

YEAR 12

HSC COURSE

ASSESSMENT BOOKLET

Critical information for students in **2025**



Cronulla High School

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

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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 also outlines the school's policies and procedures regarding assessment, which have been formulated according to NESA guidelines.

It is important to remember:

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. Absences will be regarded seriously as accumulated absences can lead to difficulty for students demonstrating achievement of course outcomes and 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 do not 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, Year 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

1.1 THE SCHOOL'S RESPONSIBILITIES

Cronulla High School will:

- Provide an assessment program for each course set for study.
- Set tasks that will be used to measure student performance in each component of the course.
- Specify the relative value of each of these tasks.
- Provide students with at least two weeks' notice in writing of:
 - When assessment tasks will take place
 - The mark value of each task in relation to the total number of marks for the course
 - The nature of each assessment task
 - The submission details associated with each task
 - The precise timing of each assessment task
 - Marking guidelines of each task, where appropriate
- Publish assessment task dates on the School Calendar.
- Make Assessment Notifications available on the digital platform, Moodle.
- Keep records of student performance in each task.
- Provide information on student progress.
- Notify parents, usually via NESA Non-completion of an HSC Course Warning Letter ('N' Warning Letter), of any missed assessment tasks and non-serious attempts, or when course performance is in question.
- Provide feedback after each assessment task and throughout the course.
- Provide an assessment free zone of two weeks before the Trial HSC.
- Undertake practices to ensure security, confidentiality, validity, reliability, discrimination of standards and objective marking, free from unintended bias.

1.2 STUDENT RESPONSIBILITIES

All students must:

- Meet all course requirements, including completing **all** set coursework and assessment tasks.
- Have a satisfactory record of **attendance** and **application** in each course.
- Participate in learning experiences, which are integral requirements of each syllabus e.g. assignments, practical work, field work, shared experiences in group work, work placement etc.
- Make a genuine attempt at each assessment task, including NESA examinations.
- 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 notification).
- Submit only your own, original work.
- Anticipate technology failure and regularly back up your work onto external discs or cloud storage such as: Google Drive, iCloud or Dropbox.
- In the case of examinations or in-class tasks, obey the Examination Room Procedures and instructions of staff and of the examination room.

2.1 EXAMINATION and ASSESSMENT RULES AND PROCEDURES

Each assessment program is comprised of assessment tasks to be completed by the students and will give an overview of when these tasks are to occur. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year. If this is the case, students will be informed via a written assessment notification with at least two weeks' notice. Students are expected to complete every task that is a part of the assessment program for each course.

- Students will be given at least two weeks' notice of each assessment task
- It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Unless there is an approved Illness/Misadventure or Variation to Assessment application form, late submission will result in a mark of zero and an 'N' Warning Letter.
- In the event a student is absent on the day an assessment notification is issued, no variation to the date will apply. It is the student's responsibility to find out if a task has been set during absence.
- If a student is unable to complete, submit or attend an assessment task or examination due to illness or misadventure, they must notify the class teacher or Head Teacher as a matter of urgency and submit an Illness/Misadventure application, with supporting evidence.
- If a student has prior knowledge of an absence that will impact an assessment task or examination (e.g. scheduled and unavoidable medical reason, approved leave, school commitment or VET work placement), the student must, in most instances, submit a Variation to Assessment form **one week** prior to the task due date, with supporting evidence.

2.2 APPEALS

- Any disputes over an individual task must be resolved at the time the task is returned to the student. If dissatisfied with the outcome, a student may direct a written appeal to the Head Teacher of the subject concerned within **three days** of the task being returned. The Head Teacher's judgement will be final. To maintain assessment integrity, it is unlikely that a student will be awarded additional marks after an assessment task including feedback has been returned to them.
- Students may appeal assessment results if they believe there has been a breach of process. Such appeals should be submitted within **one week** after task results have been returned. The outcome will be determined by a panel comprised of the relevant Deputy Principal and Head Teacher. If the panel deems a section of a task to be invalid or unreliable, an estimate may be calculated for that section based on the remainder of the task. If a whole task or any Stage 6 task is deemed invalid or unreliable, the HT will arrange for a substitute task.
- Students are able to request a review of their final HSC grade or rank order, if they believe it is not consistent with the information they have received throughout the course. These appeals should be directed in writing to the Deputy Principal, within **one week** of the rank order or grade being made available, and will be reviewed by a panel comprised of the Principal, Deputy Principal and relevant Head Teacher. A further appeal to NESA is available to students.

2.3 EXAMINATIONS

In addition to the above, students must observe the following rules when attending examinations at Cronulla High School:

Examination Dates and Times

- Each student must be present 15 minutes prior to 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 provided.

Examination Equipment

- Students must not take any electronic device into the Examination room unless directed to do so by their teacher. This includes calculators, 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' 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/Misadventure

- If you believe that your performance on the day of the examination was diminished because of circumstances beyond your control you can lodge an Illness/Misadventure application for consideration, with supporting documentation.

3.1 UNFAIR ADVANTAGE

It is important to be aware that the below processes apply whether the unfair advantage was intentional or unintentional.

Students engaging in the following practices on the day of an assessment task, for both in-class and submitted assessment tasks, will be deemed to be seeking an unfair advantage, and a 20% deduction of the maximum task marks will be applied to marks received:

- Missing one or more timetabled lessons, including study periods.
- Arriving late to school.
- Truancy of one or more lessons prior to an assessment task.
- Preparing for an assessment task in another class whilst at school and on the day an assessment task is being undertaken or submitted.
- Absence from school the day before an Exam Period commences, if the Exam Period does not begin on a Monday. Such absences need to be substantiated with an Illness/Misadventure form with supporting evidence.
- Absence from school on the date of a hand-in submission of an assessment task:
 - If the student submits the task before 8:45am then they do not require an Illness/Misadventure application as they have met the task requirements. If the student is absent and submits the task after 8:45am, they must submit an Illness/Misadventure application, with supporting

documentation, for consideration as they have not been in all timetabled lessons during the day.

- If a student intends to submit an Illness/Misadventure application for a hand-in assessment task, they must contact their teacher on or before the due date to notify them of this circumstance. They may be required to submit the task at whatever stage it is up to, even if it is not considered completed.
- Students must also attend school for the full day on the day that major works are submitted to NESAs for marking. Failure to do so may affect the school's capacity to certify the major work.

3.2 PLAGIARISM AND MALPRACTICE

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Proven malpractice will result in a zero mark and an 'N' Warning Letter for the particular task. The following are examples of plagiarism/malpractice and can cause an unfair advantage:

- **Misrepresentation** is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information. Misrepresentation can include but is not limited to:
 - making up journal entries for a project, and/or
 - submitting falsified or altered documents, and/or
 - referencing incorrect or non-existent sources, and/or
 - contriving false explanations to explain work not handed in by the due date.
- **Plagiarism** is when a student pretends to have written, created or developed work that has originated from another source. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements. Plagiarism includes but is not limited to:
 - copying someone else's work in part or in whole, and presenting it as their own, and/or
 - using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - building on the ideas or words of another person without appropriate acknowledgement, and/or
 - using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement, and/or
 - the use of Artificial Intelligence software to create work which the student then submits as their own.
- **Collusion** is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment. Collusion includes but is not limited to:
 - sharing answers to an assessment with other students, and/or
 - submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - contract cheating by outsourcing work to a third party, and/or
 - unauthorised use of Artificial Intelligence technologies. Your class teacher must approve all use of AI ahead of your completion of the assessment task.

- **Breach of assessment conditions** - all students undertaking an in-class assessment task or examination must comply with the examination rules set by Cronulla High School (section 2.3). Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Students will have completed NESA's *All My Own Work*, in order to gain entry into the Preliminary HSC, in which they learn in detail about the different types of malpractice and how to avoid them.

In the event that the school becomes aware of an allegation of malpractice, a panel comprised of the relevant Deputy Principal and Head Teacher will conduct a review. Students will likely be required to provide evidence that all work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include online document version histories, diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas, and/or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

In accordance with NESA policy, the school will refer proven cases of malpractice to the NESA Register of Malpractice.

4.1 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 Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFE NSW 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.

- While these courses have an optional HSC examination, at Cronulla High School it is expected that **all** students undertake this exam. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination if they are to be eligible for the ATAR.
- 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 and, therefore, cannot 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. The teacher at school or in the workplace 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.

- 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.

5.1 PRINCIPAL'S CERTIFICATION OF COURSE REQUIREMENTS

- To complete a course satisfactorily, students are required to fulfil all requirements of the syllabus and show due diligence in the completion of both assessable and non-assessable tasks, including formal assessments, assignments, practical work, course 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' 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 **two or more** 'N' 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' Warning Letters by completing the work requested.

If the outstanding work to be completed is an assessment task, the 'N' Warning Letter will be redeemed but the assessment mark will be zero.

- You must complete in excess of 50% of available assessment marks in each course in order to be eligible to receive your HSC credentials in the course. This means that if you miss 50% or more of assessment in any one course, you may receive a Non-Completion ('N') Determination.
- 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.

6.1 ILLNESS/MISADVENTURE PROCEDURES

Illness/Misadventure applications can be submitted where a sudden illness or misadventure:

- occurred immediately before or during an assessment or examination
- was unexpected
- was beyond your control
- prevented you from attending OR diminished your exam performance.

If possible, you should attend every examination and submit what has been completed for hand-in assessments by the due time. If you do not complete/submit assessments and your application is unsuccessful you will receive a mark of zero. The school does not expect you to attend examinations against specific medical advice.

How to Apply

- Seek relevant external evidence from a professional to validate your application. This includes a doctor's certificate, police report etc., and must relate to the day of the task. (Section B)
- The student is to complete the remainder of the form (Section A) and submit to the relevant Head Teacher on or before the day of their return to school.

Expectations upon return to school

- Students must submit the application form and speak with their class teacher.
- Hand-in tasks are to be submitted upon immediate return.
- Students should be prepared to sit examinations and in-class tasks upon their return.
- The usual practice if the Illness/Misadventure is upheld will be a substitute task or, depending on the circumstance and validity, an extension of time. Estimate results will only be provided in exceptional cases, when all other options have been exhausted, and must be approved by the principal.

Restrictions on Applications

You cannot submit an application on the basis of:

- difficulty preparing or lost preparation time
- technological failure
- alleged deficiencies in teaching
- lost time or facilities for study
- long-term illness (e.g. glandular fever, asthma or epilepsy), unless you suffer a flare-up of the condition during an examination
- conditions for which you have been granted or should have applied for disability provisions, unless you have further unexpected difficulties
- courses where you are a self-tuition student
- other commitments such as participation in entertainment, work or family holiday (except where the principal has granted leave. If an assessment task is impacted by approved leave, you should follow the Variation to Assessment process).
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

In exceptional circumstances, variations to the above will only be approved by a panel convened by the principal.

Processing of Applications

- All completed applications are to be submitted to the relevant Head Teacher on or before the day of their return to school. If absence is long-term, students should make contact with their classroom teacher, Head Teacher or Deputy Principal so the school is aware.
- The relevant Head Teacher will notify applicants the outcome of their application. These applications can be appealed, in writing, no later than **three days** after receiving the decision. The appeal will be considered by the Principal and/or Deputy Principal.

Group Performance Illness/Misadventure

- When a group performance cannot go ahead on a scheduled date, the students affected must notify the relevant Head Teacher immediately
- The students affected must complete an Illness/Misadventure application as a group, which should be returned to the relevant Head Teacher within **two days** of the original task date.
- The student responsible for the group Illness/Misadventure application must submit an individual Illness/Misadventure form outlining the nature of their circumstances, with supporting evidence, on or before the day of their return to school. Please note, this application will be considered separately to the group's application.

6.2 VARIATIONS TO ASSESSMENT

The expectation is that students must attempt tasks as scheduled. However, circumstances may exist allowing the rescheduling of an in-class task or examination for reasons such as elite sport or arts participation (excluding students who are representing the school), surgery or approved leave. Students must attach independent evidence of the variation. Approved leave must be supported by attaching the Certificate of Exemption which will be provided by the principal.

Students requiring assessment rescheduling due to representing Cronulla High School **must** arrange with their class teacher **before** the event. They are **not** expected to submit a Variation to Assessment application.

Hand-in/submission tasks are still to be completed and submitted by the due date and time, unless otherwise stipulated by the relevant Head Teacher

A Variation to Assessment form must be completed and submitted in most instances at least **one week** prior to the scheduled date of the task. If this timeframe is not observed, a student will be expected to undertake the assessment at the scheduled time, unless exceptional circumstances apply as determined by the Head Teacher.

If you apply for a variation, the Head Teacher can, according to their judgement, organise for you to undertake the same task or a substitute task. Depending on the circumstances, this may occur before or after the original task date.

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
Nature of task	In Class Task Operations Management	Half Yearly Examination Marketing & Operations	Business Report: Finance	Trial HSC Examination	
Date Due	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam period	
Outcomes	H1, H2, H3, H4, H5, H6, H7, H8, H9	H1, H2, H3, H4, H5, H6, H7, H8, H9	H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	
C1 Knowledge and understanding of course content	10	10	5	15	40
C2 Stimulus based skills		5	5	10	20
C3 Inquiry and research	5	5	5	5	20
C4 Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total	20	25	20	35	100

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	
Total		100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Depth Study	Practical Half-Yearly Examination	Skills Examination	Trial HSC Examination	
Date Due	Term 4 Week 8	Term 1 Exam Period	Term 2 Weeks 7-8	Term 3 Exam Period	
Outcomes	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 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	60
Knowledge and understanding	10	10	0	20	40
Total	20	30	20	30	100

COMMUNITY AND FAMILY STUDIES 2025

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
Nature of task	Independent Research Project and Plan	Half Yearly Exam	Groups in Context/ Parenting Task	Social Impact of Technology	Trial HSC Examination	
Date Due	Plan Term 4 Week 5 Project Term 4 Week 10	Term 1 Exam Period	Term 2 Week 9	Term 3 Week 2	Term 3 Exam Period	
Outcomes	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"> • Resource Management • Positive relationships • Range of societal factors 	10	10		10	10	40
Skills in: <ul style="list-style-type: none"> • Applying management processes to meet the needs of the individuals, groups, families and communities. • Planning to take responsible action to promote well-being 		5	10		15	30
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	15	5	5	5		30
Total	25	20	15	15	25	100

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.

This courses has 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.



School Name: Cronulla High School

Assessment Schedule Year 11 - 2024

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
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials					
CPCCBL2002	Use bricklaying and blocklaying tools and equipment					
CPCCWF2002	Use wall and floor tiling tools and					
CPCCCM2013	Undertake basic installation of wall tiles					
CPCCJN2001	Assemble components		X			
CPCCJN3004	Manufacture and assemble joinery		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	√		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCVE1011	Undertake a basic construction project				X	
CPCCOM1012	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.

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		Weight
C1	Performance	20
C2	Composition	20
C3	Appreciation	20
C4	Major Study	40
Total		100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	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	
Date Due	Term 4 Weeks 10	Term 1 Weeks 8-10	Term 2 Week 10	Term 3 Exam Period	
Outcomes	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
Total	30	20	40	10	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Project Proposal & Presentation	Half Yearly Examination: Innovation Case Study*	Project Realisation & Evaluation Report	Trial HSC Examination	
Date Due	Term 4 Week 8	Term 1 Exam Period	Term 3 Week 1	Term 3 Exam Period	
Outcomes	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	40
Knowledge and skills in designing, managing, producing and evaluating a major design project	20		30	10	60
Total	20	20	30	30	100

* Mandatory task

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

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	
Total		100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Hazards Research Task	Half Yearly Examination	Climate Change Depth Study	Trial HSC Examination	
Date Due	Term 4 Week 7	Term 1 Exam Period	Term 2 Week 8	Term 3 Exam Period	
Outcomes	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-7 EES12-13	EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-2 EES11/12-1 EES11/12-6 EES11/12-7 EES12-14 EES11/12-3 EES11/12-4	EES11/12-5 EES11/12-6 EES11/12-7 EES12-12 EES12-13 EES12-14 EES12-15	
Skills in Working Scientifically	10	10	15	10	60
Knowledge and Understanding	10	10	15	20	40
Total	20	20	30	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	C1 Topic Test	C1, C2, C3 Half Yearly Topics 1&2	Stimulus based skills	Trial HSC Examination	
Date Due	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
Outcomes	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	40
Stimulus based skills		5	10	5	20
Inquiry and Research	10	5		5	20
Communication of economic information, ideas and issues in appropriate forms	5	5		10	20
Total	20	30	20	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Engineering Report 1: Transport	Half Yearly Examination	Engineering Report 2: Tele-communications	Trial HSC Examination	
Date Due	Term 1 Week 7	Term 1 Exam Period	Term 3 Week 1	Term 3 Exam Period	
Outcomes	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	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	5	10	40
Total	20	30	20	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Common Module Texts and Human Experiences Essay	Module C: Craft of Writing & Module A Test of Limited Scope	Module B: Close Study of Literature In class task	Trial HSC Examination All modules & course content	
Date Due	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
Outcomes	EN12-1, EN12-2, EN12-3, EN12-5, EN12-6, EN12-7	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, EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	
Knowledge and understanding of course content	10	15	5	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	15	50
Total	25	30	15	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Common Module Texts and Human Experiences Essay	Module C: Craft of Writing & Module A Test of Limited Scope	Module B: Close Study of Literature In class task	Trial HSC Examination All modules & course content	
Date Due	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
Outcomes	EN12-1, EN12-3, EN12-4, EN12-5, EN12-6, EN12-7, EN12-8	EA12-2, EA12-3, EA12-4, EA12-6, EA12-7, EA12-8, EA12-9	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-5, EA12-7, EA12-8	
Knowledge and understanding of course content	10	15	5	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	10	15	50
Total	150	15	20	30	100

Components	Task 1	Task 2	Task 3	Weight
Nature of task	Half-Yearly Examination: Common Module and Elective	Critical response + panel discussion with related text	Trial HSC Examination	
Date Due	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
Outcomes	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	50
Skills in complex analysis composition and investigation	15	20	15	50
Total	30	40	30	100

Components	Task 1	Task 2	Task 3	Weight
Nature of task	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
Date Due	Term 4 Week 9	Term 1 Week 9	Term 3 Week 1	
Outcomes	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	50
Skills in complex analysis composition and investigation	15	20	15	50
Total	30	40	30	100

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

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.

This courses has 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.



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		Task 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	Week 10 Term 1 (Yr 12)	Week 7 Term 3
Code	Unit of Competency					HSC Examinable units of competency
CPCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
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 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		Task 2	Task 5	Task 6	Task 7	HSC Trial Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Plan a career	Work in the industry	To project and serve	Showtime	
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 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	Task 4	Task 5	Weight
Nature of task	AFI Report	Food Manufacture Experiment and Preparation	Half Yearly Examination	Con. Nutrition Issues Investigation	Trial Examination	
Date Due	Term 4 Week 8	Term 1 Week 8	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
Outcomes	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	40
Knowledge and skills in designing, researching, analysing and evaluating	15	10		5		30
Skills in experimenting with and preparing food by applying theoretical concepts		15		15		30
Total	15	25	15	30	15	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Ecosystems at Risk In Class Essay	Half Yearly Examination Topic: Rural and Urban Places & Ecosystems and Global Biodiversity	Rural and Urban Places Topic Test	Trial HSC Examination	
Date Due	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 8	Term 3 Exam Period	
Outcomes	GE-12-1, GE-12-2, GE-12-3, GE-12-4, GE-12-5, GE-12-7, GE-12-9	GE-12-1, GE-12-2, GE-12-3, GE-12-4, GE-12-5, GE-12-6, GE-12-7, GE-12-8, GE-12-9	GE-12-1, GE-12-2, GE-12-3, GE-12-4, GE-12-7, GE-12-8, GE-12-9	GE-12-1, GE-12-2, GE-12-3, GE-12-4, GE-12-5, GE-12-6, GE-12-7, GE-12-8, GE-12-9	
C1 Knowledge and understanding of course content	5	10	5	20	40
C2 Geographical tools and skills	5	5	5	5	20
C3 Geographical inquiry and research, including fieldwork	5	5	5	5	20
C4 Communication of geographical information, ideas and issues in appropriate form	5	5	5	5	20
Total	20	25	20	35	100

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

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Core: Power & Authority Topic Test (Source-based)	Core & National Study Half Yearly Examination	Peace & Conflict Source Analysis & Research Essay	Trial HSC Examination	
Date Due	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
Outcomes	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	
C1 Knowledge and understanding of content	10	10	5	15	40
C2 Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
C3 Historical inquiry and research		10	5	5	20
C4 Communication of historical understanding in appropriate forms		5	5	10	20
Total	20	25	1. 20	35	100

HISTORY EXTENSION 2025

Components	Task 1	Task 2	Task 3	Task 3	Weight
Nature of task	History Project – Process (proposal, process log, annotated sources)	Half Yearly Examination	History Project – Synopsis + The Essay	Trial HSC Examination	
Date Due	Term 2 Week 1	Term 1 Exam Period	Term 2 Week 2	Term 3 Exam Period	
Outcomes	HE12-2, HE12-3	HE12-1, HE12-3	HE12-2, HE12-3, HE12-4	HE12-1, HE12-3	
C1 Knowledge and understanding of significant historical ideas and processes		10		30	40
C2 Skills in designing, undertaking and communicating historical inquiry – the History project	15	5	35	5	60
Total	15	15	35	35	100

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 (NESAs) 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.

This course has 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 requirements 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.



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
		Term 1, 2024	Term 2, 2024	Year 11 exam period Term 3
Code	Unit of Competency			
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.

* **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”.



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	Term 4, 2024 (see school calendar for due dates)	Term 1 2025 (see school calendar for due dates)	Term 2, 2025 (see school calendar for due dates)	Trial exam period 2025
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.

Students sitting HSC exam, an estimated mark is required. This mark will be calculated using **Year 11 yearly exam mark at 40% and 60% HSC Trial**

* 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”

INDUSTRIAL TECHNOLOGY – MULTIMEDIA 2025

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

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

INDUSTRIAL TECHNOLOGY TIMER & FURNITURE 2025

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Project Planning Presentation	Industry Study Examination	Project Development and Management Report	Trial HSC Examination	
Date Due	Term 4 Week 8	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
Outcomes	H3.1, H3.2, H5.1, H5.2, H6.1	H1.1, H1.2, H4.3, H6.1	H2.1, H3.3, H4.1, 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	40
Knowledge and skills in the design, management, communication and production of a major project	15	5	30	10	60
Total	20	10	40	30	100

Components		Weight
C1	Speaking	20
C2	Listening & responding	30
C3	Reading & responding	30
C4	Writing (in Japanese)	20

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Reading/ Responding In-Class Task	Half Yearly Examination	Speaking/ Listening/ Reading In- Class Task	Trial HSC Examination	
Date Due	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 8	Term 3 Exam Period	
Outcomes	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	10		10		20
C2	10	10		10	30
C3		10	10	10	30
C4		10		10	20
Total	20	30	20	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Core – Crime Research / in class Essay	Half Yearly Examination Human Rights & Crime	Option – Family Research / in class Essay	Trial HSC Examination	
Date Due	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
Outcomes	H1, H2, H4, H5, H7, H9	H1, H4, H5, H6, H7, H10	H1, H2, H4, H5, H7, H9	H1 to H10	
C1 Knowledge and understanding of course content	5	15	10	30	60
C2 Research	5	10	5		20
C3 Communication	5	5	5	5	20
Total	15	30	20	35	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	In-class Test Topics M2, F1.3, M7	Half Yearly Examination Topics F4.1, F4.2, M6, N2.1, N2.2	Open Book In-class test Topics A4.1, S4, F5	Trial HSC Examination All Topics	
Date Due	Term 4 Week 8	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
Outcomes	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	50
Problem Solving, Reasoning and Justification	10	10	10	20	50
Total	20	25	20	35	100

MATHEMATICS ADVANCED 2025

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	In Class Test	Half Yearly Examination	Open Book In-class test	Trial HSC Examination All Topics	
Date Due	Term 4 Week 8	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
Outcomes	S2.1, S2.2, F2, E1.1, E1.2, E1.3, E1.4	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	50
Problem Solving, Reasoning and Justification	10	10	10	20	50
Total	20	25	20	35	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Class Test	Half Yearly Examination	Open Book In-class test	Trial HSC Examination	
Date Due	Term 4 Week 7	Term 1 Exam Period	Term 2 Week 6	Term 3 Exam Period	
Outcomes	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	50
Problem Solving, Reasoning and Justification	10	10	10	20	50
Total	20	25	20	35	100

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

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Composition Portfolio and Aural Analysis Topic 1	Presentation of Performance and Viva Voce Topic 2	Presentation or Submission: Elective Option for Topics 1 & 2	Trial HSC Examination Topic 3	
Date Due	Term 4 Week 10	Term 1 Weeks 8-10	Term 2 Week 8	Term 3 Exam Period	
Outcomes	H2, H3, H4, H5, H6, H7, H8	H1, H2, H4, H5, H6	H1-8*	H1-8*	
Performance		10			10
Composition	10				10
Musicology		10			10
Aural	10			15	25
Electives			30	15	45
Total	20	20	30	30	100

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

PERSONAL DEVELOPMENT, HEALTH and PHYSICAL EDUCATION 2025

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	
Total		100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Option 1 Sports Med	Factors Affecting Performance Topic Test	Health Priorities Task	Trial HSC Examination	
Date Due	Term 4 Week 9	Term 1 Exam Period	Term 2 Week 9	Term 3 Exam Period	
Outcomes	H8, H13, H16, H17	H8, H9, H10, H11, H16, H17	H1, H2, H3, H14	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	40
Skills in critical thinking, research, analysis and communicating	10	15	15	20	60
Total	20	25	25	30	100

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

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Depth Study	Half Yearly Skills Examination	Practical Examination	Trial HSC Examination	
Date Due	Term 4 Week 8	Term 1 Exam Period	Term 2 Weeks 6-7	Term 3 Exam Period	
Outcomes	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	60
Knowledge and understanding	10		10	20	40
Total	30	20	20	30	100

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

Components	Task 1	Task 2	Task 3	Weight
Nature of task	Project Proposal	Progress Report	Scientific Research Report	
Date Due	Term 4 Week 9	Term 2 Week 4	Term 3 Week 2	
Outcomes	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	30
Gathering, recording, analysing and evaluating data	5	10	15	30
Application of Scientific Research Skills	15	10	15	40
Total	30	30	40	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Social and Cultural Continuity and Change In-class Topic Test	Half Yearly Topic 1: Social and Cultural Continuity and Change Topic 2: Depth Study I	Depth Study 2: In-class Extended Response	Trial HSC Examination	
Date Due	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 10	Term 3 Exam Period	
Outcomes	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	
C1 Knowledge and Understanding of Course Content	5	15	10	20	50
C2 Application and Evaluation of Social and Cultural Research Methodologies	10	5	5	10	30
C3 Communication of Information Ideas and Issues in Appropriate Form	5	5	5	5	20
Total	20	25	20	35	100

SPORT, LIFESTYLE & RECREATION 2025

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

Components	Task 1	Task 2	Task 3	Task 4	Weight
Nature of task	Fitness Practical Performance and Report Task	Half Yearly Examination	Resistance Training Instructional Video	Individual Games and Sports Application Quiz	
Date Due	Term 4 Week 10	Term 1 Exam Period	Term 2 Week 7	Term 3 Exam Period	
Outcomes	1.2, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 3.1, 3.6, 4.5	1.3, 2.3, 2.5, 3.2, 4.4	1.1, 1.3, 2.1, 3.1, 3.2	
Knowledge and understanding outcomes	10	15	5	20	50
Skills outcomes	20	5	20	5	50
Total	30	20	25	25	100

Components	Task 1	Task 2	Task 3	Task 3B	Task 4	Weight
Nature of task	Body of Work: Idea Development	Written Research Task: Curatorial Practice	Art studying: Pre-prepared Exam	Body of Work: Development	Body of Work: Trial HSC Examination	
Date Due	Term 4 Week 9	Term 1 Week 6	Term 2 Week 6	Term 2 Week 8	Term 3 Exam Period	
Outcomes	H1, H2, H3, H4	H6, H7, H8, H10	H6, H8	H1, H2, H3, H4,	H2, H4, H5, H6, H7, H8, H9, H10	
Art Making	10			25	15	50
Art Criticism and Art History		20	20		10	50
Total	10	20	20	25	25	100

CRONULLA HIGH SCHOOL



ILLNESS / MISADVENTURE APPLICATION FORM – HSC 2025

Illness/Misadventure applications can be submitted where a sudden illness or misadventure:

- occurred immediately before or during an assessment or examination
- was unexpected
- was beyond your control
- prevented you from attending OR diminished your exam performance.

If possible, you should attend every examination and submit what has been completed for hand-in assessments by the due time. If you do not complete/submit assessments and your application is unsuccessful you will receive a mark of zero. The school does not expect you to attend examinations against specific medical advice.

How to Apply

- Seek relevant external evidence from a professional to validate your application. This includes a doctor's certificate, police report etc., and must relate to the day of the task. (Section B)
- The student is to complete the remainder of the form (Section A) and submit to the relevant Head Teacher on or before the day of their return to school.

Expectations upon return to school

- Students must submit the application form and speak with their class teacher.
- Hand-in tasks are to be submitted upon immediate return.
- Students should be prepared to sit examinations and in-class tasks upon their return.
- The usual practice if the Illness/Misadventure is upheld will be a substitute task or, depending on the circumstance and validity, an extension of time. Estimate results will only be provided in exceptional cases, when all other options have been exhausted, and must be approved by the principal.

Restrictions on Applications

You cannot submit an application on the basis of:

- difficulty preparing or lost preparation time
- technological failure
- alleged deficiencies in teaching
- lost time or facilities for study
- long-term illness (e.g. glandular fever, asthma or epilepsy), unless you suffer a flare-up of the condition during an examination
- conditions for which you have been granted or should have applied for disability provisions, unless you have further unexpected difficulties
- courses where you are a self-tuition student



- other commitments such as participation in entertainment, work or family holiday (except where the principal has granted leave. If an assessment task is impacted by approved leave, you should follow the Variation to Assessment process).
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).

In exceptional circumstances, variations to the above will only be approved by a panel convened by the principal.

Processing of Applications

- All completed applications are to be submitted to the relevant Head Teacher on or before the day of their return to school. If absence is long-term, students should make contact with their classroom teacher, Head Teacher or Deputy Principal so the school is aware.
- The relevant Head Teacher will notify applicants the outcome of their application. These applications can be appealed, in writing, no later than **three days** after receiving the decision. The appeal will be considered by the Principal and/or Deputy Principal.

Group Performance Illness/Misadventure

- When a group performance cannot go ahead on a scheduled date, the students affected must notify the relevant Head Teacher immediately
- The students affected must complete an Illness/Misadventure application as a group, which should be returned to the relevant Head Teacher within **two days** of the original task date.
- The student responsible for the group Illness/Misadventure application must submit an individual Illness/Misadventure form outlining the nature of their circumstances, with supporting evidence, on or before the day of their return to school. Please note, this application will be considered separately to the group's application.



Section A (to be completed by student):

Student Name: Year group:

Student Declaration

I consider that my assessment performance was affected by an unforeseen illness or misadventure that occurred immediately before or during an exam, as set out in Section A of this form. I declare that all the information I have supplied is true.

Student Signature: Date:

Date of Task	Subject and Assessment Task Name	For each assessment, describe the specific impact of the Illness/Misadventure on your performance. Please provide details for each task (e.g. do not write 'as above')	Did you attend or submit on time (YES/NO)



SECTION B (independent evidence)

Usually completed by a doctor or other health professional, a counsellor or a police officer. This person must not be related to the student.

Information for independent person:

To accurately assess the illness/misadventure claim, the following information is required:

1. In the case of illness, the date of onset of the illness, plus any additional dates of consultations. In the case of misadventure, the date and time of the occurrence and subsequent events is required.
2. The specific details of the illness/misadventure should be outlined. In the case of illness, health professionals must describe the student's symptoms and describe how these symptoms impeded assessment performance. If the student was unable to attend an examination, it is imperative that details be provided.
3. If possible, some indication of the duration of the condition should be given.

Statement and details of independent person:

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.....
.....

Name: Contact No:

Signature: Date:

Parent/Carer statement:

To only be completed if there are exceptional circumstances as to why independent evidence cannot be submitted.

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.....

I declare that all the information I have supplied is true.

Parent/Carer Signature: Date:



SECTION C (OFFICE USE ONLY)

Head Teacher Approval:

- YES
- NO
- CONDITIONAL

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Head Teacher Signature: Date:

CRONULLA HIGH SCHOOL



VARIATION TO ASSESSMENT FORM – HSC 2025

The expectation is that students must attempt tasks as scheduled. However, circumstances may exist allowing the rescheduling of an in-class task or examination for reasons such as elite sport or arts participation (excluding students who are representing the school), surgery or approved leave. Students must attach independent evidence of the variation. Approved leave must be supported by attaching the Certificate of Exemption which will be provided by the principal.

Students requiring assessment rescheduling due to representing Cronulla High School **must** arrange with their class teacher before the event. They are **not** expected to submit a Variation to Assessment application.

Hand-in/submission tasks are still to be completed and submitted by the due date and time, unless otherwise stipulated by the relevant Head Teacher

A Variation to Assessment form must be completed and submitted in most instances at least one week prior to the scheduled date of the task. If this timeframe is not observed, a student will be expected to undertake the assessment at the scheduled time, unless exceptional circumstances apply as determined by the Head Teacher.

If you apply for a variation, the Head Teacher can, according to their judgement, organise for you to undertake the same task or a substitute task. Depending on the circumstances, this may occur before or after the original task date.

Step 1: To be completed by the student:

Student Name: Year:

Subject: Teacher:

Task:

Original date of task:

Reason for application (independent evidence must be attached):
.....
.....

Step 2: Report to the faculty Head Teacher

Alternative Arrangements:
.....
.....

Rescheduled task date:

Head Teacher Signature: Date:

Multiple tasks requiring rescheduling:

Subject:	Teacher:
Task:	Original Date:
Rescheduled date:	Head Teacher signature:
Arrangements:	
.....	
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.....	

Subject:	Teacher:
Task:	Original Date:
Rescheduled date:	Head Teacher signature:
Arrangements:	
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Subject:	Teacher:
Task:	Original Date:
Rescheduled date:	Head Teacher signature:
Arrangements:	
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Subject:	Teacher:
Task:	Original Date:
Rescheduled date:	Head Teacher signature:
Arrangements:	
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