



Prairiewood High School



HSC Assessment Manual 2022

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INTRODUCTION

This booklet outlines the assessment schedule for the cohort of students at PHS undertaking the Higher School Certificate in 2022. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year.

The school Assessment Policy is consistent with the guidelines provided by the NSW Education Standards Authority (NESA). This policy is designed to measure the achievements of each student in the various course components and subject objectives selected for assessment by NESA. A variety of compulsory assessment tasks will be completed in each course and the results achieved will be used according to the weightings listed in the Course Specifications Manual, to determine the overall HSC Assessment Mark for each student.

THE AUSTRALIAN TERTIARY ASSESSMENT RANK (ATAR)

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by Universities Admissions Centre.

The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements.

ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC at about the same time they receive their HSC results from NESA.

More information on the calculation of the ATAR can be found in the UAC Guide or on UAC's website at www.uac.edu.au/atar/

STUDENT RESPONSIBILITIES

It is the responsibility of each student to ensure that:

- they meet all course requirements, including attendance at classes
- all submitted tasks are his/her own work. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own) could lead to the student receiving zero marks and being referred to the NESAs Register of Malpractice in HSC Assessment Tasks
- all tasks are completed/submitted on time
- all set tasks are completed, not only those set for HSC Assessment
- they make a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an "N Determination" for that course
- all work is submitted in an appropriate form and at an acceptable standard; that is, as a hard copy unless specifically stated otherwise
- they sign for the submission of each task
- they do not interfere with the progress of other students (e.g. in group work, or in the use of resources)
- they know which tasks are to be assessed, and the due date for each.

STAFF OBLIGATIONS

It is the obligation of each Year 12 teacher to:

- set appropriate assessment tasks which will be used to measure student performance in each component of a course
- provide a rubric and marking criteria for each assessment task
- provide students with information on their progress including formal written feedback on each assessment and examination task, as per the PHS Feedback Policy
- ensure that each student is aware of the school's policy relating to:
 - illness/misadventure applications
 - late submissions
 - absenteeism
 - dishonesty
- respect the privacy of student performance and results
- maintain an accurate signed register for students' receipt of assessment notice and receipt of each assessment task submitted for assessment or class/formal examination
- ensure that students proven guilty of malpractice are referred to the NESAs Register of Malpractice in HSC Assessment Tasks.

TYPES OF ASSESSMENT TASKS

Assessment programs can include only one major exam (the major exam will usually be the trial HSC examination held in Term 3), topic tests, oral and aural activities, fieldwork, projects, experiments, performances, research tasks, and in class tasks. Teachers will give you advance notice in writing of upcoming tasks (usually 2 weeks) as well as about the nature of the task.

REVIEW OF ASSESSMENT

Students may seek a review of the final rank order if the school order of merit differs significantly from the expectations gained from feedback on the performance in assessed tasks throughout the course.

METHOD OF REPORTING

Reports will be available after each examination period. Each school report will contain the following information.

COURSE	EXAM MARK %	EXAM RANK	ASSESSMENT RANK *
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**Assessment Rank takes into account correct task weighting for all completed tasks and represents the position of the student at that time*

STUDENT ASSESSMENT TASK FEEDBACK

As per the PHS Feedback Policy, all students will receive meaningful, punctual and written feedback on all assessment tasks and examination sections in relation to the marking guidelines and course outcomes, to assist them in their learning in that course. Final assessment marks WILL NOT be disclosed to students, as per the NESAs policy.

RECORDS/ASSESSMENT MARKS

Each student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.

Marks cannot be modified to take into account possible effects of illness or domestic situations.

Assessment marks are recorded centrally and hard copies and electronic copies are to be kept securely by teachers and Head Teachers. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

SATISFACTORY COMPLETION OF A COURSE

Regulation 8.4.1 of the NESA 'Assessment Certification and Examination Manual' states that a student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by 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.

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute to more than 50 percent of the available marks used for the students' assessment in that course.

Students should be aware that being over seventeen years of age they are subject to the provisions set down in the *Procedures for the Suspension and Expulsion of School Students (2011)*. This relates to non-serious students of post-compulsory age (attendance, performance, discipline). The relevant warning letter is included in this booklet. The expulsion letter is also included.

In line with student obligations governed by Regulation 8.4.1 above, students must demonstrate a high level of attendance and punctuality. It is not possible for a student to 'apply themselves with diligence and sustained effort' without regular, punctual attendance. In addition, for a student to meet this criteria they must demonstrate that they have applied themselves 'to the set tasks and experiences provided in the course by the school' in a consistent manner over the duration of the course.

Students should note that truancy is unacceptable.

Truancy may result in students being placed on a *Level Card*, suspension or expulsion under the provisions set out in the previous section above.

VET Subjects: It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements.

In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an N-Determination.

'N' DETERMINATIONS

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, including VET courses, the subject teacher must warn the student as soon as possible and advise the parent or guardian in writing (a *Warning of N Determination* letter). This warning should be given in time for the problem to be corrected. A second *Warning of N Determination* will be issued if the problem is not corrected in a satisfactory time frame (two weeks).

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each NESA Developed and/or NESA Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Students whose work in individual subjects is causing concern may receive an N-Determination. This means that the unit(s) for the subject may not count towards the HSC Award. If the total number of HSC units is fewer than ten (10), the student will not be eligible for the award of the HSC.

A student ineligible for the award of the HSC, due to completing less than 10 units, may still be eligible for the award of the RoSA.

EXTENDED STUDY PROGRAM

The Extended Study Program is designed to assist students in the Preliminary Course and Higher School Certificate Course and to attain satisfactory Higher School Certificate Course outcomes. Students who receive an N Award Warning Letter for non-submission of assessment and/or classwork, as well as the students who are not coping with the senior work load, will be required to attend this compulsory program in order to achieve satisfactory course outcomes.

For students in Year 12, the Extended Study Program continues on Tuesday afternoons during Periods 4 and 5.

For students in Year 11, the Extended Study Program continues during Period 5, on a day where they do not have a timetabled class. The Extended Study Program provides students the opportunity to be supported in completing outstanding coursework and/or assessment task.

Students are required to:

- Attend all Extended Study sessions until outstanding work is completed
- Arrive to the designated location on time
- Be prepared to work on outstanding course work or assessments, with required materials and equipment
- Demonstrate reasonable and ongoing progress
- Clear outstanding work within two weeks

Failure to participate in the Extended Study Program may result in the student deemed to have not met the HSC course requirements and may also lead to the issue of an expulsion warning.

ILLNESS/MISADVENTURE APPLICATION

You must ensure that you attend and/or complete and/or submit all ASSESSMENT TASKS **on time** for each course being studied. These tasks are very important and should only be missed if you are really sick and need to seek medical attention from a doctor OR if there is a critical incident (e.g. serious and sudden accident, illness or death in family).

If you cannot attend/submit or complete a task due to the above reasons, you **MUST** do the following:

- Notify the school office staff by telephone on the day the task is due and leave a message for the appropriate Head Teacher.
- If injured or ill, you will need to submit a Medical Certificate to verify that you are ill and that you attended the doctor.
Note: Backdated doctor's certificates will NOT be accepted
- **Speak to the Head Teacher of that faculty THE VERY NEXT DAY you are at school to arrange a time to complete the task** and speak to the Head Teacher of Secondary Studies to complete an 'Illness/Misadventure Application Form'.
- If you are ill during an assessment task or examination, you must notify staff supervising you so they can monitor you during the task. You will also be required to provide a Medical Certificate and to complete the Illness/Misadventure Application form.
- You will need to ensure that all relevant sections of the Illness/Misadventure Application are completed and submit your appeal to the Head Teacher Secondary Studies who will arrange for a meeting of the Appeals Committee, which takes into consideration the recommendations made by the Faculty Head Teacher. The committee is chaired by the Deputy Principal of your year group.
- The Appeals Committee will consider the information you provide to them AND will also take into account the Head Teacher recommendation. If the appeal is upheld the committee will liaise with the relevant Head Teacher about how your mark will be determined. In the case of a misadventure, an estimate may be used to determine your mark for that particular task at the end of the course. If the appeal is declined, you will be provided with feedback/comments, but a ZERO mark will be recorded as the official result for that task.
- The Head Teacher Secondary Studies will then advise the student and Head Teacher of the outcome of the appeal.
- If you are not satisfied with the outcome, you may (**within two days** of being advised of the outcome of your original appeal) appeal to the Principal – whose decision will be FINAL.

Please note that the Principal will only overrule the decision of the Appeals Committee if he/she determines that a gross error or oversight has occurred as part of the process undertaken by the Appeals Committee

IF NO ILLNESS/MISADVENTURE APPLICATION FORM IS SUBMITTED WITHIN 3 SCHOOLS DAYS FROM THE STUDENT'S DAY OF RETURN IN ACCORDANCE WITH THE PROCESS LISTED ABOVE, THE TASK WILL BE AWARDED A ZERO MARK

PLEASE NOTE THAT THIS MAY THEN CONTRIBUTE TO THE ISSUING OF AN N-DETERMINATION IN THAT SUBJECT

ABSENCE ON THE DAY OF NOTIFICATION OF AN ASSESSMENT TASK

If a student is absent on the day of notification of a task, the responsibility is on the student to find out about the task on their first day back at school.

ABSENCE ON THE DAY BEFORE AN ASSESSMENT TASK

If you are absent the day before an assessment task you will be required to provide a Medical Certificate or other evidence to explain your absence. Failure to provide this documentation may result in a zero being given for the task.

LATE ARRIVAL AND/OR NOT ATTENDING ALL CLASSES ON THE DAY OF AN ASSESSMENT TASK

School records must show that a student attended a **full day of school** and **attended all timetabled lessons, including study periods**, on the day of an assessment task (excluding examination periods). This is to ensure that using school time to work on an assessment task advantages no student. Failure to attend all classes may result in a zero being given for the task.

ABSENT ON THE DAY OF AN ASSESSMENT TASK

In the event that a student is ill or has a misadventure on the day of an assessment task, the following procedures should be followed:

- (1)** Seek medical advice and get a Medical Certificate to cover the time of illness. If it is a misadventure there must be supporting evidence such as a police event number or other relevant documentation
- (2)** Students must contact the relevant Head Teacher on the **first day of their return to school** to arrange a time to complete the task
- (3)** Students should complete an Appeals/Misadventure Application, attach their medical certificate/supporting documentation and submit the completed forms to the Head Teacher Secondary Studies **within 3 school days** of their return
- (4)** Students must complete the task in accordance with the Head Teacher's decision. (Failure to complete the task will result in the restart of the appeals process)

WORK PLACEMENT AND OTHER SCHOOL SANCTIONED COMMITMENTS

In the event of an assessment task clashing with work placement or any other mandatory school activity, it is the student's responsibility to notify teachers of this commitment well in advance. Students may submit the task early, prior to the engagement or electronically at the due date and time. If the task is an in-class task, students will complete the task the very next day they are at school.

HAND IN TASKS

Submission of assessment tasks need to be on the advertised date and at the beginning of the relevant period, unless otherwise stated by the teacher. **If you are unwell the day a hand in task is due, you will need to electronically submit the progress you have made up until the due date of the task and complete the Appeals/Misadventure Application process.**

QUERYING THE RESULT OF AN ASSESSMENT TASK

The PHS Stage 6 Marking Policy states that 'all aspects of assessment and examination tasks in Preliminary and HSC courses with a mark value of 7 marks or above will have two markers assess the response. If on the return of an assessment task, a student considers a mistake has been made in the marking of the assessment, it is their responsibility to complete a 'Request for Re-mark' form, which can be obtained from Head Teachers.

A request for a re-mark will not be applicable to tasks (or questions) which have been double marked.

DISHONESTY/MALPRACTICE

Proven dishonesty/malpractice will result in a zero award for the question(s) where evidence of plagiarism is detected. Where possible, students' submitted work will be checked against a plagiarism detection software such as *Turnitin* or *Google originality report*. This may also be used in checking for cases of collusion between students. Honest and ethical practice is clearly outlined in the modules of work completed in the HSC 'All My Own Work' program. These modules include aspects such as plagiarism, copying other students' work, giving other students your work, acknowledging sources, cheating and copyright. In accordance with NESAs policy, the school will refer the incident to the NESAs Register of Malpractice in HSC Assessment Tasks.

TECHNOLOGY PROBLEMS

Computer or USB malfunction (loss of data) needs to be safe guarded through backing up, print outs, multiple copies or paper drafts. Students should attach these as evidence to any genuine case through the Illness/Misadventure Application.

Computer, USB or printer malfunctions are not sufficient grounds for appeal

SCHOOL REVIEWS OF ASSESSMENT

Students who consider their ranking is not correct can appeal to the Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus requirements) are checked.

Any queries about NESAs, assessments and marking protocols should be referred to the Head Teacher Secondary Studies and Deputy Principal Stage 6.

CAPA / LOTE FACULTY

FRENCH BEGINNERS

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5
Task Type		Reading: Tue 16 th Nov Writing: Tue 16 th Nov	Listening Speaking	Speaking	Trial Examination
Name of Unit		The Personal World	The Personal World	The Personal World & Italian Speaking communities	The Personal World & Italian Speaking communities
Unit Overview		Students will be assessed on topics relating to family, home & neighbourhood, people & places, education & work, friends & pastimes.	Students will be assessed on topics relating to family, home & neighbourhood, people & places, education & work, friends & pastimes.	Students will be assessed on topics relating to family, home & neighbourhood, people & places, education & work, friends & pastimes, holidays & travel, future plans & aspiration.	Students will be assessed on topics relating to family, home & neighbourhood, people & places, education & work, friends & pastimes, holidays & travel, future plans & aspiration.
Listening	30		20%		10%
Reading	30	20%			10%
Speaking	20		5%	10%	5%
Writing	20	15%			5%
Total Weighting		35%	25%	10%	30%
Outcomes Assessed		1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

JAPANESE BEGINNERS

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Thu 2nd Dec	Term 1 Week 9	Term 2 Week 10	Term 3 Week 4/5
Task Type		Oral Task	Responding to spoken texts	Responding to written texts	Trial Examination
Name of Unit		Education and Work	Holidays, Travel and Tourism	Future Plans and Aspirations	All topics
Unit Overview		Learning in this unit focuses on developing students' oral, written, aural and reading skills in the context of school life and work prospects. Students compare the Australian and Japanese education systems.	Learning in this unit focuses on developing students' oral, written, aural and reading skills in the context of domestic and overseas travel. Students explore how to plan and book holidays including accommodation and transport.	Learning in this unit focuses on developing students' oral, written, aural and reading skills in the context of making future plans and discussing one's future aspirations.	Learning from the Preliminary and HSC courses are put into action in preparation for the HSC Examination.
Listening	30		20%		10%
Reading	30			20%	10%
Speaking	20	15%			5%
Writing	20		15%		5%
Total Weighting		15%	35%	20%	30%
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

MUSIC 1

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 6	Term 2 Week 2	Term 3 Week 2	Term 3 Week 4/5
Task Type		Composition and Musicology	Comp/Performance/ Musicology	Comp/Performance/ Musicology	Trial Examination
Name of Unit		Music for Film, TV, Radio and Multimedia	Popular Music	Music of the 20 th and 21 st Century	All Units
Unit Overview		Students look at the history and features of music from film, tv, radio and multimedia.	Students look at the history and features of popular music.	Students look at the history and features of music from the 20 th and 21 st century.	This examination will require students to be familiar with all units studied in this course.
Performance	10		10%		
Composition	10	10%			
Musicology	10	10%			
Aural	25				25%
Elective 1	15		15%		
Elective 2	15			15%	
Elective 3	15			15%	
Total Weighting		20%	25%	30%	25%
Outcomes Assessed		H2, H3, H4, H5, H7, H8, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11	H4, H5, H6, H7, H10, H11

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8 Mon 25th Nov	Term 2 Week 6	Term 3 Week 6	Term 3 Week 2
Task Type		Making Task (Practical Submission)	Making Task (Practical Submission)	Making Task (Practical Submission)	Examination Critical and Historical Studies (Written Submission)
Name of Unit		Unit 1: Portraiture Field: Digital Imaging Module: DI4 Manipulated Forms	Unit 2: The Language of Film Field: Video Module: V3 Traditions, Conventions, Style and Genre	Unit 3: World Ties General G1: Individual Project (WP/V/DI)	In-Class Written Examination
Unit Overview		Developing understanding of Portraiture conventions through the use of symbols, imagery and iconography. Submission of 5 portraits including candid, faceless, emotive, environmental and free choice - utilising one or more of the following: Photoshop/Procreate/Illustrator/Lightroom.	Identify and understand traditions, conventions, styles and genres in the history and language of filmmaking. Submission of one Video (2 – 5 minutes). Editing via After Effects or Premiere Pro.	Exploring a political, social, cultural or religious issue through the Subjective, Cultural or Postmodern Frames. Submission of Individual Project relating to culture through the use of one or more field (Wet Photography, Video, Digital Imaging including animation).	Formal Written Examination which assesses Critical and historical Studies content studied in Units 1, 2, 3.
Making	70	20%	20%	30%	
Critical and Historical Studies	30				30%
Total Weighting		20%	20%	30%	30%
Outcomes Assessed		M1, M2, M4, M5, M6,	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3	M1, M2, M3, M4, M5, M6,	CH1, CH2, CH3, CH4, CH5

VISUAL ARTS

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 6/7	Term 2 Week 5	Term 3 Week 3	Term 3 Week 4/5
Task Type		Practical Submission (Part A) Written Submission (Part B)	Practical Submission	Practical Submission	Trial Examination
Name of Unit		Part A - Body of Work Final Proposal + Development – Phase 2 (50% completion) Part B - Writing Task: Section II In-Class Essay	BOW Progress + Development Interview - Phase 3 (75% completion)	BOW Final Mark – Phase 4 (100% completion)	N/A
Unit Overview		Case Study The Artist as Social and Political Commentator	Case Study Digital Technologies in a Postmodern Artworld	Case Study Indigenous Perspectives	Revision
Artmaking	50	10%	20%	20%	
Art Criticism & Art History	50	20%			30%
Total Weighting		30%	20%	20%	30%
Outcomes Assessed		H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H4, H5, H6	H1, H2, H3, H4, H5, H6	H7, H8, H9, H10

ENGLISH FACULTY

ENGLISH STANDARD

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8 Thu 25th Nov	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Multimodal	Analytical Response	Imaginative text and reflection	Trial Examination
Name of Unit		Texts and Human Experiences	Language, Identity and Culture	Craft of Writing	N/A
Unit Overview		Common Module – how composers represent human experiences in texts.	Module A – how composers use language and form to represent individual and collective identity and culture.	A study of how composers use language to craft texts. Students also reflect on their own writing.	Common Module Modules A, B, C
Knowledge and understanding of course content	50	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50	10%	15%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		EN12-1, EN12-2, EN12-3, EN12-5, EN12-7, EN12-8	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN12-9	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7

ENGLISH ADVANCED

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8 Thu 25th Nov	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Multimodal	Essay	Imaginative and reflective writing	Trial Examination
Name of Unit		Texts and Human Experiences	Textual Conversations	Craft of Writing	N/A
Unit Overview		Common Module – How composers represent human experiences in texts.	Module A – A study of how Sylvia Plath and Ted Hughes communicate through their poetry.	A study of how composers use language to craft texts. Students also reflect on and evaluate their own writing.	Common Module Modules A, B and C
Knowledge and understanding of course content	50	15%	10%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	10%	15%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		EA12-1, EA12-2, EA12-3, EA12-6, EA12-7	EA12-1, EA12-3, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-3, EA12-4, EA12-9	EA12-3, EA12-4, EA12-4, EA12-6, EA12-8

ENGLISH EXTENSION I

		Task 1	Task 2	Task 3
Due Date		Term 1 Week 4	Term 2 Week 6	Term 3 Week 4/5
Task Type		Imaginative response and reflection	Critical response – Prescribed & related text(s)	Trial Examination
Name of Unit		Common Module	Elective Study – Intersecting Worlds	N/A
Unit Overview		Literary Worlds A common module about how composers use language and form to create worlds.	An elective study with a focus on a type of imaginative world.	Common module and elective will be assessed.
Knowledge and understanding of complex texts and of how and why they are valued	50	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation	50	15%	20%	15%
Total Weighting		30%	40%	30%
Outcomes Assessed		EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5

ENGLISH EXTENSION II

		Task 1	Task 2	Task 3
Due Date		Term 1 Week 2	Term 2 Week 6	Term 2 Week 8
Task Type		Viva Voce	Literature Review	Critique of the creative process
Name of Unit		NA	NA	NA
Unit Overview		An overview of independent research and investigation into concept and form.	An evaluation of impact of research into concept and form.	A reflection on the progress and process of the Major Work.
Skills in extensive independent research	50	15%	20%	15%
Skills in sustained composition	50	15%	20%	15%
Total Weighting		30%	40%	30%
Outcomes Assessed		EEX12-1, EEX12-4, EEX-5	EEX12-1, EEX12-3, EEX-4, EEX12-5	EEX12-1, EEX12-2, EEX12-3, EEX-4, EEX12-5

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8 Wed 24th Nov	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4/5
Task Type		Speaking and Listening	Reading and Writing	Imaginative Writing with annotations	Trial Examination
Name of Unit		Module A	Module B	Module D	Modules A, B and C
Unit Overview		Texts and Human Experiences – Focus on Writing	Language, Identity & Culture Focus on Writing	Focus on Writing Close Study of Text	N/A
Knowledge and understanding of course content	50	10%	15%	10%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and content across all modes	50	15%	10%	15%	10%
Total Weighting		25%	25%	25%	25%
Outcomes Assessed		EAL 12-1A, EAL12-3, EAL12-5, EAL 12-6, EAL 12-7	EAL 12-1A, EAL12-3, EAL 12-5, EAL 12-6, EAL 12-7, EAL 12-8	EAL 12-1A, EAL12-3, EAL 12-4, EAL 12-5, EAL 12-6, EAL 12-7, EAL 12-9	EAL 12-1A, EAL12-3, EAL 12-5, EAL 12-6, EAL 12-7, EAL 12-8

ENGLISH STUDIES

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7 Fri 19 th Nov	Term 1 Week 5	Term 2 Week 9	Term 3 Week 4/5
Task Type		Reading Task	Multimodal Presentation	Collection of course work	Trial Examination
Name of Unit		Texts and Human Experience	On the Road: English and the Experience of Travel	Landscapes of the Mind: English and the Creative Arts	Who do I think I am? – English and the self
Unit Overview		In this common module students deepen their understanding of how texts represent individual and collective human experiences. They examine how texts represent human qualities and emotions associated with, or arising from, these experiences. Students appreciate, explore, interpret, analyse and evaluate the ways language is used to shape these representations in a range of texts in a variety of forms, modes and media.	Through the study of the module On the Road – English and the experience of travel, students develop understanding and proficiency in the use of language related to travel, for example the language used by journalists, filmmakers and those in the travel industry.	Through the study of the module Landscapes of the Mind – English and the creative arts, students develop understanding and proficiency in the use of language related to the visual and performing arts. They develop knowledge, understanding and skills in comprehending and using terminology, styles and appropriate language forms for appreciating, promoting, discussing, expressing opinions about, and assessing artistic works and performances of music and/or drama.	Through the study of the module <i>Who do I think I am? – English and the self</i> , students develop an understanding of language and texts typically used to express people’s ideas, emotions and beliefs about themselves and their lives.
Knowledge and understanding of content	50	10%	15%	15%	10%
Skills in:	50	10%	15%	15%	10%
<ul style="list-style-type: none"> Comprehending text Communicating ideas Using language accurately, appropriately and effectively 					
Total Weighting		20%	30%	30%	20%
Outcomes Assessed		ES12-1, ES12-2, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-2, ES12-3, ES12-4, ES12-6, ES12-7, ES12-10	ES12-1, ES12-4, ES12-5, ES12-7, ES12-8, ES12-9	ES12-1, ES12-4, ES12-5, ES12-7, ES12-8, ES12-9

HSIE FACULTY

ANCIENT HISTORY

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7 Mon 15th Nov	Term 1 Week 11	Term 2 Week 11	Term 3 Week 4/5
Task Type		Historical Analysis	Topic Test	Submission & In-class response	Trial Examination
Name of Unit		Core Study: Cities of Vesuvius - Pompeii and Herculaneum	Ancient Societies - Minoans	Personalities - Hatshepsut	Entire Course
Unit Overview		Students investigate the range and nature of archaeological and written sources for the study of the cities of Pompeii and Herculaneum, and explore issues relating to reconstruction and conservation of the past.	Through an investigation of the key features of Bronze Age – Minoan Crete, and their interrelated nature, students examine a range of archaeological and written sources and relevant historiographical issues.	Students develop an understanding of Hatshepsut in the context of her time, through a range of archaeological and written sources and relevant historiographical issues.	All of the units covered in the course are assessed during the Trial Examination.
Knowledge and understanding of course content	40	5%	10%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20		5%	5%	10%
Historical inquiry and research	20	10%	5%	5%	
Communication of historical understanding in appropriate forms	20	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%
Outcomes Assessed		AH 12-1, AH 12-6, AH 12- 8, AH 12-9, AH 12-10	AH 12-3, AH 12-4, AH 12-5	AH 12-2, AH 12-3, AH 12-5, AH 12-9	AH 12-3, AH 12-4, AH 12-6, AH 12-7

BUSINESS STUDIES

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Fri 30th Nov	Term 1 Week 10	Term 2 Week 9	Term 3 Week 4/5
Task Type		Research + Test	Research	Research + Test	Trial Examination
Name of Unit		Operations	Marketing	Human resources	Entire course
Unit Overview		The focus of this topic is the strategies for effective operations management in large businesses.	The focus of this topic is the main elements involved in the development and implementation of successful marketing strategies.	The focus of this topic is the role of interpreting financial information in the planning and management of a business.	The focus of this topic is the contribution of human resource management to business performance.
Knowledge and understanding of course content	40	5%	10%	10%	15%
Stimulus-based skills	20		5%	5%	10%
Inquiry and research	20	10%	5%	5%	
Communication of business information, ideas and issues in appropriate forms	20	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%
Outcomes Assessed		H2, H5, H7, H9	H3, H5, H7, H9	H4, H5, H6, H7, H8	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10

ECONOMICS

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8 Thu 6th Dec	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Research report	Research + Test	Research + Test	Trial Examination
Name of Unit		The Global Economy	Australia's place in the Global Economy	Economic Issues	Economic Policies and Management
Unit Overview		The focus of this study is the operation of the global economy and the impact of globalisation on individual economies.	The focus of this topic is an examination of Australia's place in the global economy and the effect of changes in the global economy on Australia.	The focus of this topic is the nature, causes and consequences of the economic issues and problems that can confront contemporary economies.	This topic focuses on the aims and operation of economic policies in the Australian economy and hypothetical situations.
Knowledge and understanding of course content	40		10%	15%	15%
Stimulus-based skills	20	5%	5%	5%	5%
Inquiry and research	20	10%		5%	5%
Communication of economic information, ideas and issues in appropriate forms	20	5%	5%	5%	5%
Total Weighting		20%	20%	30%	30%
Outcomes Assessed		H6, H8, H9, H10	H5, H7, H10, H11	H2, H4, H7, H10	H1, H2, H3, H4, H5, H6, H7, H8, H9, H10, H11

HISTORY EXTENSION

		Task 1	Task 2	Task 3
Due Date		Term 2 Week 10	Term 2 Week 10	Term 3 Week 4/5
Task Type		Portfolio of Work	Essay	Trial Examination
Name of Unit		History Project - Historical Process	History Project - Essay	Constructing History & Case Study: John F Kennedy
Unit Overview		Students undertake an individual investigative project, focusing on an area of changing historical interpretation. Students plan and conduct a substantial historical investigation.		Students apply significant historiographical ideas and methodologies, which have evolved over time and develop their understanding of significant historiographical ideas and methodologies by exploring one case study, with reference to three identified areas of debate.
Knowledge and understanding of significant historical ideas and processes	40	10%	10%	20%
Skills in designing, undertaking and communicating historical inquiry and analysis	60	20%	30%	10%
Total Weighting		30%	40%	30%
Outcomes Assessed		HE12-1, HE12-3, HE12-4	HE12-2, HE12-3, HE12-4	HE12-1, HE12-3, HE12-4

LEGAL STUDIES

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 6 Mon 8th Nov	Term 1 Week 5	Term 2 Week 6	Term 3 Week 4/5
Task Type		Short Answer Questions	Written Response	Research Task Extended Response	Trial Examination
Name of Unit		Human Rights	Crime	Family	Entire Course
Unit Overview		Students investigate the notion of human rights and assess the extent to which legal systems embody such human rights and promote them in practice.	Students investigate criminal law, processes and institutions and the tension between community interests and individual rights and freedoms.	Students investigate the legal nature of family relationships and the effectiveness of the law in achieving justice.	All of the units covered in the course are assessed during the Trial Examination.
Knowledge and understanding of course content	40	5%	10%	5%	20%
Analysis and evaluation	20	5%	5%	5%	5%
Inquiry and research	20	5%	5%	10%	
Communication of legal information, issues and ideas in appropriate forms	20	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%
Outcomes Assessed		H1, H2, H3, H4, H10	H1, H4, H7, H8, H9	H1, H4, H6, H7, H8, H9	H1, H4, H5, H7, H8, H9

MODERN HISTORY

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Thu 2nd Dec	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4/5
Task Type		Source-Based Task	Historical Analysis	Research Task	Trial Examination
Name of Unit		Core Study: Power and Authority in the Modern World 1919-1946	National Studies: Russia and the Soviet Union 1917-1941	Peace and Conflict: Conflict in Indochina 1954-1979	Change in the Modern World: Civil Rights in the USA 1945-1968
Unit Overview		This unit examines the nature of power and authority 1919–1946, with a focus on Germany as a key example.	Students investigate key features, individuals, groups, events and developments that shaped the history of a selected nation (Russia).	Students investigate key features of a selected international conflict and its consequences.	Students investigate key features of the struggle for civil rights in the USA, focusing on political and social change, and the role of individuals and groups.
Knowledge and understanding of course content	40	10%	5%	10%	15%
Historical skills in the analysis and evaluation of sources and interpretations	20	10%		5%	5%
Historical inquiry and research	20		10%	10%	
Communication of historical understanding in appropriate forms	20		5%	5%	10%
Total Weighting		20%	20%	30%	30%
Outcomes Assessed		MH12-1, MH12-4, MH12-6, MH12-9	MH12-2, MH12-3, MH12-5, MH12-7, MH12-9	MH12-2, MH12-3, MH12-5, MH12-7, MH12-9	MH12-4, MH12-5, MH12-6, MH12-9

SOCIETY & CULTURE

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 5 Thu 4th Nov	Term 1 Week 5	Term 2 Week 8	Term 3 Week 4/5
Task Type		PIP Proposal	Extended Response	Writing Task	Trial Examination
Name of Unit		Core: Personal Interest Project	Depth Study: Social Conformity and Nonconformity	Depth Study: Popular Culture	All units covered in the course.
Unit Overview		The Personal Interest Project is integrated across the whole HSC course and draws together the interests, research skills and personal experiences of the student.	The focus of this study is the formation of, and influences on, attitudes and behaviours of groups and their members, including factors influencing conformity, and the role of, and responses to, nonconformity.	The focus of this study is the interaction between popular culture, society and the individual.	
Knowledge and understanding of course content	50		20%	20%	10%
Application and evaluation of social and cultural research methods	30	15%			15%
Communication of information, ideas and issues in appropriate forms	20	5%	5%	5%	5%
Total Weighting		20%	25%	25%	30%
Outcomes Assessed		H4, H5, H6, H7, H8, H9, H10	H1, H2, H3, H9, H10	H1, H3, H9, H10	H1, H2, H3, H4, H5, H6, H9, H10

WORK STUDIES

		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5
Task Type		Class Test	WHS research Task	Yearly Examination
Name of Unit		Job Search, Career Planning and Interview skills	Workplace Issues: Industrial Relations	Career Planning: Self Employment
Unit Overview		This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required.	This module focuses on developing a deeper understanding of issues that are important to people in their working lives.	This module focuses on students who may either conduct their own business/entrepreneurial activities together with their employment or run their own business activities.
Knowledge and understanding	30	10%	10%	10%
Skills	70	20%	20%	30%
Total Weighting		30%	30%	40%
Outcomes Assessed		2, 5, 7	1, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9

MATHS FACULTY

MATHEMATICS STANDARD I

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 10 Tue 7 th Dec	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4/5
Task Type		Investigation (15%) Validation Test (10%)	In Class Test	In Class Test	Trial Examination
Name of Unit		<ul style="list-style-type: none"> Scale Drawings 	<ul style="list-style-type: none"> Right-angled triangles Rates Further Statistical Analysis 	<ul style="list-style-type: none"> Network and Paths Simultaneous Linear Equation 	All Topics Covered and: <ul style="list-style-type: none"> Graphs and Practical Situations Depreciation & Loans
Unit Overview		Students will: <ul style="list-style-type: none"> interpret and use scale drawings use similarity in solutions to practical problems involving measurement. They will submit an investigation and complete a validation test in class.	Students will: <ul style="list-style-type: none"> solve problems involving right-angled triangles in a range of practical contexts using Pythagoras' theorem and basic trigonometric ratios use rates to solve problems in practical contexts demonstrate an understanding of the purpose and process of statistical investigation. 	Students will: <ul style="list-style-type: none"> solve problems involving networks and use associated techniques to optimise practical problems use simultaneous linear equations in solving practical problems 	Students will: <ul style="list-style-type: none"> use equations to describe and solve practical problems demonstrate understanding of credit cards, reducing balance loans and depreciation apply knowledge, skills and understanding from all topics to solve problems.
Understanding, fluency and communication	50	12.5%	12.5%	10%	15%
Problem solving, reasoning and justification	50	12.5%	12.5%	10%	15%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		MS1-12-3, MS1-12-4, MS1-12-9, MS1-12-10	MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-7, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-6, MS1-12-8, MS1-12-9, MS1-12-10	MS1-12-1, MS1-12-2, MS1-12-3, MS1-12-4, MS1-12-5, MS1-12-6, MS1-12-7, MS1-12-8, MS1-12-9, MS1-12-10

MATHEMATICS STANDARD II

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Mon 29th Nov	Term 1 Week 10	Term 2 Week 6	Term 3 Week 4/5
Task Type		In Class Test	Investigation (15%) Validation Test (10%)	In Class Test	Trial Examination
Name of Unit		<ul style="list-style-type: none"> Trigonometry Rates and Ratios Bivariate Data Analysis The Normal Distribution 	<ul style="list-style-type: none"> Networks Rates and Ratios 	<ul style="list-style-type: none"> Critical Paths Analysis Types of Relationships 	All previous topics and: <ul style="list-style-type: none"> Investments and Loans Annuities
Unit Overview		Students will: <ul style="list-style-type: none"> solve problems involving right-angled and non-right-angled triangles in a variety of contexts use rates and ratios to solve problems in practical contexts display, interpret and analyse statistical relationships related to bivariate numerical data analysis analyse normally distributed data 	Students will: <ul style="list-style-type: none"> solve problems involving networks and use associated techniques to optimise practical problems use rates and ratios to solve problems in practical contexts They will submit an investigation and complete a validation test in class.	Students will: <ul style="list-style-type: none"> use critical path analysis in the optimisation of real-life problems use equations, including simultaneous equations, to describe and solve practical problems use algebraic or graphical representations of relationships 	Students will: <ul style="list-style-type: none"> calculate and compare the value of different types of investments demonstrate understanding of reducing balance loans and depreciation demonstrate understanding of annuities, how they accrue, and ways of optimising their value as an investment apply knowledge, skills and understanding from all topics to solve problems.
Understanding, fluency and communication	50	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50	10%	12.5%	12.5%	15%
Total Weighting		20%	25%	25%	30%
Outcomes Assessed		MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-7, MS2-12-9, MS2-12-10	MS2-12-3, MS2-12-4, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-6, MS2-12-8, MS2-12-9, MS2-12-10	MS2-12-1, MS2-12-2, MS2-12-3, MS2-12-4, MS2-12-5, MS2-12-6, MS2-12-7, MS2-12-8, MS2-12-9, MS2-12-10

MATHEMATICS ADVANCED

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Mon 29 th Nov	Term 1 Week 9	Term 2 Week 5	Term 3 Week 4/5
Task Type		Investigation (15%) Validation Test (10%)	In Class Test	In Class Test	Trial Examination
Name of Unit		<ul style="list-style-type: none"> Graphs and Equations Curve-Sketching Using the Derivative 	<ul style="list-style-type: none"> Integration Exponential and Logarithmic Functions 	<ul style="list-style-type: none"> Trigonometric Functions Motion Sequences and Series 	All previous topics and: <ul style="list-style-type: none"> Continuous Probability Distributions Data Series and Finance
Unit Overview		Students will: <ul style="list-style-type: none"> investigate key features of graphs of functions develop an understanding of transformations from a graphical and algebraic approach, including the use of technology explore the second derivative, its meanings and applications to the behaviour of graphs and functions, such as stationary points and the concavity of the graph. They will submit an investigation and complete a validation test in class.	Students will: <ul style="list-style-type: none"> find the anti-derivative or indefinite integral apply methods for finding the area under a curve, including the Trapezoidal rule and the definite integral, for a range of functions in a variety of contexts explore the key features of exponential and logarithmic functions and solve related problems using calculus. 	Students will: <ul style="list-style-type: none"> explore the key features of the graphs of trigonometric functions solve trigonometric equations investigate applications of calculus to motion and trigonometric functions demonstrate knowledge of arithmetic and geometric sequences and series 	Students will: <ul style="list-style-type: none"> solve problems involving random variables and the normal distribution use calculus skills in applications of statistics display, interpret and analyse statistical relationships within bivariate data solve problems using arithmetic and geometric sequences and series with their application to financial situations apply knowledge, skills and understanding from all topics to solve problems.
Understanding, fluency and communication	50	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50	12.5%	10%	12.5%	15%
Total Weighting		25%	20%	25%	30%
Outcomes Assessed		MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

MATHEMATICS EXTENSION I

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 6 Mon 8th Nov	Term 1 Week 11	Term 2 Week 7	Term 3 Week 4/5
Task Type		Investigation (15%) Validation Test (10%)	In Class Test	In Class Test	Trial Examination
Name of Unit		<ul style="list-style-type: none"> Introduction to Vectors 	<ul style="list-style-type: none"> Trigonometric Equations Proof by Mathematical Induction Further Calculus 	<ul style="list-style-type: none"> Differential Equations Projectile Motion Binomial Distribution 	<ul style="list-style-type: none"> Vectors Trigonometric Equations Mathematical Induction Further Calculus Differential Equations Projectile Motion Binomial Distribution
Unit Overview		<p>Students will:</p> <ul style="list-style-type: none"> Investigate the concept of vectors in two dimensions use them to represent quantities with magnitude and direction develop an understanding that this representation can allow for the exploration of situations such as geometrical proofs. <p>They will submit an investigation and complete a validation test in class.</p>	<p>Students will:</p> <ul style="list-style-type: none"> consolidate and extend their knowledge in relation to solving trigonometric equations and apply this knowledge to practical situations use the technique of proof by mathematical induction to prove results further develop their knowledge, skills and understanding relating to differentiation and integration techniques. 	<p>Students will:</p> <ul style="list-style-type: none"> apply calculus in a practical context, including differential equations and volumes of solids of revolution, to solve problems develop an understanding of vector notations and how to manipulate vectors to solve projectile motion questions demonstrate an understanding of binomial distributions and associated statistical analysis methods and their use in modelling binomial events. 	<p>Students will apply knowledge, skills and understanding from all topics to solve problems.</p>
Understanding, fluency and communication	50	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50	12.5%	10%	12.5%	15%
Total Weighting		25%	20%	25%	30%
Outcomes Assessed		ME12-2, ME12-6, ME12-7	ME12-1, ME12-3, ME12-4, ME12-6, ME12-7	ME12-1, ME12-4, ME12-5, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

MATHEMATICS EXTENSION II

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 10 Wed 8 th Dec	Term 1 Week 8	Term 2 Week 9	Term 3 Week 4/5
Task Type		Investigation (15%) Validation Test (10%)	In Class Test	In Class Test	Trial Examination
Name of Unit		<ul style="list-style-type: none"> Arithmetic, Geometric and Other representations of Complex Numbers 	<ul style="list-style-type: none"> The Nature of Proof Further proof by mathematical induction Solving equations with Complex Numbers 	<ul style="list-style-type: none"> Solving equations with Complex Numbers Geometrical Implications of Complex Number Further Integration Vectors 	<ul style="list-style-type: none"> Complex Numbers Proof Vectors Calculus Mechanics
Unit Overview		Students will: <ul style="list-style-type: none"> develop a suite of tools to represent and operate with complex numbers in a range of contexts apply their skills of algebra, trigonometry and geometry to complex numbers They will submit an investigation and complete a validation test in class.	Students will: <ul style="list-style-type: none"> develop rigorous mathematical arguments and proofs, specifically in the context of number and algebra use the technique of proof by mathematical induction to prove results in series, divisibility, inequality, algebra, probability, calculus and geometry solve equations with complex numbers 	Students will: <ul style="list-style-type: none"> solve equations with complex numbers apply knowledge of complex numbers to situations involving trigonometric identities, powers and vector representations in a complex number plane apply integration techniques, such as integration of rational functions, integration using partial fractions and integration by parts develop an understanding of vector notations and how to manipulate vectors apply vectors to three dimensions, and use vectors to include representations of lines 	Students will: <ul style="list-style-type: none"> model the mechanics of objects in a variety of situations, with and without resistance apply calculus techniques to the solution of a range of physical problems apply knowledge, skills and understanding from all topics to solve problems.
Understanding, fluency and communication	50	12.5%	10%	12.5%	15%
Problem solving, reasoning and justification	50	12.5%	10%	12.5%	15%
Total Weighting		25%	20%	25%	30%
Outcomes Assessed		MEX12-1, MEX12-4, MEX12-7, MEX 12-8,	MEX12-1, MEX12-2, MEX12-4, MEX12-7, MEX12-8	MEX12-1, MEX12-3, MEX12-4, MEX12-5, MEX12-7, MEX12-8,	MEX12-1, MEX12-2, MEX12-3, MEX12-4, MEX12-5, MEX12-6, MEX12-7, MEX12-8

PDHPE FACULTY

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8 Mon 22nd Nov	Term 2 Week 3	Term 2 Week 10	Term 3 Week 4/5
Task Type		Assessment of training to improve sports performance	Analysis of sports issues in Australian society and the application of prevention, management and assessment of sports injuries	Case Study and Critique of Health in Australia	Trial Examination
Name of Unit		Factors Affecting Performance	Sport and Physical Activity in Australian Society and Sports Medicine	Health Priorities in Australia	All HSC Units
Unit Overview		Students explore the physical and psychological bases of performance. This includes the critical analysis of approaches to training and skill development and investigation of the contributions of psychology, nutrition and recovery strategies to performance.	Students investigate how meanings of both sport and physical activity have changed over time. Sport is a major institution of Australian society in shaping people's values, culture, and beliefs about national identity and gender. Students will examine a range of technical and scientific approaches for maintaining the wellbeing of athletes, including the specific issues of prevention, assessment, management and recovery from sport injury.	Students learn how to identify and justify the choice of priority issues and examine the roles that the health system and health promotion play in achieving better health for all Australians.	Revision of all units.
Knowledge and understanding of course content	40	10%	10%	10%	10%
Skills in critical thinking, research, analysis and communicating	60	15%	10%	15%	20%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		H7, H8, H10, H16	H8, H12, H13, H17	H1, H2, H15, H16	H1-H5, H7-H12, H13-H17

SPORT, LIFESTYLE & RECREATION STUDIES

HSC		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8 Tue 23 rd Nov	Term 1 Week 9	Term 2 Week 5	Term 3 Week 6
Task Type		Skills Development in Game Sense	Health Profile Analysis	Peer Coaching Session and Program	Design Training Program
Name of Unit		Games and Sports Applications II	Fitness	Sports Coaching and Training	Resistance Training
Unit Overview		Students explore a range of performance activities in examining key movement, strategies and tactics.	Students will examine the nature of fitness, the key elements of fitness program design and evaluate how fitness can be improved.	Students examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching. This process will lead students to develop, instruct and evaluate their own coaching program.	Students will develop the knowledge and skills necessary to plan, design and implement safe and effective resistance training programs.
Knowledge and understanding of course content	50	10%	15%	10%	15%
Skills in critical thinking, research, analysis and communicating	50	15%	10%	15%	10%
Total Weighting		25%	25%	25%	25%
Outcomes Assessed		1.1, 3.1, 4.1, 4.4	1.2, 2.2, 3.3, 4.1	3.1, 3.2, 4.2, 4.5	1.3, 2.3, 2.5, 3.2

SCIENCE FACULTY

BIOLOGY

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 8 Fri 26 th Nov	Term 1 Week 10	Term 2 Week 8	Term 3 Week 4/5
Task Type		Progress task	Practical Test	Depth Study	Trial Examination
Name of Unit		Module 5: Heredity	Module 5: Heredity Module 6: Genetic Change	Module 7: Infectious disease	Module 5: Heredity Module 6: Genetic Change Module 7: Infectious disease Module 8: Non-infectious Disease and Disorders
Unit Overview		Students learn about contemporary research and the work of geneticists across a variety of industries, including medical applications and agriculture. Students will attempt a 75-minute written task covering content from Module 5. The assessment task is deemed OPEN BOOK and as such students may bring hard copy notes to assist them.	Students expand their knowledge of evolution by understanding the cellular processes involved in increasing genetic diversity and learn about the natural and human-induced causes and effects of genetic change. Students will attempt a 75 minute practical test covering content from Modules 5 and 6.	This module examines the treatment, prevention and control of infectious disease both locally and globally. It includes study of the human immune system and its response to an infectious disease. Students will conduct a research assignment based on content covered in Module 7 comprising of both in-class and out of class components.	Students will attempt a three-hour examination covering modules 5-8. The Examination Paper will consist of: Multiple Choice Short and Long Responses.
Skills in Working Scientifically	60	10%	20%	20%	10%
Knowledge & Understanding	40	10%	5%	5%	20%
Total Weighting		20%	25%	25%	30%
Outcomes Assessed		BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12	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	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-14	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO12-12, BIO12-13, BIO12-14, BIO12-15

CHEMISTRY

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 10 Wed 8th Dec	Term 1 Week 9	Term 2 Week 8	Term 3 Week 4/5
Task Type		Depth Study	Progress Task	Practical Investigation	Trial Examination
Name of Unit		Module 5	Modules 5 & 6	Modules 5, 6 & 7	Modules 5, 6, 7 & 8
Unit Overview		A depth study comprising in class and out of class components. Students will complete a series of firsthand and secondary source investigations. Students will create a practical report, an electronic teaching resource and research report.	Students will complete a written consisting of multiple-choice questions and a series of short and long response questions. Answers will involve analysis of data, calculations, reasoning, and explanation to communicate scientific understanding. The assessment task is deemed open book – students may bring any hard copy notes to assist them. No electronic resources are permitted.	Students will complete a practical examination that assesses their understanding of core Chemistry skills as well as practical work covered in Modules 5-7.	A written examination covering modules 5-8 will take place during the trial exam period. All content within modules 5-7 can be assessed. The components of module 8 that could be assessed will be announced toward the end of week 3 via teachers and the google classroom.
Skills in Working Scientifically	60	15%	10%	20%	15%
Knowledge and Understanding	40	10%	10%	5%	15%
Total Weighting		25%	20%	25%	30%
Outcomes Assessed		CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH12-15	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH12-12, CH12-13, CH12-14, CH12-15

PHYSICS

		Task 1	Task 2	Task 3
Due Date		Term 1 Week 5	Term 2 Week 7	Term 3 Week 4/5
Task Type		In class Task Practical Assessment	Research Task Depth Study	Trial Examination
Name of Unit		Advanced Mechanics, Electromagnetism	Advanced Mechanics, Electromagnetism and Nature of Light	Modules 5, 6, 7 & 8
Unit Overview		Students will sit a practical assessment, analyse data and present their findings.	Students will carry out an independent research project in an area of Physics of their choice.	Course Content and Scientific Skills formal Examination.
Skills in Working Scientifically	60	20%	30%	10%
Knowledge and Understanding	40	10%	10%	20%
Total Weighting		30%	40%	30%
Outcomes Assessed		PH11/12-2, PH11/12-3, PH11/12-5 PH11/12-6, PH12-12, PH12-13	PH11/12-1, PH11/12-5, PH11/12-7 At least one relevant knowledge component from: PH12-12, PH12-13, PH12-14	PH11/12-1, PH11/12-4, PH11/12-5 PH11/12-6, PH11/12-7 At least one relevant knowledge component from: PH12-12, PH12-13, PH12-14, PH12-15

TAS FACULTY

COMMUNITY & FAMILY STUDIES

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 1 Week 4	Term 2 Week 1	Term 2 Week 8	Term 3 Week 4/5
Task Type		Independent Research Project - Online Submission	Parenting and Caring Presentation - Online Submission	Extended response - Online Submission	Trial Examination
Name of Unit		Research Methodology	Parenting and Caring	Individuals and Work	Trial Examination
Unit Overview		Research methodology and skills culminating in the production of an Independent Research Project.	Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society.	How contemporary workplace practices have evolved in response to social changes.	N/A
Knowledge and understanding of course content	40	10%	10%	10%	10%
Skills in critical thinking, research methodology, analysing and communicating	60	10%	15%	15%	20%
Total Weighting		20%	25%	25%	30%
Outcomes Assessed		H4.1, H4.2	H1.1, H2.2, H3.2	H2.3, H5.2, H6.1	H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2

DESIGN AND TECHNOLOGY

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Wed 1 st Dec	Term 1 Week 6	Term 2 Week 9	Term 3 Week 4/5
Task Type		Project Proposal Presentation online submission and viva voce presentation	Innovation and Emerging Technology Case Study	Project Development and Management Report	Trial Examination
Name of Unit		Development and Realisation of a Major Project	The effect of innovation on Australian Society	Project Management	Trial Examination
Unit Overview		Formulate a statement of need for Major Project.	Identify, analyse and assess the development of a significant design innovation.	Compile and present a summary of the progress of Major Project design development to date.	N/A
Knowledge and understanding of course content	40		20%		20%
Knowledge and Skill in designing, managing, producing and evaluating a major design project	60	20%		30%	10%
Total Weighting		20%	20%	30%	30%
Outcomes Assessed		H2.1, H4.1, H4.2	H2.2, H3.1, H3.2, H6.2	H4.3, H5.1, H5.2, H6.1	H1.1, H1.2, H2.1, H2.2, H3.1, H6.2

ENGINEERING STUDIES

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Thu 2nd Dec	Term 1 Week 6	Term 2 Week 9	Term 3 Week 4/5
Task Type		Civil Engineering Solution and Report – Online Submission by 3pm	Transport Engineering Problem-Solving	Aeronautical Engineering Research Report	Trial Examination
Name of Unit		Civil Structures	Personal and Public Transport	Aeronautical Engineering	Trial Examination
Unit Overview		Understand and apply principles of Civil engineering.	Study the societal, cultural and technological impacts and effectiveness of transport systems over time.	Understand the technical and sociological contribution made by Aeronautical engineers to human society.	N/A
Knowledge and understanding of course content	60	10%	15%	15%	20%
Knowledge and skills in research, problem solving and communication related to engineering practice	40	15%	10%	5%	10%
Total Weighting		25%	25%	20%	30%
Outcomes Assessed		H2.1, H3.1, H3.2, H3.3, H5.1, H5.2.	H2.2, H3.1, H3.2, H6.2	H1.1, H4.3, H5.1, H5.2, H6.1	H4.3, H5.1, H5.2, H6.1

INDUSTRIAL TECHNOLOGY TIMBER

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 6 Thu 11th Nov	Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5
Task Type		Major Project Proposal Online submission and Verbal Presentation	Industry Case Study	Project Development and Management Report	Trial HSC Examination
Name of Unit		Design, Management and Communication	Industry Study/Industry related manufacturing technology	Production	Trial Examination
Unit Overview		Design, Management and Communication related to the student's selection of a Major Project.	Student undertake a broad range of study related to Timber products and furnishing industry.	Students submit and present an update on their Major Project Design Portfolio and Major project development.	N/A
Knowledge and understanding of course contents	40	5%	15%		20%
Knowledge and skills in the design, management, communication and production of a major project	60	20%		30%	10%
Total Weighting		25%	15%	30%	30%
Outcomes Assessed		H2.1, H3.1, H3.2, H4.3, H5.1, H5.2	H1.2, H3.1, H6.2, H5.1 H7.1, H7.2	H3.3, H4.1, H4.2, H4.3, H5.1, H6.1	H1.1, H1.2, H1.3, H2.1, H3.1, H6.1, H6.2, H7.1, H7.2

INFORMATION PROCESSES & TECHNOLOGY

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Fri 3rd Dec	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5
Task Type		Case study	Database project	Project	Trial Examination
Name of Unit		Information System Case Study	Information system	Project work, multimedia systems	Trial Examination
Unit Overview		Project work, Information system and databases.	Databases, communication systems.	Project work, multimedia systems.	Project work, Information system and databases, communication systems and Transaction processing systems and multimedia systems.
Knowledge and understanding of course contents	60	10%	15%	15%	20%
Knowledge and skills in the design and development of information systems	40	5%	10%	15%	10%
Total Weighting		15%	25%	30%	30%
Outcomes Assessed		H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.2, H5.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1

SOFTWARE DESIGN AND DEVELOPMENT

		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9 Fri 3rd Dec	Term 1 Week 8	Term 2 Week 8	Term 3 Week 4/5
Task Type		Online Quiz	Software Design Case study	Software Project	Trial Examination
Name of Unit		Social Ethical issue and Interrelationship between hardware and software	Software Development Cycle	Developing a Solutions Package	Social Ethical issue and Interrelationship between hardware and software Software Development Cycle
Unit Overview		Students will engage in a real-world investigation of a significant software solution	Students learn about the structured approach to software development	Students will work with others to develop software solutions	Students learn about different types of programming languages by looking at two different types and the reasons for their development
Knowledge and understanding of course content	50	10%	10%	10%	20%
Knowledge and skills in the design and development of software solutions	50	10%	10%	20%	10%
Total Weighting		20%	20%	30%	30%
Outcomes Assessed		H1.1, H1.2, H1.3, H2.2, H3.1, H4.1, H4.2, H5.1, H5.2, H5.3, H6.1, H6.2	H1.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.2, H6.3, H6.4	H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4	H1.1, H1.2, H1.3, H2.2, H3.1, H3.2, H4.1, H4.2, H4.3, H5.1, H5.2, H5.3, H6.1, H6.2, H6.3, H6.4

VET COURSES

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 requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) 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 do not count in the calculation 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.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

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.



Education

ULTIMO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2021 - HSC 2022
 QUALIFICATION: CPC20211 Certificate II in Construction Pathways
 Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

NESA course code
 2 U X 2 YR - 26201
2021 HSC Exam:
 26299
LMBR UI Code:
 (11 OR 12)
CPC20211526201B

TERM	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
	7 PRELIMINARY UOCs						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	240 Indicative Hours over 2 years
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project and Concrete Float Practical , Teacher observations and written test.	50% Preliminary Exam 35hrs Work placement
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box Practical, Teacher observations and written test.	
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster D – Skills in Action Observations, portfolio and written test	
	7 HSC UOCs						
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster E - School Project – Concreting Practical, Teacher observations and written test. * Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	35hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	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 F – Wall and Floor Tiling Practical, Teacher observations and written test	
<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>	



Education

ULTIMO 90072

HOSPITALITY- KITCHEN OPERATIONS CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations
Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA course code
2 U X 2 YR - 26511
HSC Exam: 26587
LMBR code
(11 OR 12)
SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency 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 35hrs
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	20		
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	10		
	SITHCCC002	Prepare and present simple dishes	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	50% Trial HSC Exam 35hrs Work placement
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	5 HSC UOCs					Cluster D: Quality Café Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40		
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	Cluster E: Working in the Hospitality Industry Written task and reflection	
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

ULTIMO 90072

PRIMARY INDUSTRIES ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: AHC20116 Certificate II in Agriculture (Release 5)

Training Package: AHC – Agriculture, Horticulture and Conservation and Land Management (Version 5)

NESA course code
2 U X 2 YR
26811
HSC Exam: 26899
LMBR UI Code:
(11 or 12)
AHC20116226811B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIV	HSC STATUS	HSC INDICATI VE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs							
Term 1-2	AHCWHS201	Participate in work health and safety processes	C	M	15	Cluster A: Working safely with Livestock Written questioning/Scenario, Direct Observation, Portfolio of evidence	240 HSC Indicative Hours over 2 years
	AHCLSK205	Handle livestock using basic techniques	E	E	15		
	AHCLSK204	Carry out regular livestock observation	E	E	10		
Term 2-3	AHCLSK202	Care for health and welfare of livestock	E	S	20	Cluster B: Care for Livestock Written questioning, Direct Observation, Portfolio of evidence	50% Preliminary Exam
	AHCLSK211	Provide feed for livestock	E	E	10		
	AHCLSK209	Monitor water supplies	E	E	10		
	AHCLSK206	Identify and mark livestock	E	E	10		
Term 3	AHCWRK204	Work effectively in the industry	C	M	20	Cluster C: Fencing Written questioning, Structured Activity (Case Study), Direct Observation	50% Trial HSC Exam
	AHCINF202	Install, maintain and repair farm fencing	E	E	15		
9 HSC UOCs							
Term 4-5	AHCCHM201	Apply chemicals under supervision	E	M	20	Cluster D: Applying Chemicals Safely Written questioning/Scenario, Direct Observation, Portfolio of evidence	35hrs Work placement
	AHCPMG201	Treat weeds	E	E	10		
	AHCWRK201	Observe and report on weather	E	E	20		
Term 5-6	AHCWRK209	Participate in environmentally sustainable work practices	E	M	15	Cluster E: Farm machinery and the Environment Written questioning, Direct Observation, Portfolio of evidence	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	AHCMOM202	Operate tractors	C	M	15		
	AHCBIO201	Inspect and clean machinery for plant, animal and soil materials	E	E	10		
Term 6-7	AHCPCM201	Recognise plants	E	E	20	Cluster F: Working with Plants Written questioning, Direct Observation, Portfolio of evidence	
	AHCNSY203	Undertake propagation activities	E	E	20		
	AHCSOL202	Assist with soil or growing media sampling and testing	E	E	15		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 270		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Education

ULTIMO 90072

RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)

Training Package: SIR Retail Services (Release 5)

NESA course code
2 U X 2 YR - 26911
HSC Exam: 26999
LMBR UI Code:
(11 OR 12)
SIR30216126911B

TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35hrs Work placement
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	50% Preliminary Exam
Term 4-5	7 HSC UOCs						35 hrs Work placement 50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours		245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	



Education

ULTIMO 90072

SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIS30519 Certificate III in Sport Coaching
Training Package: SIS Sport, Fitness and Recreation (Version 4)

NESA Course:
50418
LMBR UI Code:
(11 or 12)
SIS3051915041
8

TERM	Unit Code	Units Of Competency	ACF CORE	HSC STS	HSC IND	Assessment Task Cluster & Methods of Assessment	HSC requirements
5 Preliminary UOC's							
Term 1-2	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	Cluster A: Tournament Time Direct Observation, Product Based Method and Questioning.	240 Indicative hours over 2 years
	Term 2-3	SISSSCO003 BSBRSK401	Meet participant coaching needs Identify risk and apply risk management procedures	C C	C C	30 25	
Stand alone Unit Term 1-3	HLTAID003	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster F: First Aid Approved trainers will have access to the IVET learners' platform for RTO 90072 delivery and assessment OR Credit Transfer when this unit is delivered by another RTO. Please ensure school retains the Statement of Attainment from the external RTO for each student	Minimum 35hrs mandatory work placement
5 HSC UOCs							
Term 4	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster C Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation Inclusive Coaching – Questioning, Portfolio of Evidence, Coaching Session and Evaluation	NO EXAM
	SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	20		
Term 5-6	SISSSCO002 SISSSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	Cluster D: The Community Coach Research and Questioning, Portfolio of Evidence and Classroom Discussion	NO EXAM
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster E: Next Level Coaching Direct Observation, Product Based Method and Questioning.	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 250		This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course.		



PHS Stage 6 Assessment / Examination Applications Due to Illness or Misadventure

SECTION I (STUDENT TO COMPLETE)

Student Name: _____ Roll Class: _____

Subject: _____ Subject Teacher: _____

Task Number: _____ Task Type: _____

Original Due Date: _____ Appeal Submission Date: _____

1. Reason for your application (Please tick):

- Absent on the day of an assessment task
- Illness during an assessment task
- Absent the day before an assessment task
- Other (Please specify): _____

2. Describe how your illness/misadventure prevented you from completing/submitting the task.

3. Have you attached a medical certificate or other evidence? YES / NO

4. Have you completed/submitted the task? (Please circle and complete)

YES Date of completed/submission: ___ / ___ / ____

NO Date this task will be completed/submitted: ___ / ___ / ____

Please submit the completed form to Head Teacher Secondary Studies

HT Secondary Studies Signature: _____ Date: _____

SECTION II (HEAD TEACHER TO COMPLETE)

1. Did the student speak to you upon their first day of returning to school to arrange a time to complete the task? YES / NO
2. Do you support this appeal? YES / NO

Mark for this task:		Mark for similar task:	
Rank for this task:		Rank for similar task:	
Professional Judgement mark:		Professional Judgement rank:	
Comment on the student performance in this task: _____ _____ _____ _____			
Head Teacher Proposed Recommendation: _____ _____ _____			

HT Signature: _____ Date: _____

SECTION III (PANEL TO COMPLETE)

Panel Decision:

DP Signature: _____ Date: _____

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mrs B. Giudice
Postal Address: Locked Bag 46, Wetherill Park BC. NSW 1851 ABN : 94313031254
Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: prairiewoo-h.school@det.nsw.edu.au



RE: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Dear {Parents}

I am writing to advise that your {Son And Daughter} {First Name} {Surname} of Roll Class {Class} is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course {Incident Subject}.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Including this letter the number of official warning letters we have issued to your {Son And Daughter} for this course is {Incident History Count}.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for any course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by the Board
- 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 outcomes.

Areas of concern are: {Incident N award NESA Reasons}.

A student who does not satisfy the Course Completion Criteria in any course is at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for {First Name} to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this serious matter with {First Name} and contact the school if further information or clarification is needed.

Yours sincerely

Deputy Principal

Head Teacher {Incident Faculty}

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by {First Name}.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
{Task Name}	{% Weighting}	{Due Date}	{Action Required}	{Completion Date}

Please detach this section and return it to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

To: {School Principal}

{School Name}

{School Address}

{School Suburb} {School State} {School Postcode}

I have received the letter dated {Todays Date} indicating that {First Name} {Surname} of Roll Class {Class} is in danger of not having satisfactorily completed requirements for the {Incident Subject} Higher School Certificate course.

I am aware that this course may not appear on {First Name}'s Higher School Certificate Record of Achievement.

I am also aware that a final 'N' determination for this course may make {Him And Her} ineligible for the award of the Higher School Certificate.

Parent/Guardian's Signature: _____

Date: _____

Student's Signature: _____

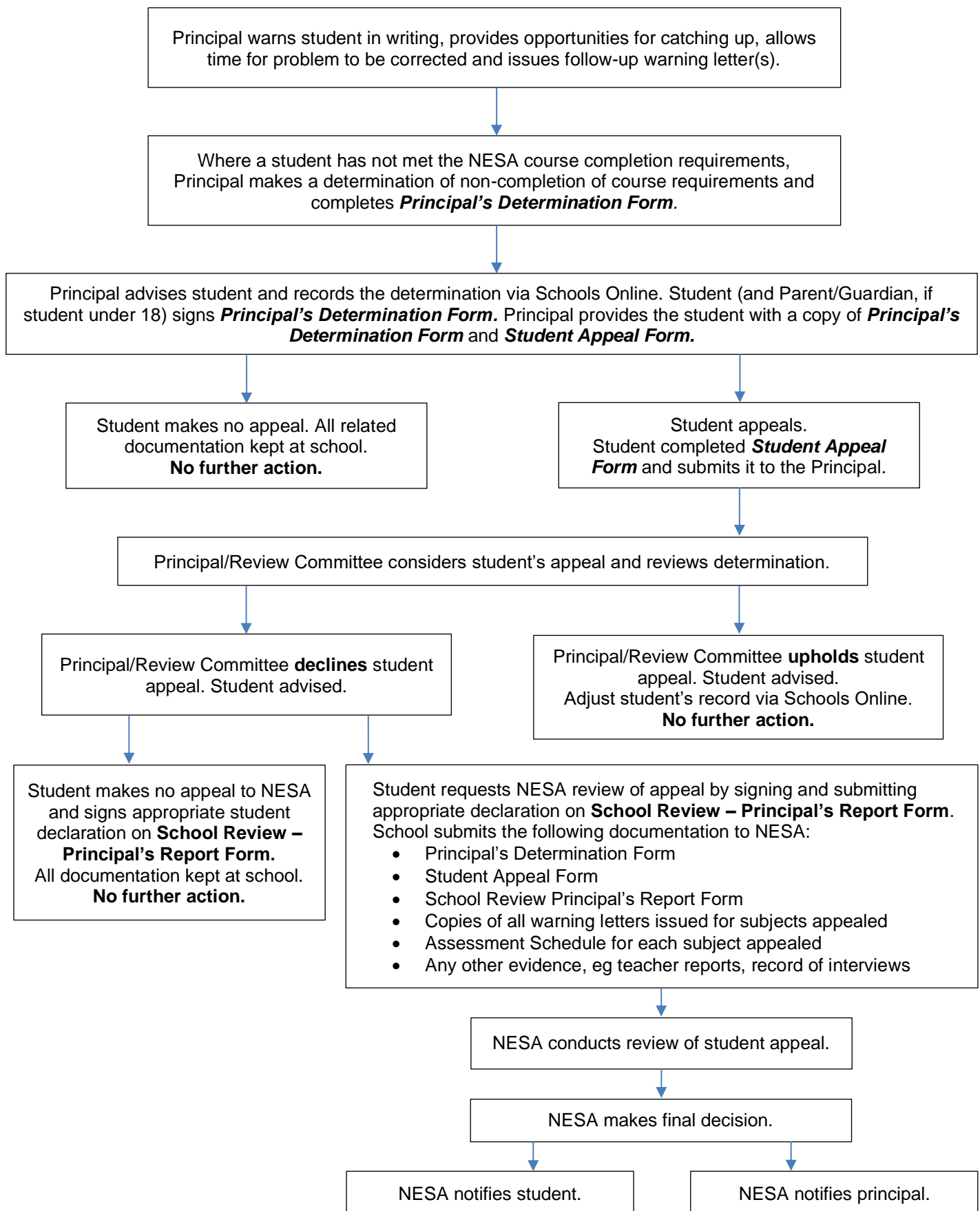
Roll Call: _____

Date: _____

NSW Education Standards Authority (NESAs)

Higher School Certificate

Determinations of Non-completion of Course Requirements



Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mrs B. Giudice
Postal Address: Locked Bag 46, Wetherill Park BC. NSW 1851 ABN : 94313031254
Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: prairiewoo-h.school@det.nsw.edu.au



Date: _____

Formal Warning of Unsatisfactory Participation in Learning by a Student of Post-Compulsory Age

Dear _____,

This is to inform you of my concern that your son/daughter, _____ is not meeting requirements for Senior Studies and at this time is considered a non-serious candidate for the HSC. Should this situation continue, I may take steps to expel your son/daughter from Prairiewood High School, according to the procedures of the Department of Education and Training for suspension and expulsion from a particular school. The reasons for this are as follows:

- [] Failure to complete class work/homework/assigned tasks
- [] Excessive absences from school/lateness to school/fractional truancy
- [] Non-attendance/non-participation in one or more courses
- [] Failure to submit/non-serious attempt at one or more assessment tasks

Subject areas/courses causing concern: _____

Please contact the school office staff on 9725 5444 to arrange a suitable interview time when we can meet to discuss his/her unsatisfactory progress and the implementation of a program of improvement for him/her. I attach for your information a copy of the Department's procedure document on suspension and expulsion. These procedures include a section on expulsion from a particular school.

I seek your assistance in resolving this matter.

Yours sincerely,

Mrs B. Giudice
Principal