



Prairiewood High School



Preliminary HSC Assessment Schedule 2022

CONTENTS

Rules and Procedures	2 - 9
Creative Arts and Performing Arts Faculty	10 - 13
English Faculty	14 – 19
HSIE Faculty	20 - 28
Mathematics Faculty	29 - 33
PDHPE Faculty	34 - 36
Science Faculty	37 - 40
TAS Faculty	41 - 48
VET	49 - 56
Illness/Misadventure Application Form.....	Appendix I
N- Determination Warning Notification Letter	Appendix II
N- Determination Procedures Flowchart	Appendix III
Unsatisfactory Participation Notification Letter	Appendix IV

INTRODUCTION

This booklet outlines the assessment schedule for the cohort of students at PHS undertaking the Higher School Certificate in 2023. 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. It is important to note that your ranking depends solely on your performance in the HSC.

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 according to 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 11 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 major exams, 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 *
--------	-------------	-----------	-------------------

**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

The 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 by teachers and Head Teachers securely. 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.

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 all lessons, complete and 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
- **Complete and submit the task the VERY NEXT DAY** you are at school and complete an 'Illness/Misadventure Application Form' (see Appendix B)
- 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
- 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. 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 ONE WEEK FROM THE DUE DATE OF THE TASK 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.

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 lessons** on the day of an assessment task. 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 make arrangements with the relevant Head Teacher to complete the task on the **first day of their return to school** after 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 one week** of original date of task
- (4)** Students must complete the task on the first day they attend school after this absence.

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 which have been double marked.

DISHONESTY/MALPRACTICE

Proven dishonesty/malpractice will result in a zero award for the assessment task. 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

JAPANESE BEGINNERS

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 8/9
Task Type		Oral Presentation with prop Q+A with Teacher	Responding to Stimulus texts	Preliminary Examination
Name of Unit		Family Life and Home	Friends, Recreation and Pastimes	Family Life and Home Friends, Recreation and Pastimes Neighbourhoods and Communities
Unit Overview		Students are first introduced to the Hiragana and Katakana scripts. In this unit, students will develop the knowledge, understanding and skills that will enable them to introduce and describe themselves and their family members. Students acquire vocabulary, expressions and senior grammar structures within this context.	This unit enables students to talk about their hobbies and interests, abilities and strengths. Students will also explore a range of traditional and modern Japanese sports and hobbies and make comparisons to those in Australia. Students acquire vocabulary, expressions and senior grammar structures within this context.	Students will demonstrate their content knowledge of the units of study in the Preliminary course, through a formal examination comprising multiple language skill areas.
Listening	30%	5%		25%
Reading	30%		30%	
Speaking	20%	15%		5%
Writing	20%	10%		10%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		1.1, 1.2, 1.3, 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

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 3 Week 1	Term 3 Week 8/9
Task Type		Performance and Feedback	Composition/Musicology	Musicology/Aural
Name of Unit		Instrument and Its Repertoire	Music of a Culture	Music for Small Ensembles
Unit Overview		Students look at the history and features of music from specific instruments.	Students look at the history and features of music from a specific culture – focus on African Music.	Students look at different types of small ensembles including chamber music, jazz ensembles, rock/pop groups and stage band.
Performance	25%	25%		
Composition	25%		25%	
Musicology	25%		5%	20%
Aural	25%	5%		20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P1, P4, P5, P6, P8, P10	P2, P4, P5, P6, P8, P10	P1, P2, P3, P7, P9, P10, P11

VISUAL ARTS

Preliminary		Task 1a and 1b	Task 2	Task 3
Due Date		Term 2 Week 2	Term 3 Week 5	Term 3 Week 8/9
Task Type		Artmaking + Critical and Historical	Artmaking	Critical and Historical
Name of Unit		Experimental Enterprise + Essay	Mini Collection of Works	Preliminary Examination
Unit Overview		Artmaking: Exploring Representation - 2D Intensive Drawing, Painting and Photoshop Task. A series of rigorous experiments in VAPD + Critical Historical Study (Essay Assignment)	Artmaking: Developing a Mini Collection of Work representative of either a 'Social Issue' or a 'Sense of Place', and using a variety of three expressive forms (2D, 3D, 4D). Drawing, Painting, Sculpture, Photoshop, Video, Ceramics, Textiles.	90 minute examination comprising: Section I (unseen) – 45 minutes Section II Essay – 45 minutes
Artmaking	50%	20%	30%	
Art Criticism & Art History	50%	20%		30%
Total Weighting	100%	40%	30%	30%
Outcomes Assessed		P: 3, 4, 6, 7, 8, 9, 10	P: 1, 2, 3, 4, 5, 6	P: 7, 8, 9, 10

ENGLISH FACULTY

ENGLISH STANDARD

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8/9
Task Type		Imaginative Text with Reflection	Multimodal Presentation	Preliminary Examination
Name of Unit		Reading to Write	Contemporary Possibilities	All units
Unit Overview		In this module, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.	In this module, students extend their knowledge, of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts. Students engage in a detailed study of one complex multimodal or digital text for example film, media or interactive narratives.	All units studied in the course will be assessed.
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50%	15%	20%	15%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		EN: 11-3, 11-4, 11-5, 11-9	EN: 11-1, 11-2, 11-3, 11-7, 11-9	EN: 11-1, 11-3, 11-5, 11-6, 11-9

ENGLISH ADVANCED

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8/9
Task Type		Imaginative and Reflective Writing (with Portfolio)	Multimodal	Preliminary Examination
Name of Unit		Reading to Write	Narratives that shape our world	All units
Unit Overview		Common Module – how composers craft language for meaning and purpose	Module A – A study of how context shapes meaning.	All units studied in the course will be assessed.
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		EA: 11-1, 11-2, 11-3 11-4, 11-9	EA: 11-1, 11-2, 11-3 11-6, 11-7	EA: 11-3, 11-4, 11-5 11-6, 11-8

ENGLISH EXTENSION

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9
Task Type		Imaginative response + Reflection	Critical Response + Reflection	Multimodal Presentation
Name of Unit		Module: Texts, Culture and Value	Module: Texts, Culture and Value + Related Project	Module: Texts, Culture and Value + Related Project
Unit Overview		Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.	Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.	This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		EE: 11-2, 11-3, 11-6	EE: 11-1, 11-2, 11-3, 11-5	EE: 11-1, 11-2, 11-3, 11-4, 11-5

ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9
Task Type		Writing Task	Multimodal Task + Listening	Preliminary Examination
Name of Unit		Module A Language, Texts and Context	Module B Close Study of Text	Module C Texts and Society
Unit Overview		This module focuses on comprehension, language analysis and developing students personal, critical and creative responses.	This module focuses on developing understanding, knowledge and appreciation of a substantial literary text.	This module focuses on a selection of texts encountered in community, vocational and academic settings.
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50%	15%	20%	15%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		EAL: 11-1B, 11-3, 11-4, 11-7	EAL: 11-1, 11-2, 11-3, 11-5, 11-9	EAL: 11-1A, 11-3, 11-5, 11-6, 11-8

ENGLISH STUDIES

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8/9
Task Type		Multimodal Presentation	Collection of Classwork	Preliminary Examination
Name of Unit		Mandatory module – Achieving through English: English in education, work and community	A study of TWO modules	All units
Unit Overview		Read, view, listen to and compose a wide range of texts including print and multimodal texts.	One substantial print text (for example a novel, biography or drama) One multimodal text (for example film or a television series).	All units studied in the course will be assessed.
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50%	15%	20%	15%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		ES: 11-1, 11-4, 11-5, 11-6	ES: 11-2, 11-6, 11-7, 11-8	ES: 11-1, 11-3, 11-4, 11-5, 11-7, 11-9, 11-10

HSIE FACULTY

ANCIENT HISTORY

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 7	Term 3 Week 8/9
Task Type		Research Task	Group Presentation	Preliminary Examination
Name of Unit		Investigating Ancient History – The Nature of Ancient History	Features of Society: Death and Funerary Customs	All units
Unit Overview		Students investigate the nature of ancient sites and sources, including the contribution of archaeology and science to our understanding of the past.	Through the interpretation of historical sources, students investigate key feature(s) of ancient societies to develop an understanding of the nature of the ancient past.	All units studied in the course will be assessed, including: <ul style="list-style-type: none"> - Investigating Ancient History - Features of Society: Roman Slavery - Case Studies: Troy & Teotihuacan.
Knowledge and understanding of course content	40%	5%	15%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	15%	5%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		AH11-3, AH11-7, AH11-9	AH11-2, AH11-5, AH11-8, AH11-10	AH11-1, AH11-4, AH11-6

BUSINESS STUDIES

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
Task Type		Individual research task	Group research task and presentation	Preliminary Examination
Name of Unit		Nature of business	Business management Business planning	All units
Unit Overview		The focus of this topic is the role and nature of business in a changing business environment.	The focus of this topic is the nature and responsibilities of management in the business environment.	All units studied in the course will be assessed.
Knowledge and understanding of course content	40%	5%	15%	20%
Stimulus-based skills	20%	5%		15%
Inquiry and research	20%	5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
Total Weighting	100%	20%	40%	40%
Outcomes Assessed		1, 2, 6, 7	4, 8, 9, 10	3, 5, 7, 8, 9, 10

ECONOMICS

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
Task Type		Online Quiz	In Class Essay	Preliminary Examination
Name of Unit		Topic 3 - Markets	Topic 5 - Financial Market	Topics 1-6
Unit Overview		Investigate the way in which market prices are determined and the need and means available for governments to intervene in markets.	Investigate the operation of financial markets in Australia, the contemporary institutions and the controls existing in the market which influence market outcomes.	All units studied in the course will be assessed.
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	5%	5%	10%
Inquiry and research	20%	5%	10%	5%
Communication of economic information, ideas and issues in appropriate forms	20%	10%	5%	5%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P1, P2, P6, P8, P11	P3, P5, P8, P9, P12	P1, P2, P3, P5, P6, P7, P8, P10, P11, P12

GEOGRAPHY

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8/9
Task Type		Skills & Short Answer	Senior Geography Project	Preliminary Examination
Name of Unit		Biophysical Interactions Geographical Skills	Designing, conducting and communicating ethical geographical research	All units
Unit Overview		Geographical investigation of biophysical processes and how an understanding of these processes contributes to sustainable management.	The nature of geographical inquiry and its application to a practical research project.	All topics studied in the course will be assessed including: <ul style="list-style-type: none"> ● Biophysical Interactions ● Global Challenges - Population Geography and TWO additional studies ● Senior Geography Project ● Geographical Skills
Knowledge and understanding of course content	40%	5%	10%	25%
Geographical tools and skills	20%	10%		10%
Geographical inquiry and research including fieldwork	20%		20%	
Communication of geographical information, issues and ideas in appropriate forms	20%	10%	5%	5%
Total Weighting	100%	25%	35%	40%
Outcomes Assessed		P: 2, 6, 8, 10, 12	P: 7, 8, 9, 10, 11, 12	P: 1, 2, 3, 4, 5, 10

LEGAL STUDIES

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 7	Term 2 Week 7	Term 3 Week 8/9
Task Type		Extended Response	Group Research Task	Preliminary Examination
Name of Unit		Part 1: The Legal System	Part 2: Individual and the Law	Parts 1-3
Unit Overview		Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.	Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.	Through the use of a range of contemporary examples, students demonstrate knowledge and skills relating to all parts of the Preliminary course.
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%		10%	10%
Total Weighting	100%	20%	40%	40%
Outcomes Assessed		P: 1, 2, 4, 8	P: 5, 6, 7, 9	P: 1, 2, 3, 9, 10

MODERN HISTORY

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 7	Term 2 Week 10	Term 3 Week 8/9
Task Type		Source-Based Task	Historical Investigation	Preliminary Examination
Name of Unit		Investigating Modern History - Case Studies	Historical Investigation	All units studied in the course will be assessed, including: <ul style="list-style-type: none"> Investigating Modern History: Case studies Shaping the Modern World: World War I
Unit Overview		In this unit, students investigate aspects of the history of the modern world using a range of sources.	Students design and conduct a historical investigation into an area of Modern History that holds personal interest.	
Knowledge and understanding of course content	40%	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%		20%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		MH11-4, MH11-5, MH11-6, MH11-9	MH 11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-6, MH11-9

SOCIETY & CULTURE

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
Task Type		Research Task	Mini-PIP	Preliminary Examination
Name of Unit		Depth Study: The Social and Cultural World	Depth Study: Personal and Social Identity	Units covered throughout the course.
Unit Overview		The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time.	The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings.	
Knowledge and understanding of course content	50%	15%	5%	30%
Application and evaluation of social and cultural research methods	30%		20%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	15%	
Total Weighting	100%	20%	40%	40%
Outcomes Assessed		2, 3, 5, 10	6, 7, 8, 9	1, 2, 3, 4, 5

WORK STUDIES

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 7	Term 3 Week 7
Task Type		CV and cover letter task	Writing Task	Yearly Examination
Name of Unit		My Working Life	Changing Workplace	Teamwork Enterprise skills
Unit Overview		Assisting students to take responsibility for planning and implementing their career plan and revising it as required.	Developing a deeper understanding of issues that are important to people in their working lives.	Analyses the attributes of enterprising people and examines how individuals should contribute to teams.
Knowledge and understanding of course content	30%	10%	10%	10%
Skills	70%	20%	20%	30%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		1, 2, 3, 4, 5, 9	2, 4, 5, 6, 7, 8	3, 5, 6, 7, 8, 9

MATHS FACULTY

MATHEMATICS STANDARD

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 7	Term 3 Week 8/9
Task Type		In Class Test	Investigation (15%) & Validation Test (10%)	Preliminary Examination
Name of Unit		Formulae and Equations, Practicalities of Measurement, Perimeter, Area and Volume	Linear Relationships, Earning and Managing Money	All previous topics and: Interest and depreciation, Data Analysis, Time, Units of Energy and Mass, Budgeting and Household Expenses
Unit Overview		Students will: <ul style="list-style-type: none"> Use concepts and apply techniques to the solution of problems in Formulae and Equations, Practicalities of Measurement, Perimeter, Area and Volume Solve problems involving quantity measurement, including accuracy and the choice of relevant units 	Students will: <ul style="list-style-type: none"> Model relevant financial situations using appropriate tools Apply their knowledge of linear relationships to everyday contexts Use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations Apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts 	Students will: <ul style="list-style-type: none"> Use concepts and apply techniques to the solution of problems in All previous topics and Interest and depreciation, Data Analysis, Time, Units of Energy and Mass, Budgeting and Household Expenses Apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts Interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs
Understanding, fluency and communication	50%	17.5%	12.5%	20%
Problem solving, reasoning and justification	50%	17.5%	12.5%	20%
Total Weighting	100%	35%	25%	40%
Outcomes Assessed		MS 11 – 1, MS 11 – 2, MS 11 – 3, MS 11 – 4, MS 11 – 9, MS 11 – 10	MS 11 – 1, MS 11 – 2, MS 11 – 5, MS 11 – 6, MS 11 – 9, MS 11 – 10	MS 11 – 2, MS 11 – 3, MS 11 – 5, MS 11 – 6, MS 11 – 7, MS 11 – 9, MS 11 – 10

MATHEMATICS ADVANCED

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 10	Term 3 Week 8/9
Task Type		In Class test	Investigation (15%) & Validation Test (10%)	Preliminary Examination
Name of Unit		Methods in algebra, Number and surds, Functions and graphs	Trigonometry	Transformations and Symmetry, The coordinate plane, Exponential and logarithmic functions, Differentiation, Extending Calculus, Probability and previous topics.
Unit Overview		Students will: <ul style="list-style-type: none"> Manipulate complex algebraic expressions Use index laws and surds Solve quadratic equations Use algebraic and graphical techniques to solve problems Use the concepts of functions and relations to model, analyse and solve a variety of problems Communicate and interpret mathematics logically and concisely in a variety of forms 	Students will: <ul style="list-style-type: none"> Use algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems Use the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes Use appropriate technology to investigate, organise, model and interpret information in a range of contexts Provide reasoning to support conclusions which are appropriate to the context 	Students will: <ul style="list-style-type: none"> Use the concepts and techniques of Functions and relations, The coordinate plane, Exponential and logarithmic functions, Differentiation, Extending calculus, Probability and previous topics to solve a variety of problems. Communicate and interpret mathematics logically and concisely in a variety of forms
Understanding, fluency and communication	50%	17.5%	12.5%	20%
Problem solving, reasoning and justification	50%	17.5%	12.5%	20%
Total Weighting	100%	35%	25%	40%
Outcomes Assessed		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-8, MA11-9	MA 11-1, MA 11-2, MA 11-3, MA 11-4, MA 11-5, MA 11-6, MA 11-7, MA 11-8, MA 11-9

MATHEMATICS EXTENSION I

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8/9
Task Type		In Class Test	Investigation (15%) & Validation Test (10%)	Preliminary Examination
Name of Unit		Further graphs, Polynomials	Related rates, Natural growth and decay	Combinatorics, Binomial expansion and Pascal's triangle, Further Trigonometry and previous topics.
Unit Overview		Students will: <ul style="list-style-type: none"> Use algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses Manipulate algebraic expressions and graphical functions to solve problems Apply their knowledge, skills and understanding to manipulate, analyse and solve polynomial equations Communicate making comprehensive use of mathematical language, notation, diagrams and graphs 	Students will: <ul style="list-style-type: none"> Use concepts of Related rates and Natural growth and decay to solve problems involving mathematical modelling Use appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts Communicate making comprehensive use of mathematical language, notation, diagrams and graphs 	Students will: <ul style="list-style-type: none"> Use the concepts and techniques of Combinatorics, Binomial expansion and Pascal's triangle, Further Trigonometry and previous topics to solve a variety of problems Communicate making comprehensive use of mathematical language, notation, diagrams and graphs
Concepts, skills and techniques	50%	17.5%	12.5%	20%
Reasoning and communication	50%	17.5%	12.5%	20%
Total Weighting	100%	35%	25%	40%
Outcomes Assessed		ME: 11-1, 11-2, 11-6, 11-7	ME: 11-1, 11-4, 11-6, 11-7	ME: 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7

MATHEMATICS IN TRADE

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 7	Term 3 Week 6
Task Type		In Class Task and Test	In Class Task and Test	In Class Task and Test
Name of Unit		Driving Life	Working Life	Home Life
Unit Overview		<p>Part 1 (2 weeks) Students will explore the linear relationships present in trade context word problems. Given a graph and two points, students will analyse a line to determine the domain, range, slope, intercepts and slope-intercept equation for the line. Students will then create a trade context word problem that fits their line and points, explaining what the slope and y-intercept represent in their function.</p> <p>Part 2 20 multiple choice questions under examination condition.</p>	<p>Part 1 (2 weeks) Students will develop a plan to save for, purchase and maintain a tradie’s van.</p> <p>Part 2 20 multiple choice questions under examination condition.</p>	<p>Part 1 (2 weeks) Students retrieve, graphically represent and analyse the housing cost in Wetherill Park using Corelogic.</p> <p>Students, as young apprentice’s, will complete a personal budget to save for a deposit before purchasing a house in Wetherill Park.</p> <p>Part 2 30 multiple choice questions under examination condition.</p>
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		MS11-1, MS11-2, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MA11-2, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10

PDHPE FACULTY

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 7	Term 3 Week 8/9
Task Type		Health Issue Investigation	Analysis of Movement Patterns	Preliminary Examination
Name of Unit		Better Health for Individuals	The Body in Motion	All Preliminary Units
Unit Overview		Students examine the meanings and perceptions individuals have about health and the range of factors that influence health. It includes an introduction to health promotion, in addition to an investigation into approaches and strategies that can assist individuals to achieve better health.	Students examine the scientific foundations of human movement, including how the body moves and why it moves in particular ways. The focus is on the relationships between anatomy, physiology, fitness, biomechanics and efficient human movement.	All units
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	20%	20%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P1, P3, P6, P16	P7, P8, P16, P17	P2, P3, P4, P5, P7, P9, P10, P11, P12, P15

SPORT, LIFESTYLE AND RECREATION

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 5	Term 3 Week 6
Task Type		Health Profile Analysis	Peer Coaching Session and Program	Design Training Program
Name of Unit		Fitness	Sports Coaching and Training	Resistance Training
Unit Overview		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%	15%	15%	20%
Skills in critical thinking, research, analysis and communicating	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		1.2, 1.3, 2.2, 3.3, 4.1	1.1, 3.1, 3.2, 4.2, 4.5	1.3, 2.1, 2.2, 2.3, 2.5, 3.2

SCIENCE FACULTY

BIOLOGY

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 2 Week 2	Term 3 Week 2	Term 3 Week 8/9
Task Type		Practical test	Depth Study	Preliminary Examination
Name of Unit		Module 1: Cells as the Basis of Life Module 2: Organisation of living things	Module 4: Ecosystem dynamics	Module 1: Cells as the Basis of Life Module 2: Organisation of living things Module 3: Biological Diversity – A Trip to the Galapagos Module 4: Ecosystem dynamics
Unit Overview		Students are introduced to the study of microbiology and the tools that scientists use in this field. They are introduced to the models of transport systems and structures have been developed over time. Students will attempt a 75-minute practical test to assess the content covered in modules 1 and 2.	Research assignment based on a field study comprising of both in-class and out of class components. Students engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised. The study of ecosystem dynamics integrates a range of data that can be used to predict environmental change into the future.	Students will attempt a Two-hour examination covering modules 1,2,3 and 4. The Examination Paper will consist of: <ul style="list-style-type: none"> • Multiple Choice • Short and Long Responses
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		BIO11-1, BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11

CHEMISTRY

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8/9
Task Type		Depth Study	Practical Task	Preliminary Examination
Name of Unit		Module 1	Modules 2 & 3	Modules 1, 2, 3 & 4
Task Overview		Students will complete a written task to ascertain their understanding of the material covered in Module 1. The task will consist of short response questions. Students will be provided with three lessons immediately prior to the assessment task to complete independent learning which will assist in the completion of the assessment task. The assessment task is deemed open book – students may bring a maximum of 4 A4 sized sheets of notes.	Students will complete a practical examination that assesses their understanding of core Chemistry skills as well as practical work covered in Modules 2 & 3.	A written examination covering modules 1-4 will take place during the preliminary exam period. All content within modules 1-4 can be assessed.
Skills in working Scientifically	60%	15%	25%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
Total Weighting	100%	25%	35%	40%
Outcomes Assessed		CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11

PHYSICS

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
Task Type		Practical Investigation and Working with Data	Research Task – Depth Study	Preliminary Examination
Name of Units Involved		Kinematics and Dynamics	Kinematics, Dynamics, Waves and Thermodynamics	Modules 1–4
Task Overview		Students will sit a practical assessment, analyse data and present their findings of investigations.	Students will carry out an independent research project in an area of Physics of their choice.	Course Content and Scientific Skills formal Examination.
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in working Scientifically	60%	20%	30%	10%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-7, PH11-8, PH11-9	PH11/12-1 PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, PH11-8 or PH11-9 or PH11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11

TAS FACULTY

COMMUNITY AND FAMILY STUDIES

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 2 Week 5	Term 3 Week 6	Term 3 Week 8/9
Task Type		Leadership Report	In-Class Video Stimulus and Questions	Preliminary Examination
Name of Unit		Individuals and Groups	Families and Communities	All units
Unit Overview		This module explores the role that individuals and groups play in meeting the specific needs of individuals, families and communities.	This module provides students with an insight into family structures and communities and the roles individuals adopt within each.	All units studied in the course will be assessed.
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analyzing and communicating	60%	20%	20%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P2.1, P2.3, P4.2	P2.2, 2.4, 3.1, 7.1	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2, P7.1

DESIGN AND TECHNOLOGY

PRELIMINARY		Task 1	Task 2	Task 3
Due Date		Term 2 Week 2	Term 3 Week 5	Term 3 Week 8/9
Task Type		Project 1: Memorabilia	Project 2: Upcycle it	Preliminary Examination
Name of Unit		Using Design Processes	Communicating Ideas and Solutions	All units
Unit Overview		Students identify needs and opportunities, formulate and analyse design briefs and produce appropriate design projects.	Students study how designers communicate and produce designed solutions to problems that include a range of communication techniques.	Students learn about design and production and the impact of technology and innovation on society and the environment.
Knowledge and understanding of course content	40%		10%	30%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	30%	20%	10%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P1.1, P2.1, P2.2, P3.1 P4.1, P4.2, P4.3, P5.1 P5.2, P5.3, P6.1, P6.2	P3.1, P4.2, P5.1 P5.2, P6.1	P1.1, P2.1, P2.2, P3.1 P4.1, P4.2, P4.3, P5.1 P5.2, P5.3, P6.1, P6.2

ENGINEERING STUDIES

PRELIMINARY		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 3 Week 2	Term 3 Week 6
Task Type		Research report	Practical and Engineering Report	Industry Specialisation Study
Name of Unit		Engineering Fundamentals Analysis	Braking Systems Research	Engineering Report
Unit Overview		Covers the basic fundamentals of applied maths, materials properties and uses and the historical development and impact of engineering achievements.	Traces the specific applications of the use of engineering processes, materials, and societal influence with a focus on braking systems.	The Bio Medical engineering focus module introduces students to the roles and skills of a Bio Medical engineer.
Knowledge and understanding of course content	60%	20%	20%	20%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	10%	20%	10%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		P4.1, P4.2, P4.3	P1.1, P1.2, P2.1, P3.1, P3.2, P5.1, P5.2, P6.1, P6.2	P2.2, P3.2, P3.3

FOOD TECHNOLOGY

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 3 Week 2	Term 3 Week 8/9
Task Type		Case Study	Diet Plan	Preliminary Examination
Name of Unit		Food Availability and Selection	Nutrition	All units
Unit Overview		This module emphasises the availability of food. Selection of food is influenced by physiological and psychological factors as well as broader social and economic factors.	This module explores the concept of planning diets, to meet the requirements of particular individuals. This will assist in preparing foods that are nutritious and assessing their nutritional value.	All units studied in the course will be assessed.
Knowledge and understanding of course content	40%	15%	15%	10%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
Total Weighting	100%	35%	35%	30%
Outcomes Assessed		P1.1, P1.2, P4.2	P3.1, P3.2, P4.3	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P4.4, P5.1

INDUSTRIAL TECHNOLOGY TIMBER

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3 Week 6
Task Type		Industry Report	Practical and Project Documentation	Online Quiz
Name of Unit		Industry Study	Coursework	Quiz
Unit Overview		An Industry Study is to be undertaken by students that relates to their focus area, that being Timber. The report is to provide students with an understanding of the organisation and management of an individual business.	Students will undertake a range of theory and practical experiences upon which they will be assessed. This also includes WHS and knowledge of the planning and documentation of a design process communicated through a written portfolio.	The preliminary online quiz will assess students' understanding of the Industrial Technology Timber Preliminary course content.
Knowledge and understanding of course content	40%	15%	15%	10%
Knowledge and skills in the management, communication and production of projects	60%	15%	25%	20%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		P: 1.1, 3.2, 5.1, 5.2, 7.1, 7.2	P: 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.2, 6.1, 6.2	All

INFORMATION PROCESSES & TECHNOLOGY

Preliminary		Task 1	Task 2	Task 4
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9
Task Type		Case Study	System Development	Preliminary Examination
Name of Unit		Introduction to Information Skills and Systems	Tools for Information Processes	All units
Unit Overview		Students are introduced to the concept of an 'information system' and builds the framework for studying information systems. They learn seven information processes and the difference between data and information.	Students learnt about the 'Tools for Information Processing' for the first time. Students develop skills in working cooperatively to achieve a result.	The preliminary exam will assess students' understanding of the Information Process & technology Preliminary course content.
Knowledge and understanding of course contents	60%	10%	30%	20%
Skills in critical thinking, researching, analysing and communicating	40%	15%	10%	15%
Total Weighting	100%	25%	40%	35%
Outcomes Assessed		P1.1, P2.1, P6.1, P6.2	P2.1, P5.1, P6.2, P7.1, P7.2	P1.1, P2.2, P3.1, P4.1, P6.1, P7.1

TEXTILES AND DESIGN

Preliminary		Task 1	Task 2	Task 3
Due Date		Term 2 Week 2	Term 3 Week 5	Term 3 Week 8/9
Task Type		Communication Techniques Portfolio	Preliminary Textile Project	Preliminary Examination
Name of Unit		Textiles Skills	PP and Design	All units
Unit Overview		Practical design investigations, experiments and product manufacturing activities contribute to the development of a student's creative ability while analysis and evaluation activities develop the skills students need to become discriminating individuals and consumers.	Studies in design allow students to develop knowledge and understanding of the functional and aesthetic aspects of design applied to a variety of textile materials, methods, techniques and end-uses. For students to understand and appreciate the properties and end-uses of textiles, a knowledge of fabrics, yarns and fibres is required.	The preliminary exam will assess students' understanding of the Textile and Design Preliminary course content.
Knowledge and understanding of course content	50%	10%	10%	30%
Knowledge and skills in the design and development of textile projects	50%	20%	30%	
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		P2.1, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1,	P1.1, 1.2, P3.1, P5.1, P5.2, P6.1

VET COURSES

ULTIMO RTO 90072

VET COURSE ASSESSMENT SCHEDULES

Preliminary 2022 – HSC 2023

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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. 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), these skills and knowledge will equip them in the workplace.

Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any 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/ 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 and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Include for Stage 6 (including early commencement of Stage 6):

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can 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 after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses 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 mandatory or recommended industry specific work placement.

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 and the course is suitable for their individual needs, knowledge and skills.

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI



Education

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

QUALIFICATION: CPC20221 Certificate II in Construction Pathways
 Training Package: CPC08 Construction, Plumbing and Services (version 9.7)

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

NESA course code
 2 U X 2 YR - 26201
2022 HSC Exam:
 26299
LMBR UI Code:
 (11 OR 12)
CPC20221526201B

TERM	Unit Code	Units Of Competency	AQF CORE/ELECT	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	
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, Oil Stone Case or Concrete Float Practical , Teacher observations and written test.	50 % Preliminary Exam
Term 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.	35 hrs. Work placement
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	
Terms 4/5	7 HSC UOCs						35 hrs. Work placement
	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.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	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.
	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	CPCCJN2001A CPCCJN2002B	Assemble components Prepare for off-site manufacturing process	E E	E E	15 10	Cluster F – Joinery Practical, Teacher observations and written test.	
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	
Terms 6/7	CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	E E	E E	20 10	Cluster F – Bricklaying (subject to teacher qual) Practical, teacher observation and written test	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code
2 U X 2 YR – 26511
2022 HSC Exam: 26589
LMBR UI Code
(11 OR 12)
SIT20316126511B

Term	Unit Code	Units Of Competency	AGF CORE/ ELECTIV	HSC STATUS	HSC INDICAT	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	50% Prelim Yearly Exam
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement 50% HSC Trial Exam
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to 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.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education

**PUBLIC SCHOOLS NSW ULTIMO RTO 90072
PRIMARY INDUSTRIES ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023**

QUALIFICATION: AHC20116 Certificate II in Agriculture (Release 6)
Training Package: AHC – Agriculture, Horticulture and Conservation and Land Management (Release 6.2)

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/ ELECT	HSC STATU S	HSC INDICA TIVE	Assessment Task Cluster & Method of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs							240 HSC Indicative Hours over 2 years
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	50% Preliminary Exam
	AHCLSK205	Handle livestock using basic techniques	E	E	15		
	AHCLSK204	Carry out regular livestock observation	E	E	10		
Terms 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	35 hrs Work placement
	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	
	AHCINF202	Install, maintain and repair farm fencing	E	E	15		
9 HSC UOCs							50% Trial HSC Exam
Term 4- 5	AHCCHM201	Apply chemicals under supervision	E	M	20	Cluster D: Applying Chemicals Safely Written questioning/Scenario, Direct Observation, Portfolio of evidence	35 hrs Work placement
	AHCPMG201	Treat weeds	E	E	10		
	AHCWRK201	Observe and report on weather	E	M	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	E	15		
	AHC BIO201	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

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023
 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4)
 Training Package: SIR Retail Services (Release 6)

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%
7 PRELIMINARY UOCs							
Term 1	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	240 Indicative Hours over 2 years 35 hrs Work placement 50% Preliminary Exam
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	
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	
7 HSC UOCs							
Term 4-5	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	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.
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	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.	

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2022 - HSC 2023

QUALIFICATION: SIS30521 Certificate III in Sport Coaching
 Training Package: SIS Sport, Fitness and Recreation (Version 4)

NESA Course:
50418
 LMBR UI Code:
(11 or 12)
 SIS30521150418

TERM	Unit Code	Units Of Competency	ACF CORE	HSC STS	HSC IND	Assessment Task Cluster & Methods of Assessment	HSC requirements	
4 Preliminary UOC's								
Term 1-2	HLTWHS001	Participate in workplace health and safety	C	C	15	Cluster 1: Tournament Time Direct Observation, Product Based Method and Questioning.	240 Indicative hours over 2 years	
	SISXIND006	Conduct sport, fitness and recreation events	E - E	E	30			
Term 2-3	SISSSCO002	Work in community coaching role	C	C	30	Cluster 2: The Community Coach Research and Questioning, Portfolio of Evidence and Evaluation and Classroom Discussion		
	SISSSCO005	Continuously improve coaching skills and knowledge	C	C	30			
6 HSC UOCs								
Term 3-4	SISSSOF002	Continuously improve officiating skills and knowledge	E-E	E	15	Cluster 3: (Complete 2 of the 3 elective options) a) Officiating in Sport – Online and Student Developed Quiz, Portfolio of Evidence and Consultation Form, Officiating and Evaluation b) Inclusive Coaching – Questioning, Portfolio of Evidence, Coaching Session and Evaluation		Minimum 35 hrs mandatory work placement
	SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	20			
Term 5-6	SISSSCO003	Meet participant coaching needs	C	C	30	Cluster 4: Coaching the Individual Direct Observation, Product Based Method and Questioning.		
	BSBOPS403	Apply business risk management processes	C	C	25			
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	Cluster 5: Next Level Coaching Direct Observation, Product Based Method and Questioning.		
Stand alone Unit delivered in Term X	HLTAID011	Provide First Aid (to be delivered by an external RTO OR approved trainer from RTO 90072 ONLY)	C	C	20	Cluster 6: 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		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours: 240/245/250		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 (NESA) Higher School Certificate Determinations of Non-completion of Course Requirements

Principal warns student in writing, provides opportunities for catching up, allows time for problem to be corrected and issues follow-up warning letter(s).

Where a student has not met the NESA course completion requirements, Principal makes a determination of non-completion of course requirements and completes **Principal's Determination Form**.

Principal advises student and records the determination via Schools Online. Student (and Parent/Guardian, if student under 18) signs **Principal's Determination Form**. Principal provides the student with a copy of **Principal's Determination Form** and **Student Appeal Form**.

Student makes no appeal. All related documentation kept at school.
No further action.

Student appeals.
Student completed **Student Appeal Form** and submits it to the Principal.

Principal/Review Committee considers student's appeal and reviews determination.

Principal/Review Committee **declines** student appeal. Student advised.

Principal/Review Committee **upholds** student appeal. Student advised.
Adjust student's record via Schools Online.
No further action.

Student makes no appeal to NESA and signs appropriate student declaration on **School Review – Principal's Report Form**. All documentation kept at school.
No further action.

Student requests NESA review of appeal by signing and submitting appropriate declaration on **School Review – Principal's Report Form**. School submits the following documentation to NESA:

- Principal's Determination Form
- Student Appeal Form
- School Review Principal's Report Form
- Copies of all warning letters issued for subjects appealed
- Assessment Schedule for each subject appealed
- Any other evidence, eg teacher reports, record of interviews

NESA conducts review of student appeal.

NESA makes final decision.

NESA notifies student.

NESA notifies principal.

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,

Ms B. Giudice
Principal