

YEAR 12

HSC COURSE

ASSESSMENT BOOKLET

Critical information for students in **2019**



Cronulla High School

■ Raising expectations ■ Communicating with parents ■ Recognising achievement

Revised November 2019

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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 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 H.S.C. 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 NESAs an assessment mark for each student in each subject. This mark is likely to be moderated by NESAs 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 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 (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 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, 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.

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.

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 NESAs is required by NESAs 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

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (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, Internet and CD ROMs, 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.

If you are found to have engaged in malpractice you will be awarded a zero.

Examples of malpractice include:

- 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 examination review panel will convene to review the allegations. In its deliberations this panel will ensure that all policies of the Department of Education of NESA in handling such issues are followed and that procedural fairness is accorded to the student at all times.

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 CLAIM PROCEDURES

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

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

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

Any claim due to:

1. **Illness should be supported by a medical certificate (failure to provide a doctor's certificate may result in rejection of the claim) and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task and how the students' performance has or will be affected.
2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**

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

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

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

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

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

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 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 organizers, 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 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.



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

Describe your reasons for submitting this claim:
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached.
This substantiates that you were prevented from satisfying assessment requirements due to an illness
or unforeseeable misadventure)

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

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

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

INSTRUCTIONS:

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

Office use only

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

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

Forms are available from school reception or school website.

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
	Skills Examination	Depth Study	Research Task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 5-6	
	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 BIO11/12-6 BIO11/12-7 BIO12-13 BIO12-14	BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-15	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	20	10	10	60
Knowledge and understanding	0	10	10	20	40
Total	20	30	20	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	In Class Task. Operations Management	Business Report	Research Based Topic Test -Finance	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 5-6	
	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, H1.2, H2.1, H2.2, H3.1, H3.2, H3.3, H4.1, H4.2, H5.3, H5.4	
C1 Knowledge and understanding of course content	10	10	10	10	40
C2 Stimulus based skills		10		10	20
C3 Inquiry and research	10		10		20
C4 Communication of business information, ideas and issues in appropriate forms		5	5	10	20
Total	20	25	25	30	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
	Depth Study	Practical Examination	Skills Examination	Trial HSC Examination	
	Term 4 Week 8	Term 1 Weeks 6-7	Term 2 Weeks 6-7	Term 3 Weeks 5-6	
	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 CH12-13	CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7	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

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

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Independent Research Project and Plan	Groups in context research assignment	Prepared Response and Technology submission	Trial HSC Examination	
	Plan Term 4 Week 4 Project Term 4 Week 10	Term 1 Week 7	Term 3 Week 2	Term 3 Weeks 5-6	
	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	H1.1 - 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	5	15	25
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	20	5	5	5	35
Total	30	20	20	30	100

Vocational Education and Training (VET) Courses

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

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

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

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

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

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

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

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

Please see the following attached Construction Assessment Schedule.



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

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

Outcomes	Task	Due	Description	C1	C2	C3	C4	Weight
H1.2, H3.1, H3.2, H3.3, H1.2, H2.2, H2.3	1	Term 4 Weeks 9-10	Core Composition and Major Study work in progress		10		20	30
H2.1, H2.2, H2.3, H1.1, H1.3, H1.4, H4.1, H4.3	2	Term 1 assessment period	Core Performance and prepared response	10		10		20
H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4	3	Prac – Term 3 Week 1	Trial Practical Examination (CP, CC and MS) and Interview	10	10		20	40
H4.1, H4.2, H4.4, H4.5		Theory – Term 3 Weeks 5-6	Trial Appreciation Written Paper			10		10
Total				20	20	20	40	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Presentation of Individual Project	Extended Response Essay: Studies in Drama and Theatre Topic: Black Comedy	Presentation Group Performance	Trial HSC Examination Performance	
	Term 1 Week 3	Term 2 Week 2	Term 2 Week 6	Term 3 Week 2	
	HI.2, HI.3, HI.5,	HI.1, HI.3, HI.5, H3.1, H3.3	HI.1, HI.2, HI.3, HI.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Making	10	10	10	10	40
Performing			20	10	30
Critically Studying	10	10		10	30
Total	20	20	30	30	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
	Practical data analysis	Depth Study	Research Task	Trial HSC Examination	
	Term 4 Week 5	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 5-6	
	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-5 EES11/12-6 EES11/12-7 EES12-12	EES11/12-1 EES11/12-5 EES11/12-6 EES11/12-7 EES12-13	EES11/12-1 EES11/12-6 EES11/12-7 EES12-14	EES11/12-1 EES11/12-2 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	15	15	15	15	60
Knowledge and Understanding	5	10	10	15	40
Total	20	25	25	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	C1 Research / in class essay	C1, C2, C3 Extended Response Task	C2 & C3 Stimulus based skills	C3 & C4 Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 5-6	
	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

Component	Task 1	Task 2	Task 3	Task 4	Weight
	Engineering Report #1	Topic Test	Engineering Report #2	Trial HSC Examination	
	Term 1 Week 7	Half Yearly Test Period	Term 3 Week 1	Term 3 Weeks 5-6	
	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

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	<p>Texts and Human Experiences</p> <p>Critical response with related material</p>	<p>Craft of Writing</p> <p>Imaginative text with viva voce (multimodal presentation)</p>	<p>Language, Identity and Culture / Close Study</p> <p>Reading and writing task using prescribed texts</p>	<p>Trial HSC Examination</p> <p>Common Module</p> <p>Module A</p> <p>Module B</p>	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Week 5	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-4, EN12-6, EN12-7, EN12-8	EA12-3, EA12-4, EA12-5, A12-6, EA12-8	
Components	Weight %				
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	15	15	50
Total	15	25	30	30	100

Components	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Texts and Human Experiences Critical responses with related material	Craft of Writing Imaginative text with Viva voce (multimodal presentation)	Textual Conversations / Critical Study of Literature Critical response	Trial HSC Examination Common Module Module A Module B	
Timing	Term 4 Week 8	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 5	
Outcomes assessed	EA12-1, EA12-2, EA12-3, EA12-5, EA12-6, EA12-7	EA12-2, EA12-3, EA12-4, EA12-5, EA12-7, EA12-9	EA12-3, EA12-5, EA12-7, EA12-8	EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	
Components					Weight %
Knowledge and understanding of course content	10	10	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	15	15	50
Total	15	25	30	30	100

Components	Task 1	Task 2	Task 3	Weight
	Imaginative response and reflection	Critical response with related text	Trial HSC Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 5-6	
	EE12-2, 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
	Viva Voce (including written proposal)	Literature review	Critique of the creative process	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 6	
	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
	<p>Multimodal presentation with related material</p> <p>Mandatory module: Texts and Human Experiences</p>	<p>Research task</p> <p>Elective module: We are Australians</p>	<p>Collection of classwork</p> <p>All modules</p>	<p>Trial HSC Examination</p> <p>Mandatory module and Elective – The Big Screen</p>	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 5-6	
	ES12-1, ES12-4, ES12-5, ES12-6, ES12-8	ES12-3, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-10	ES12-2, ES12-3, ES12-4, ES12-5, ES12-9	
Knowledge and understanding of course content	15	10	15	10	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	10	15	15	10	50
Total	25	25	30	20	100

Vocational Education and Training (VET) Courses

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

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

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

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

Please see the following attached Entertainment Industry Assessment Schedules.



TERM	Unit Code	Units Of Competency	AOE CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements examination estimate mark & weighting to total 100%
Terms 6-7	3 HSC UOCs					Cluster F: The Client Observation, written, portfolio, self-assessment, questioning.	Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course. No additional work placement is required.
	BSBWOR301	Organise personal work priorities and development	C	E	20		
	CUAPPR304	Participate in collaborative creative projects	C	E	20		
	CUALGT304	Install and operate follow spots	E	E	20		
<i>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</i>			<i>Total Hours 60</i>		<i>No Units of Competency from the 60 hour specialisation study are examinable in the HSC examination. The HSC examination will be based on the 240 hour course only.</i>		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			<i>Total Hours 250</i>		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Food Industry Report	Food Man. Experiment and Preparation	Con. Nutrition Issues Investigation	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 5-6	
	H1.2, H1.4, H3.1	H1.1, H4.2	H2.1, H3.2, H4.1, H5.1	H.1, H1.3, H1.4, H5.1	
Knowledge and understanding of course content			10	30	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	30	30	100

Component	Task 1	Task 2	Task 3	Task 4	Weight
	Ecosystems at Risk In Class Essay	Topic Urban Places Test	People & Economic Activity Topic Test	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 5-6	
	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	
C1 Knowledge and understanding of course content	5	10	5	20	40
C2 Geographical tools and skills		5	10	5	20
C3 Geographical inquiry and research, including fieldwork	10	5	5		20
C4 Communication of geographical information, ideas and issues in appropriate form	5	5	5	5	20
Total	20	25	25	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Core: Pompeii Source Based Analysis	Ancient Society	Historical Period and Personality	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 5-6	
	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	5	15	15	40
C2 Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
C3 Historical inquiry and research		5	10	5	20
C4 Communication of historical understanding in appropriate forms	5	5	5	5	20
Total	20	20	30	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Core: Power & Authority	National Study	Peace & Conflict	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 5-6	
	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	5	5	15	15	40
C2 Historical skills in the analysis and evaluation of sources and interpretations	10	5		5	20
C3 Historical inquiry and research		5	10	5	20
C4 Communication of historical understanding in appropriate forms	5	5	5	5	20
Total	20	20	30	30	100

Components	Task 1	Task 2	Task 3	Weight
	History Project – Process (proposal, process log, annotated sources)	History Project – Essay	Trial HSC Examination	
	Term 2 Week 1	Term 3 Week 2	Term 3 Weeks 5-6	
	HE12-2, 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	30	30		60
Total	30	40	30	100

Certificate II in Hospitality (Kitchen Operations)

Vocational Education and Training (VET) Courses

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

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

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

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

Please see attached Hospitality-Kitchen Operations Assessment Schedule.



TERM	Unit Code	Units Of Competency	ACF CORE /	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 SITHCCC011 Use cookery skills effectively	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	50% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC002	Prepare and present simple dishes	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Introduction to the Commercial Kitchen Written task, Observation of practical work	35 hrs Work placement
	SITHCCC003	Prepare and present sandwiches	E	E	10		
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Prepare and Cook Food Safely Written task, Observation of practical work	
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 & 5	5 HSC UOCs						50% Trial HSC Exam
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	Cluster D: Quality Meals Case study, written task & observation of practical work including temperature checks & completion of HACCP documentation. NOTE: person with THREE years' Industry Experience must be involved in assessment.	35 hrs Work placement The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	SITHCCC006	Prepare appetisers and salads	E	E	25		
Terms 6 & 7	SITHCCC011	Use cookery skills effectively	C	E	20	Cluster E: Written task Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	
	BSBWOR203	Work effectively with others	C	M	15		
	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. Yellow highlight indicates assessment requires industry experience	

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Components	Task 1	Task 2	Task 3	Task 4	Weight
	Presentation of Major Project Ideas and Development	Report	Final School Portfolio	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 6	Term 2 Week 10	Term 3 Weeks 5-6	
	H3.1, H3.2, H3.3	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	H1.1, H1.2, H1.3, H2.1, H3.3, H7.1, H7.2	
Knowledge and understanding of course content		10		30	40
Knowledge, skills and understanding in designing, management, communication and production of a major project	10	10	40		60
Total	10	20	40	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Core – Crime Research / in class Essay	Human Rights Topic Test	Core – Family Research/in class Essay	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 5-6	
	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	10	10	10	30	60
C2 Research	5	5	10		20
C3 Communication	5	10	5		20
Total	20	25	25	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	<p>Class Examination</p> <p>Topics M2, F1.3, M7</p>	<p>Investigative Task with Analysis</p> <p>Topics F4.1, F4.2, M6, N2.1, N2.2</p>	<p>Open Book Examination</p> <p>Topics A4.1, S4, F5</p>	<p>Trial HSC Examination</p> <p>All Topics</p>	
	<p>Term 4 Week 8</p>	<p>Term 1 Week 8</p>	<p>Term 2 Week 7</p>	<p>Term 3 Weeks 5-6</p>	
	<p>MS11-2, MS11-5, MS11-6, MS11-9, MS2-12-3, MS2-12-4, MS2-12-9 MS2-12-10</p>	<p>MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-8, MS2-12-9, MS2-12-10</p>	<p>MS2-12-1, MS2-12-2, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-9, MS2-12-10</p>	<p>All</p>	
<p>Understanding, Fluency and Communicating</p>	<p>10</p>	<p>10</p>	<p>15</p>	<p>15</p>	<p>50</p>
<p>Problem Solving, Reasoning and Justification</p>	<p>10</p>	<p>15</p>	<p>10</p>	<p>15</p>	<p>50</p>
<p>Total</p>	<p>20</p>	<p>25</p>	<p>25</p>	<p>30</p>	<p>100</p>

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Topic Test	In-class Open-Book Test	Investigative Task with Analysis	Trial HSC Examination All Topics	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 5-6	
	H2, H5, H6, H7, H9	H2, H4, H5, H8, H9	H2 - H9	H2 - H9	
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	10	15	15	50
Total	20	25	25	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Class Test	In-class open-book test	Investigative Task with Analysis	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Exam Period	
	HE1, HE4, HE6, HE7	HE1, HE2, HE3, HE4, HE6, HE7	HE2, HE3, HE4, HE6	HE1 - HE7	
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	10	15	15	50
Total	20	25	25	30	100

	Components	Task 2	Task 3	Task 4	Weight
	In-class Test	In-class Open-Book Test	Investigative Task with Analysis	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 5-6	
	E1, E2, E3	E1 – E4	E1, E2, E5 – E7	E1 – E7	
Concepts, skills and techniques	10	15	10	15	50
Reasoning and communication	10	10	15	15	50
Total	20	25	25	30	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	<p>Composition Portfolio and Aural Analysis</p> <p>Topic 1 Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic</p>	<p>Presentation of Performance and Viva Voce</p> <p>Topic 2 Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic</p>	<p>Presentation or Submission: Elective Option for Topics 1 & 2</p> <p>Presentation of performance and/or composition portfolio and/or musicology outline and viva voce</p>	<p>Trial HSC Examination</p> <p>Aural Skills Examination Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3</p>	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 6	Term 3, Week 3	
	<p>Outcomes assessed H2, H4, H5, H6, H7, H8</p>	<p>Outcomes assessed H1, H2, H4, H5, H6</p>	<p>Outcomes assessed H1-8*</p>	<p>Outcomes assessed H1-8*</p>	
Performance		10			10
Composition	10				10
Musicology		10			10
Aural	10			15	25
Electives			30	15	45
Total %	20	20	30	30	100

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
	Sports Medicine Presentation	Factors Affecting Performance Practical Performance and Report Task	Health Priorities in Australia Research Task	Trial HSC Examination	
	Term 4 Week 8	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 5-6	
	H8, H13, H17	H7, H8, H10, H11, H17	H8, H9, H10, H17	H1, H2, H3, H4, H5, H6, 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
	Practical Examination	Depth Study	Skills Examination	Trial HSC Examination	
	Term 4 Week 8	Term 1 Weeks 6-7	Term 2 Weeks 6-7	Term 3 Weeks 5-6	
	PH11/12-2, PH11/12-2, PH11/12-4 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 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	PH11/12-1 to PH11/12-7 and PH12-12 to PH12-15	
Skills in Working Scientifically	20	10	20	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
	Project Proposal	Progress Report	Scientific Research Report	
	Term 4 Week 10	Term 1 Week 10	Term 3 Week 4	
	SE-2, SE-3, SE-5, SE-7	SE-1, SE-4, SE-6, SE-7	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
	Social and Cultural Continuity and Change In-class Topic Test	Depth Study 1 In-class Extended Response	Depth Study 2 In-class Extended Response	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 5-6	
	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	10	10	10	20	50
C2 Application and Evaluation of Social and Cultural Research Methodologies	5	10	10	5	30
C3 Communication of Information Ideas and Issues in Appropriate Form	5	5	5	5	20
Total	20	25	25	30	100

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	
Games and Sports Applications 2	

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Fitness Practical Performance and Report Task	Aquatics	Resistance Training Instructional Video	Games and Sport Application 2	
	Term 4 Week 10	Term 1 Weeks 8-10	Term 2 Week 7	Term 3 Weeks 5-6	
	1.3, 3.2, 3.3, 4.1	1.1, 1.2, 3.1, 3.2, 3.3, 3.6, 4.1, 4.5	1.3, 2.1, 2.3, 2.5, 3.2, 3.3, 4.4	1.1, 1.2, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 3.6, 4.1, 4.5	
Knowledge and understanding outcomes	10	20	10	10	50
Skills outcomes	15	5	15	15	50
Total	25	25	25	25	100

Components	Task 1	Task 2	Task 3	Task 4	Weight
	Development of the Body of Work	Written Research Task	Development of the Body of Work	Trial HSC Examination	
	Term 4 Week 9	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 5-6	
	H1, H3, H4	H7, H8, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6, H7, H8, H9, H10	
Art Making	20		20	10	50
Art Criticism and Art History		20	20	10	50
Total	20	20	40	20	100