4, H4.1, H4.3	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4	H4.1, H4.2, H4.4, H4.5	
C1		10	10		20
C2	10		10		20
C3		10		10	20
C4	20		20		40
<b>Total</b>	<b>30</b>	<b>20</b>	<b>40</b>	<b>10</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Project Proposal &amp; Presentation</b>	<b>Half Yearly Exam Innovation Case Study*</b>	<b>Project Realisation &amp; Evaluation Report</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 8	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
<b>Outcomes</b>	H1.1, H1.2, H.3.2, H4.1, H5.1, H5.2, H6.1	H2.2, H3.1, H3.2, H6.2	H1.1, H1.2, H2.2, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.3, H5.1, H5.2, H6.1 H6.2	
Knowledge and understanding of course content		20		20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	<b>60</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\* Mandatory task

Components	Task 1	Task 2	Task 3	Task 4A	Task 4B	Weight
<b>Nature of task</b>	<b>Contemporary Australian Theatre Practice</b> <b>Workshop, Presentation and Essay</b>	<b>IP Presentation including IP</b> <b>Logbook &amp; reflection statement + rationale</b>	<b>Studies in Drama &amp; Theatre</b> <b>Workshop, Presentation and Essay</b>	<b>Trial Examination Practical</b> <b>Presentation of Group/ Individual Performance</b>	<b>Trial Exam Written</b>	
<b>Date Due</b>	Term 4 Week 10	Term 1 Week 5	Term 1 Week 8-10	Term 2 Week 9-10	Term 3 Exam Period	
<b>Outcomes</b>	H1.1, H1.3, H1.5, H1.7, H3.1, H3.1, H3.2	H1.1, H1.2, H1.4, H1.5, H2.2	H1.2, H1.3, H1.5	H1.4, H1.5, H2.1, H2.2, H2.3	H3.2, H3.3, H3.4, H3.5	
Making	10	10	10	10		<b>40</b>
Performing		20		10		<b>30</b>
Critically Studying	10		10		10	<b>30</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>100</b>

Modules		Weight
Module 5	Earth's Processes	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
Module 6	Hazards	
Module 7	Climate Science	
Module 8	Resource Management	
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Hazards Research Task</b>	<b>Half Yearly Examination</b>	<b>Climate Change Depth Study</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 7	Term 1 Exam Period	Term 2 Week 8	Term 3 Exam Period	
<b>Outcomes</b>	EESI1/12-1 EESI1/12-2 EESI1/12-3 EESI1/12-4 EESI1/12-7 EESI2-13	EESI1/12-5 EESI1/12-6 EESI1/12-7 EESI2-12	EESI1/12-2 EESI1/12-1 EESI1/12-6 EESI1/12-7 EESI2-14 EESI1/12-3 EESI1/12-4	EESI1/12-5 EESI1/12-6 EESI1/12-7 EESI2-12 EESI2-13 EESI2-14 EESI2-15	
Skills in Working Scientifically	10	10	15	10	<b>60</b>
Knowledge and Understanding	10	10	15	20	<b>40</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>C1 Topic Test</b>	<b>C1, C2, C3 Half Yearly Topics 1&amp;2</b>	<b>Stimulus based skills</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
<b>Outcomes</b>	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	H1, H2, H4, H5, H7, H8, H9, H10, H11, H12	H1, H2, H5, H6, H7, H9, H10, H11, H12	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11, H12	
Knowledge and understanding of course content	5	15	10	10	<b>40</b>
Stimulus based skills		5	10	5	<b>20</b>
Inquiry and Research	10	5		5	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5		10	<b>20</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Engineering Report 1 - Transport</b>	<b>Half Yearly Examination</b>	<b>Engineering Report 2 – Tele-communications</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 1 Week 7	Term 1 Exam Period	Term 3 Week 1	Term 3 Exam Period	
<b>Outcomes</b>	H2.1, H4.1, H4.2	H3.1, H3.3, H4.3, H6.1	H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1	
Knowledge and understanding of course content	10	15	15	20	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	5	10	<b>40</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Half Yearly Exam: Common Module &amp; Module A</b>  Critical responses with extended planning time	<b>Module B</b>  Critical response to prescribed texts under timed conditions	<b>Mod C: Craft of Writing</b>  Imaginative text with reflection	<b>Trial HSC Examination</b>  All modules & course content	
<b>Date Due</b>	Term 1 Exam Period	Term 2 Week 8	Term 3 Week 2	Term 3 Exam Period	
<b>Outcomes</b>	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>



Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Half Yearly Exam: Common Module &amp; Module A</b>  Critical responses with extended planning time	<b>Module B</b>  Critical response to prescribed texts under timed conditions	<b>Mod C: Craft of Writing</b>  Imaginative text with reflection	<b>Trial HSC Examination</b>  All modules & course content	
<b>Date Due</b>	Term 1 Exam Period	Term 2 Week 8	Term 3 Week 2	Term 3 Exam Period	
<b>Outcomes</b>	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, E12-7	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-5, EA12-7, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Knowledge and understanding of course content	15	10	10	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	<b>50</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
<b>Nature of task</b>	<b>Imaginative and Critical Responses</b>	<b>Critical response + panel discussion with related text</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 1 Weeks 8-9	Term 2 Week 9	Term 3 Exam Period	
<b>Outcomes</b>	EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</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>Nature of task</b>	<b>Viva Voce (including written proposal)</b>	<b>Literature review</b>	<b>Critique of the creative process</b>	
<b>Date Due</b>	Term 4 Week 9	Term 1 Week 9	Term 3 Week 1	
<b>Outcomes</b>	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX12-4	EEX12-2, EEX12-3, EEX12-5	
Knowledge and understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Extended response</b> Mandatory module: Texts and Human Experiences	<b>Multimodal presentation</b> Elective module	<b>Collection of classwork</b> All modules	<b>Trial HSC Examination</b> Mandatory module and Electives	
<b>Date Due</b>	Term 4 Week 9	Term 1 Weeks 8	Term 2 Week 9	Term 3 Exam Period	
<b>Outcomes</b>	ES12-1, ES12-4, ES12-7 ES12-8, ES12-9	ES12-2, ES12-4, ES12-6, ES12-8	ES12-1, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10	All course outcomes	
Knowledge and understanding of course content	15	10	15	10	<b>50</b>
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	10	15	15	10	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>100</b>

### Certificate III in Live Production, Theatre and Events (Technical 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 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 attached Entertainment Industry Assessment Schedules.




**Education**

**PUBLIC SCHOOLS NSW ULTIMO RTO 90072**  
**ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE**  
**Preliminary Year 2022 - HSC 2023**

QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services  
 Training Package: CUA Creative Arts and Culture (version 5.1)

**NESA code**  
 2 U X 2 YR - 26401  
**2023 HSC Exam:**  
**26499**  
**LMBR UI Code:**  
 (11 OR 12)  
 CUA30420326401B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>6 PRELIMINARY UOCs</b>						C
	CPCCWHS1001	Prepare to work safely in the construction industry	E	M E	15 10	<b>Cluster 1: Let's get tech savvy</b> Direct observation, produce based method, questioning	
Term 1/2	CUAWHS312 CUASOU331	Apply work health and safety practices Undertake live audio operations	E E	M E	20 20	<b>Cluster 2: Organise business safety</b> Direct observation, produce based method, questioning	
Term 2/3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	15 25	<b>Cluster 3: Working in industry</b> Direct observation, produce based method, questioning	
Term 3	CUAIND311					Work effectively in the creative arts industry	
Term 4/5	<b>6 HSC UOCs</b>			M	10	<b>Cluster 4: Wellbeing</b> Direct observation, produce based method, questioning	
Terms 4-5	SITXCCS006 CUASOU306 CUAVSS312	Provide services to customers Operate sound reinforcement systems Operate vision systems	E E E	M E	20 25	<b>Cluster 5: Mastering document design</b> Direct observation, produce based method, questioning	35 hrs Work placement <b>60% Trial HSC Exam</b>  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
Term 6/7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M M E	15 15 15	<b>Cluster 6: Sharing is caring</b> Direct observation, produce based method, questioning	

							estimate is a school decision.
<b>OPTIONAL</b> Unit delivered in <b>Term X</b>	HLTAID011 (optional)	Provide first aid (optional) (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	E	M	20	<b>Cluster 7: Thinking critically</b> Direct observation, produce based method, questioning	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 265			Units of competency from the HSC focus areas will be included in the optional HSC examination.	
<div><div></div><div><b>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</b> <b>ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2022 or HSC 2023</b> QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 5.1)</div></div>							<b>NESA code</b> 1 U X 1 YR - 26403 <b>LMBR UI Code:</b> (11 OR 12) CUA30420226403B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term	3 HSC UOCs			Students			240 Indicative Hours over 2 years
	CUALGT314	Install and operate follow spots	E	M		Cluster 1 – GIT (White Card)	
Term 1/2	CUAPPR314	Participate in collaborative creative projects	C	M	20	Cluster 2 – Work Safe Stay Safe	40% Preliminary Exam  35 hrs. Work placement
Term 2/3	BSBBEF301	Organise personal work priorities and development	C	M M	35	Cluster 3 – TITLE TBA	
NESA requires students to study a minimum of 60 hours to meet HSC requirements.	Total Hours 60	No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.		M M	35	Cluster 4 - TITLE TBA	



Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weight
<b>Nature of task</b>	<b>AFI Report</b>	<b>Food Manufacture Exp. And Preparation</b>	<b>Half Yearly Examination</b>	<b>Con. Nutrition Issues Investigation</b>	<b>Trial Examination</b>	
<b>Date Due</b>	Term 4 Week 8	Term 1 Week 8	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
<b>Outcomes</b>	H1.2, H1.3, H3.1, H1.4	H1.1 H4.2, H5.1	H1.2, H1.1	H2.1 H3.2 H4.1	H1.2 H.1.	
Knowledge and understanding of course content			15	10	15	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	15	10		5		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts		15		15		<b>30</b>
<b>Total</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>30</b>	<b>15</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Ecosystems at Risk</b> In Class Essay	<b>Half Yearly Examination</b> <b>Topic:</b> <b>Urban Places</b>	<b>People &amp; Economic Activity</b> Topic Test	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 8	Term 3 Exam Period	
<b>Outcomes</b>	H1, H4, H5, H6, H7, H8, H9, H10, H12, H13	H1, H2, H4, H5, H6, H7, H9, H10, H11, H12, H13	H1, H2, H5, H6, H8, H9, H10, H12, H13	H1, H2, H3, H4, H5, H6, H7, H9, H10, H11, H12, H13	
<b>C1</b> Knowledge and understanding of course content	5	10	5	20	<b>40</b>
<b>C2</b> Geographical tools and skills		5	10	5	<b>20</b>
<b>C3</b> Geographical inquiry and research, including fieldwork	10	5	5		<b>20</b>
<b>C4</b> Communication of geographical information, ideas and issues in appropriate form	5	5	5	5	<b>20</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Core: Pompeii Source Based Analysis Test</b>	<b>Half Yearly Examination Ancient Society</b>	<b>Historical Period and Personality</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 10	Term 3 Exam Period	
<b>Outcomes</b>	AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-9, AH12-10	AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-7, AH12-9	AH12-1, AH12-2, AH12-3, AH12-4, AH12-5, AH12-6, AH12-7, AH12-8, AH12-9, AH12-10	
<b>C1</b> Knowledge and understanding of course content	5	15	5	15	<b>40</b>
<b>C2</b> Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	<b>20</b>
<b>C3</b> Historical inquiry and research		10	5	5	<b>20</b>
<b>C4</b> Communication of historical understanding in appropriate forms		5	5	10	<b>20</b>
<b>Total</b>	<b>15</b>	<b>30</b>	<b>20</b>	<b>35</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Core: Power &amp; Authority Topic Test</b>	<b>Core &amp; National Study Half Yearly Examination</b>	<b>Peace &amp; Conflict Source Analysis &amp; Research Essay</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
<b>Outcomes</b>	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-7, MH12-9	MH12-1, MH12-2, MH12-3, MH12-5, MH12-7, MH12-8, MH12-9	MH12-1, MH12-2, MH12-3, MH12-4, MH12-5, MH12-6, MH12-7, MH12-9	
<b>C1</b> Knowledge and understanding of content	5	15	5	15	<b>40</b>
<b>C2</b> Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	<b>20</b>
<b>C3</b> Historical inquiry and research		10	5	5	<b>20</b>
<b>C4</b> Communication of historical understanding in appropriate forms		5	5	10	<b>20</b>
<b>Total</b>	<b>15</b>	<b>30</b>	<b>20</b>	<b>35</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
<b>Nature of task</b>	<b>History Project – Process</b> (proposal, process log, annotated sources) + Essay	<b>Half Yearly Examination</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 2 Week 1	Term 1 Exam Period	Term 3 Exam Period	
<b>Outcomes</b>	HE12-2, HE12-3	HE12-2, HE12-3, HE12-4	HE12-1, HE12-3	
<b>C1</b> Knowledge and understanding of significant historical ideas and processes	10	20	30	<b>60</b>
<b>C2</b> Skills in designing, undertaking and communicating historical inquiry – the History project	40			<b>40</b>
<b>Total</b>	<b>50</b>	<b>20</b>	<b>30</b>	<b>100</b>

### 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 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 attached Hospitality-Kitchen Operations Assessment Schedule.

<div>PUBLIC SCHOOLS NSW ULTIMO RTO 90072</div> <div>HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</div> <div>Preliminary Year 2022 - HSC 2023</div> <div>QUALIFICATION: SIT20416 Certificate II in Kitchen Operations</div> <div>Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)</div>							NESA course code 2 U X 2 YR - 26511 HSC Exam: 26587 LMBR code (11 OR 12) SIT20416126511B
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 <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	50% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	35 hrs Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
	SITHCCC002	Prepare and present simple dishes	E	E	20		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	<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
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	5 HSC UOCs						35 hrs Work placement
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	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.
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
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.		

<b>Components</b>		<b>Weight</b>
C1	Knowledge and understanding of course content.	<b>40</b>
C2	Knowledge, skills and understanding in designing, management, communication and production of a major project.	<b>60</b>
<b>Total</b>		<b>100</b>

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weight</b>
<b>Nature of task</b>	<b>Industry Study Report</b>	<b>Presentation of Major Project Ideas and Development.</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 6	Term 1 Week 2	Term 2 Week 1	Term 3 Exam Period	
<b>Outcomes</b>	H1.1, H1.2, H1.3, H7.1, H7.2.	H3.1, H3.2, H3.3.	H2.1, H3.1, H3.2, H3.3, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1, H6.2,	H1.1, H1.2, H1.3, H2.1, H3.3, H7.1, H7.2.	
C1	10			30	<b>40</b>
C2	10	10	40		<b>60</b>
<b>Total</b>	<b>20</b>	<b>10</b>	<b>40</b>	<b>30</b>	<b>100</b>



<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weight</b>
<b>Nature of task</b>	<b>Designing and Planning Presentation</b>	<b>Industry Study Examination</b>	<b>Project Development and Management Report</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 10	Term 1 Exam Period	Term 3 Week 2	Term 3 Exam Period	
<b>Outcomes</b>	H3.1, H3.2, H3.3, H5.1	H1.1, H1.2, H4.3, H6.1	H2.1, H3.3, H4.1, H4.2, H5.1, H5.2, H6.2	H1.1, H1.2, H1.3, H3.1, H4.3, H6.1, H7.1, H7.2	
Knowledge and understanding of course content	5	5	10	20	<b>40</b>
Knowledge and skills in the design, management, communication and production of a major project	15	15	20	10	<b>60</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

<b>Components</b>		<b>Weight</b>
C1	Speaking	<b>20</b>
C2	Listening & responding	<b>25</b>
C3	Reading & responding	<b>40</b>
C4	Writing (in Japanese)	<b>15</b>

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weight</b>
<b>Nature of task</b>	<b>Reading/ Responding In-Class Task</b>	<b>Half Yearly Examination</b>	<b>Speaking/ Listening/ Reading In- Class Task</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 8	Term 3 Exam Period	
<b>Outcomes</b>	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2	2.1 to 4.3	1.1 to 4.3	1.1 to 4.3	
C1	5		5	10	<b>20</b>
C2		10	5	10	<b>25</b>
C3	10	5	10	15	<b>40</b>
C4		10		5	<b>15</b>
<b>Total</b>	<b>15</b>	<b>25</b>	<b>20</b>	<b>40</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Core – Crime Research / in class Essay</b>	<b>Half Yearly Examination Human Rights &amp; Crime</b>	<b>Option – Family Research / in class Essay</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
<b>Outcomes</b>	H1, H2, H4, H5, H7, H9	H1, H4, H5, H6, H7, H10	H1, H2, H4, H5, H7, H9	H1 to H10	
<b>C1</b> Knowledge and understanding of course content	10	10	10	30	<b>60</b>
<b>C2</b> Research	5	5	10		<b>20</b>
<b>C3</b> Communication	5	10	5		<b>20</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>In-class Test</b> Topics M2, F1.3, M7	<b>Half Yearly Examination</b> Topics F4.1, F4.2, M6, N2.1, N2.2	<b>Open Book Test</b> Topics A4.1, S4, F5	<b>Trial HSC Examination</b> All Topics	
<b>Date Due</b>	Term 4 Week 8	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
<b>Outcomes</b>	MS11-2, MS11-5, MS11-6, MS11-9, MS2-12-3, MS2-12-4, MS2-12-9 MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10	All	
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	10	20	<b>50</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>In Class Test</b>	<b>Half Yearly Examination</b>	<b>Investigative Task with Analysis</b>	<b>Trial HSC Examination</b> All Topics	
<b>Date Due</b>	Term 4 Week 8	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
<b>Outcomes</b>	S2.1, S2.2, F2, EI.1, EI.2, EI.3, EI.4	T3, C2.1, C2.2, S3.1, S3.2	C3.1, C3.2, C4.1	All Topics	
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	10	20	<b>50</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Class Test</b>	<b>Half Yearly Examination</b>	<b>Open Book In-class test</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 7	Term 1 Exam Period	Term 2 Week 6	Term 3 Exam Period	
<b>Outcomes</b>	CI.2, SI.1, SI.2	VI.1, VI.2, CI.2, SI-1, SI.2	T3, PI, C3.2	All topics	
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	10	20	<b>50</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>In-class Test</b>	<b>Half Yearly Examination</b>	<b>Investigative Task with Analysis</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 8	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
<b>Outcomes</b>	NI, N2	NI, N2, PI, P2	VI	All topics NI, N2, PI, P2, VI CI, MI	
Understanding, Fluency and Communicating	10	15	10	15	<b>50</b>
Problem Solving, Reasoning and Justification	10	10	10	20	<b>50</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>20</b>	<b>35</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Composition Portfolio and Aural Analysis Topic 1</b>	<b>Presentation of Performance and Viva Voce Topic 2</b>	<b>Presentation or Submission: Elective Option for Topics 1 &amp; 2</b>	<b>Trial HSC Examination Topic 3</b>	
<b>Date Due</b>	Term 4 Week 10	Term 1 Weeks 8-10	Term 2 Week 8	Term 3 Exam Period	
<b>Outcomes</b>	H2, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1-8*	H1-8*	
Performance		10			<b>10</b>
Composition	10				<b>10</b>
Musicology		10			<b>10</b>
Aural	10			15	<b>25</b>
Electives			30	15	<b>45</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Composition Draft Mandatory Topic:</b>	<b>Presentation of Core Performance Mandatory Topic</b>	<b>Presentation or Submission: Mandatory Topic</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 1 Week 10	Term 2 Week 8-10	Term 3 Week 2	Term 3 Exam Period	
<b>Outcomes</b>	H3, H5, H6, H7, H9	H1, H2, H5, H6, H7	H1-9*	H2, H4, H5, H6, H8*	
Performance		20			<b>20</b>
Composition	20				<b>20</b>
Musicology				20	<b>20</b>
Aural		10		10	<b>20</b>
Electives			20		<b>20</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

Course Structure		Weight
C1	HSC Core 1 - Health Priorities in Australia	Weightings to reflect a balance of knowledge and understanding, skills and skills in critical thinking, research and analysis
C2	HSC Core 2 - Factors Affecting Performance	
O3	HSC Option 3 - Sports Medicine	
O4	HSC Option 4 - Improving Performance	
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Option 1 Sports Med</b>	<b>Half Yearly Examination</b>	<b>Factors Affecting Performance</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
<b>Outcomes</b>	H8, H13, H16, H17	H1, H2, H3, H14	H8, H9, H10, H11, H16, H17	H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating	10	15	15	20	<b>60</b>
<b>Total</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

Modules		Weight
<b>Module 5</b>	Advanced Mechanics	Weightings to reflect a balance of knowledge and understanding, skills and problem solving
<b>Module 6</b>	Electromagnetism	
<b>Module 7</b>	The Nature of Light	
<b>Module 8</b>	From the Universe to the Atom	
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Depth Study</b>	<b>Half Yearly Skills Examination</b>	<b>Practical Examination</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 8	Term 1 Exam Period	Term 2 Weeks 6-7	Term 3 Exam Period	
<b>Outcomes</b>	PH11/12-1, PH11/12-5 PH11/12-6 PH11/12-7 PH12-13	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7	PH11/12-2 PH11/12-4 PH11/12-6 PH11/12-12	PH11/12-1 to PH11/12-7 and PH12-12 to PH12-15	
Skills in Working Scientifically	20	20	10	10	<b>60</b>
Knowledge and understanding	10		10	20	<b>40</b>
<b>Total</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

Modules		Weight
<b>Module 1</b>	The Foundations of Scientific Thinking	Weightings to reflect a balance of knowledge and understanding, working scientifically skills, inquiry, research and communication
<b>Module 2</b>	The Scientific Research Proposal	
<b>Module 3</b>	The Data, Evidence and Decisions	
<b>Module 4</b>	The Scientific Research Report	
<b>Total</b>		<b>100</b>

Components	Task 1	Task 2	Task 3	Weight
<b>Nature of task</b>	<b>Project Proposal</b>	<b>Progress Report</b>	<b>Scientific Research Report</b>	
<b>Date Due</b>	Term 4 Week 9	Term 2 Week 4	Term 3 Week 2	
<b>Outcomes</b>	SE-1, SE-2, SE-3, SE-5, SE-7	SE-1, SE-4, SE-5 SE-6, SE-7	SE-1, SE-3, SE-4, SE-5, SE-6, SE-7	
Communicating Scientifically	10	10	10	<b>30</b>
Gathering, recording, analysing and evaluating data	5	10	15	<b>30</b>
Application of Scientific Research Skills	15	10	15	<b>40</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Social and Cultural Continuity and Change</b> <b>In-class Topic Test</b>	<b>Half Yearly Topic 1: Social and Cultural Continuity and Change</b> <b>Topic 2: Depth Study 1</b>	<b>Depth Study 2</b> <b>In-class Extended Response</b>	<b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 10	Term 3 Exam Period	
<b>Outcomes</b>	H2, H5, H6, H7, H9, H10	H2, H3, H7, H8, H9, H10	H1, H2, H3, H7, H9, H10	H1, H2, H3, H4, H5, H7, H8, H10	
<b>C1</b> Knowledge and Understanding of Course Content	5	15	10	20	<b>50</b>
<b>C2</b> Application and Evaluation of Social and Cultural Research Methodologies	10	10	5	5	<b>30</b>
<b>C3</b> Communication of Information Ideas and Issues in Appropriate Form	5	5	5	5	<b>20</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

Module	Weight
Fitness	Weightings to reflect a 50% balance between: <ul style="list-style-type: none"> <li>knowledge and understanding outcomes and</li> <li>skills outcomes</li> </ul>
Aquatics	
Resistance Training	
Individual Games and Sports Applications	

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Fitness Practical Performance and Report Task</b>	<b>Half Yearly Examination</b>	<b>Resistance Training Instructional Video</b>	<b>Individual Games and Sports Application Quiz</b>	
<b>Date Due</b>	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
<b>Outcomes</b>	1.2, 2.2, 3.2, 4.1	1.1, 1.3, 3.1, 3.6, 4.5	1.3, 2.1, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.3, 2.1, 3.1, 3.2	
Knowledge and understanding outcomes	10	10	10	20	<b>50</b>
Skills outcomes	15	15	15	5	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

Components	Task 1	Task 2	Task 3	Task 4	Weight
<b>Nature of task</b>	<b>Body of Work:</b> Idea Development	<b>Written Research Task:</b> Curatorial Practice	<b>Body of Work:</b> Development <b>Art studying:</b> Pre-prepared Exam	<b>Body of Work:</b> <b>Trial HSC Examination</b>	
<b>Date Due</b>	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 3 Exam Period	
<b>Outcomes</b>	H1, H3, H4	H7, H8, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6, H7, H8, H9, H10	
Art Making	10		25	15	<b>50</b>
Art Criticism and Art History		20	20	10	<b>50</b>
<b>Total</b>	<b>10</b>	<b>20</b>	<b>45</b>	<b>25</b>	<b>100</b>