

Burwood Girls
High School

Year 11

Assessment Booklet

2025

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Burwood Girls High School

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YEAR 11 ASSESSMENT POLICY AND PROCEDURES 2025

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Note: The NSW Education Standards Authority (NESA) replaced the Board of Studies, Teaching and Educational Standards NSW (BOSTES) on 1 January 2017.

NESA's website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Introduction

Student assessment provides evidence for making judgement about student achievement. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

The student must also **complete all course work to a satisfactory standard** in order to meet the requirements of the HSC course.

Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding your Higher School Certificate, the Australian Tertiary Admission Rank (ATAR) or whether your pattern of study best suits the career path you wish to take.

It is most important to keep your Year Advisers up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies. If you are going to be absent for any period of time, seek approval from the Principal first. Extended leave for Year 12 students is unlikely to be approved by the Principal.

HSC assessment in Year 12 gives credit for consistent performance. It may assess aspects of the course that are not examined in the Higher School Certificate examination. Burwood Girls High School has developed a program that covers NESA requirements, with complete fairness to students, and balance between courses. Students are required to be diligent and complete all tasks presented to them.

This assessment process will begin Term 4 of the preliminary year, and will finish at the end of Term 2 before the Trial Higher School Certificate examinations (excepting practical tasks, LOTE speaking tasks and culmination of practical projects).

Not every piece of work completed will be part of the “assessment” mark, some work is set to practise skills so that the students can see how well they understand the topic. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task. Students will automatically fail a course if they do not make a satisfactory attempt to complete assessable tasks with a weighting of over 50%.

Attendance at all timetabled lessons is an important step to fulfilling course requirements. The Principal may decide that a student’s attendance has made it impossible for course outcomes to be achieved. NESA suggests that absences greater than 15% make it difficult to satisfactorily complete a course.

Students may also be deemed not to have satisfactorily completed a course if there is sufficient evidence of:

- a) failure to complete experiences specified in the syllabus, eg fieldwork, oral presentations, assignments, practical work, participation in class;
- b) non-serious or trivial preparation for exams.

Mia Kumar
Principal

Katherine Lye
Deputy Principal

Alex Tohme
Year 11 Student Adviser

1. The School's Responsibilities

Burwood Girls High School has developed an assessment program for each course running. The school's responsibilities include providing information to students in relation to the following:

1	<p>Number of tasks - Identifying a minimum number of tasks that will be used to measure students' achievement in each syllabus component. Three to four tasks of various types (e.g. formal examinations, practical tests, oral tests), including the Trial HSC exam, are sufficient to assess the components of a 2-unit course. For 1-unit courses, two to three tasks are sufficient</p>
2	<p>Weightings - Allocating weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task. The minimum weighting for an individual task is 10%. The maximum weighting for an individual task is 40%. Only one task may be a formal written examination with a maximum weighting of 30%.</p>
3	<p>Scheduling tasks - Scheduling the assessment tasks for the HSC courses, being mindful of the demands these tasks will place on students and teachers.</p>
4	<p>Written advice to students - Providing students with written advice about the school's requirements for assessment in each course. This is generally provided to students 2 weeks prior to a task.</p>
5	<p>The advice given to students must include:</p> <ol style="list-style-type: none"> i. The components and their weightings as specified in the assessment and examination materials on the Board's website ii. The general nature of each assessment task iii. A schedule of when assessment tasks are planned to take place. In addition, there must be provision for adequate notice of the precise timing of each assessment task iv. The weight value of each task in relation to the total weighted mark for the course v. Details of administrative arrangements associated with each task vi. Details of the school's policy on malpractice in assessment tasks vii. Details of the procedures to be implemented if tasks produce invalid or unreliable results. Note that the results of assessment tasks that have been completed by the students generally cannot be discarded
6	<p>Appropriate procedures: Marking, recording, reporting</p> <p>Marking of assessment tasks will be completed in accordance with the prescribed marking criteria. Students will be provided with their raw mark for each assessment task. Each student should receive clear feedback on their performance in every task. This feedback should indicate the student's attainment in the task relative to the outcomes and the student's relative position within the school group (rank order sheet published).</p>

2. The Student's Responsibilities

Students have a range of responsibilities in relation to the successful attainment of the HSC credential. These include:

1	FAMILIARITY WITH ASSESSMENT POLICY You must be familiar with the assessment policies set out in this book for each subject you take.
2	ATTENDANCE Attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent from school, you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.
3	PUNCTUALITY Be on time to assessment tasks as you will not be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principal or the Principal must verify that you have a legitimate reason for being late and give you a note to that effect.
4	ATTENDANCE ON DAY OF TASK Be present to do all in-school assessment tasks. Students who are absent on the day of the task must provide a doctor's certificate or other evidence explaining this absence. See Section 5 of this booklet: <i>Absence on the day of a task</i> for further information. You must sit for, or submit, a minimum of 50% of all assessment tasks on the due day.
5	ATTENDANCE DAY BEFORE THE TASK Be present the day before a task. Students who are absent the day before a task must provide a doctor's certificate explaining this absence. This includes when absent on a Friday when a task is completed on the following Monday.
6	HAND IN TASKS Hand in any take home assessment task on time. Work will only be accepted from the student themselves. If you are absent on the day a hand-in task is due, contact your teacher and email them a copy of your task. You must then see the Senior Deputy Principal about the need for an Illness/Misadventure.
7	SATISFACTORY COMPLETION OF COURSE Meet the requirements to satisfactorily complete all courses. See Section 5: Unsatisfactory Completion of a Course

8

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with an excursion or knockout team. You must discuss this situation with the Head Teacher of the subject that has the assessment task. If an alternative date cannot be found the assessment comes first.

9

ILLNESS/MISADVENTURE AT TIME OF ASSESSMENT

If you come to school and become ill on the day of an assessment task, or, have suffered a misadventure immediately prior to the day of an assessment task, **you must inform the Deputy Principal on the day of the task prior to the completion of the task**. You may **not** apply for Illness/Misadventure **after** the assessment. Illness/Misadventure forms must then be submitted to the Deputy Principal, supported by a doctor's certificate, upon your return to school.

10

KNOWN ILLNESSES

If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

11

CHECKING OF TASKS

Check the marking of each task when it is returned to you. Check your assessment rank when it is given to you.

12

PROLONGED ABSENCES

Some prolonged absences, for example, a holiday overseas, cannot be taken into account and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

3. Assessment Task Procedures

1

NOTIFICATION OF TASK

You will be given at least **two weeks' notice in writing** of any assessment task. All of the class will be asked to sign a "record of issue/collection of task" form stating the date and time of day the task is due.

2

SUBMISSION OF DRAFTS

Students may not submit draft work for marking in the FIVE school days prior to the due date of the task. For example, if the assessment is due on a Monday, no work may be handed in after Tuesday of the week prior. Students may only submit ONE draft for marking in the two weeks prior to the date of the task.

3

COMPLETION OF ASSESSMENT

Assessment tasks must be submitted, or undertaken, on the due date. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

4

WORK PLACEMENT, KNOCKOUT SPORT AND OTHER SCHOOLS ACTIVITIES

If you are completing compulsory work placement you will not be disadvantaged. If there is sufficient time prior to commencing work placement the task can be submitted early. It is your responsibility to notify your teacher and Head Teacher once you are aware that you will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the "record of issue/collection" form.

If you are involved in knockout sport or other school-based activity, you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, you need to arrange for it to be handed in to your teacher on the required day.

5

RETURNING OF A MARKED TASK

On the day you receive a marked task back, teachers will provide you with your task and a mark slip which indicates your mark, your rank for that task and your cumulative rank in the course. It is your responsibility **at that time** to:

- Check marks have been correctly added and match the marks on the mark slip
- To ask questions about the marking of a question if you are concerned or confused

6

APPEALS

Any complaints about assessment procedure should be made in the first place to the classroom teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's review panel.

The request for review must be made within three days of the issue of assessment ranks.

The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The school review panel will consist of the Principal or Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to NESAs.

4. Absence on the day of Assessment Tasks

1

Every endeavour should be made to come to school on the day of an Assessment.

However, if you are ill or have a misadventure occur, endeavour to **contact your teacher or the Head Teacher of the faculty by 9am** (through email or a phone call) on the day of task to let them know that you will be absent and the reason for this absence.

2

Obtain a Doctor's Certificate or other documentation to explain your absence. This Doctor's Certificate must be obtained on the day of the task, not in retrospect. If you are also absent in the days after the task, your Doctor's Certificate must cover these absences as well.

Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. **A medical certificate that merely states you were unfit for work/study is insufficient. Specific reasons must be supplied.**

3

On the morning of your return to school, prior to 9am, you must see the Senior Deputy Principal with your Doctor's Certificate and ask for an Illness/Misadventure Application form. You are then to complete this form in consultation with the Deputy Principal.

4

The Assessment Committee, led by the Deputy Principal, will decide the outcome of your Illness/Misadventure application.

5

You will be required to undertake any missed task in consultation with the Head Teacher of the relevant faculty. The date and time of this task will be determined by the Head Teacher. You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

6

The Deputy Principal may, in **exceptional circumstance**, authorise an estimate to be given for a missed task.

7

You may appeal the outcome of your Illness/Misadventure Application following the appeals procedure on page 11 of this booklet

8

If you are ill and your task is a hand-in task, you must email a copy of your task to your class teacher by the due date and time. If this is not possible, you are to contact your classroom teacher by 9am that morning providing reasons for your inability to do so.

9

Computer and technology issues: Students are strongly advised to prepare work that will be handed in using an online program such as Google Docs. Computer and associated technology malfunction, even theft, without evidence of "work in progress" is not a reason for late submission.

5. Unsatisfactory Completion of a Course

1

If you fail to satisfy minimum course requirements you will be awarded an 'N' determination. This means you have failed the course and it will not count towards the HSC. (You must complete at least 12 Preliminary units + 10 HSC units.)

2

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESAs; *and*
- (b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; *and*
- (c) Achieved some or all of the course outcomes.

3

To have successfully "*followed the course developed or endorsed by NESAs*", you must:

- Have both excellent overall school attendance and subject attendance.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

4

To have successfully "*applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school*", you must:

- Complete all assessments.
- Make a genuine attempt for all tasks.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

5

To have successfully "*achieved some or all of the course outcomes*", you must:

- Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
- Have both excellent overall school attendance and subject attendance.

6

- A failure to meet these requirements will see N Warning letters sent to students and their parents/guardians.
- Students will be given every opportunity to correct the problem indicated on the N-Warning Letter. Failure to correct the issue will see at least one follow-up warning letter issued.
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course and a non-completion determination will be issued.

6. Disability Provisions

If you suffer from a disability which would, in a normal test situation, prevent you from:

- reading and interpreting the test questions and/or
- communicating knowledge or understanding to an examiner as effectively as a student without a disability,

NESA may approve special test provisions.

If you wish to apply for disability provisions you should do so as soon as possible. Ask the Senior Deputy Principal or School Counsellor about lodging an application with NESA. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions. Your application should contain recent evidence of your disability and in some cases examples of your work.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

The school will endeavour to provide students with their 'time to rest' provisions in a separate small group setting. However, for small cohort groups the 'time to rest' provision may be provided within their own classroom during in-class assessments. During examination periods such as the Trial HSC, students will definitely be provided with small group supervision.

7. Serious and Non-Serious Attempts

Students should enter an assessment task or HSC examination knowing they **MUST** make a genuine effort at the task or exam. NESA Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions – failure to do so is called a non-serious attempt or a non-attempt.

A student's task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A non-serious attempt includes where the students write frivolous or objectionable material in response to the questions. If a student is identified as providing non-serious or non-attempts they will be asked to justify why they should receive a result in the task or course concerned. The consequences may be significant and may include not receiving an award in that course. This may render a student ineligible for the award of the HSC.

8. Cheating or Malpractice

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the ROSA, Preliminary HSC and Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice, including plagiarism, could limit your marks for the task or examination, and will jeopardise your HSC results.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgement. Current rules for cheating and plagiarism still apply to AI. All work should be student's own or correctly acknowledged.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids, during an assessment task
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice

Students involved in malpractice in relation to any assessment task will be referred to the Head Teacher of the relevant subject and then the Senior Deputy Principal. They will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own. Detected malpractice will limit a student's marks and jeopardise their HSC. One or more of the following will apply: reduced marks for all or part of the task, zero marks for part or all of the task

Students who do not make a serious attempt at an assessment task can also expect to receive a limited mark for that task.

All students who are found to have engaged in cheating and malpractice will be recorded in NESA's Register of Malpractice, as required by their guidelines.

9. Reviews and Appeals

Any complaints about assessment **procedure** (that is, assessment procedure does not comply with the guidelines in this booklet), should be made in writing, to the Head Teacher of the relevant faculty. Further appeals may then be made to the school's Review Panel.

The request for review must be made within three days of the issue of assessment ranks.

Marks awarded by the marker for assessment tasks will not be subject to review by the Review Panel.

The school review panel will consist of the Principal or Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to NESA.

10. Information and Advice

Advice on assessment is available from:

- The Deputy Principal
- The Head Teacher of the faculty concerned
- Your classroom teacher
- The Careers Adviser
- The Year Adviser

Information is located:

- NESA documents – with the Principal or Deputy Principal
- NESA website – [NESA | NSW Government](https://www.nsw.gov.au/education-and-training/nesa) (https://www.nsw.gov.au/education-and-training/nesa)
- Rules and Procedures for Higher School Certificate Candidates - NESA booklet issued to each student
- School Assessment Policy
- HSC Assessment Policy and Procedures – spare copies with the Year Adviser and Deputy Principal and on school website
- Faculty Assessment Program – with the Faculty concerned; copy with the Principal

Vocational Education and Training (VET):

Students have three opportunities to successfully complete a competency or cluster assessment task.

If a student wishes to appeal a decision they must:

1. first obtain a copy of the Student Assessment Appeal form for VET courses
2. then follow the school review and appeals process.

11. Approved Scientific Calculators and Equipment

The scientific calculators in the link below are approved for use in the 2025 Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

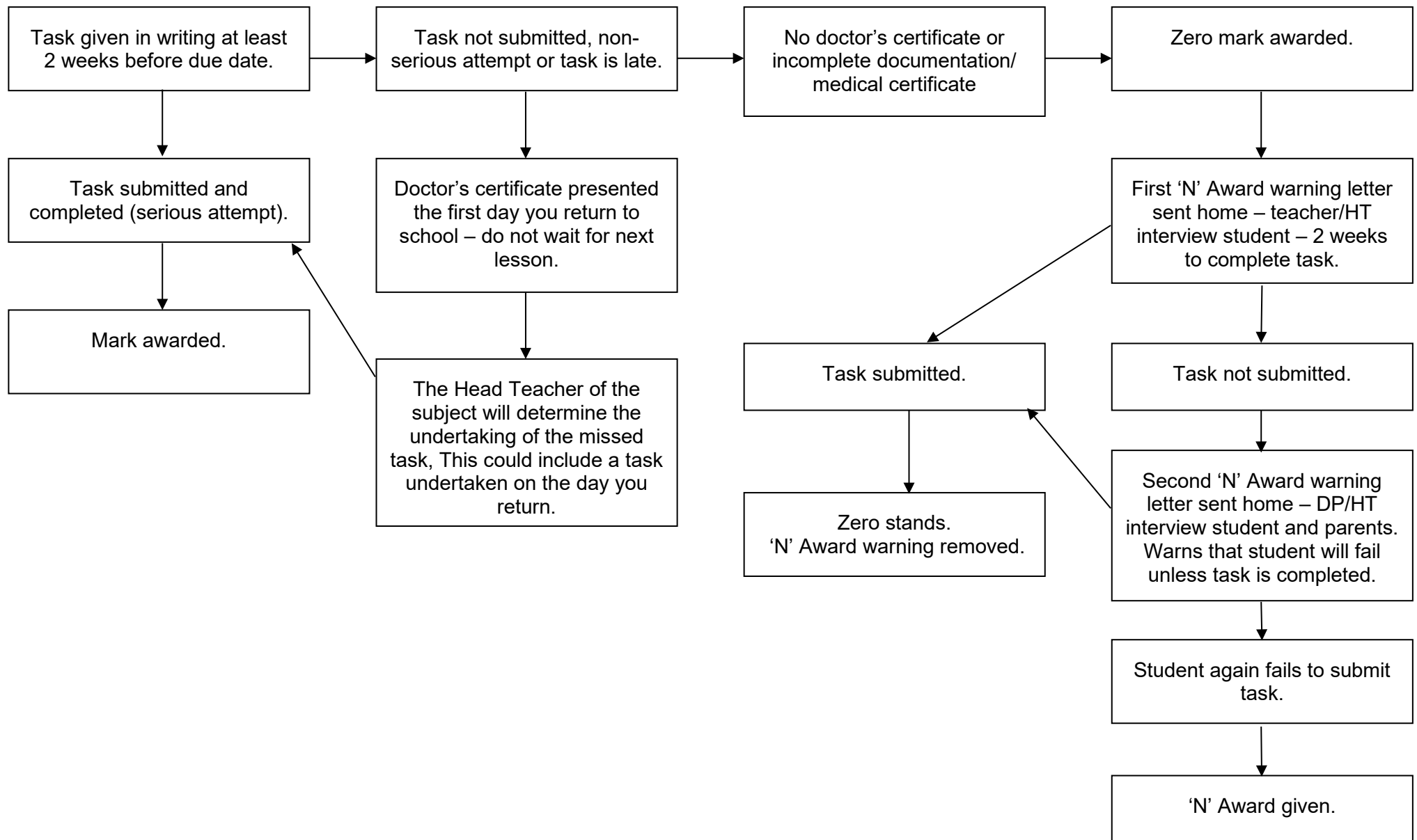
http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

A full list of the equipment required for each subject in the HSC Exams can be found at this link: [exam equipment list](#).

Instruction booklets or cards (eg reference cards) on the operation of calculators are NOT permitted in the examination room. Candidates are expected to familiarise themselves with the calculator's operation beforehand.

Calculators must have been switched off for entry into the examination room.

ASSESSMENT TASK FLOW CHART



GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole



Illness/Misadventure Application

Name:	Year:
-------	-------

Subject:	Teacher:
Date of Original Task:	
Task number: 1 2 3 4	Nature of Task:

Nature of absence: Sick [] Ongoing health issues [] Funeral [] Other: _____
Name of doctor:
Other verification:

Student Signature:
Classroom teacher signature: Comment:
Head Teacher signature: Comment:

Assessment Committee Recommendation

Date of revised task:
For Illness/Misadventure records: <ul style="list-style-type: none">• Task completed at later date []• Estimate required []• Other: _____
Deputy Principal Signature: _____ Date: _____

Office Use:

Entered on Sentral [] Entered on spreadsheet []



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Sample letter: Official Warning of 'N' Determination (HSC)

Dear *Name*

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

I am writing to advise you that your son/daughter, *Name*, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in *Course Name*.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the *first/second/third* official warning we have issued notifying you that *Student first name* is at risk of not completing the above course. [*Delete the following sentence if this is the first warning*]
Previous warning(s) were sent to you on *Insert date*.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Student first name is not currently meeting one or more of these requirements. In particular, he/she *Insert brief description of the problem(s)*.

Opportunity to correct the problem

The following tasks or requirements need to be completed by *Student first name* to correct the problem.

Task or course requirement	Percentage weighting <i>(if applicable)</i>	Original due date <i>(if applicable)</i>	Action required by student	Date for completion

Add/delete rows as required

Action by parent/guardian

To support *Student first name* in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact *Insert contact details*.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

 Class Teacher/Head Teacher

 Principal

-----"-----"-----"-----"-----"-----"-----"-----"-----"-----

Acknowledgement of Official Warning

I have received the letter dated *Insert date* advising me that *Insert name* is in danger of not meeting the course completion requirements for *Insert course name*, and am aware that this is the *first/second/third* official warning.

I am aware that any course not satisfactorily completed will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate.

Parent/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____

Burwood Girls
High School

Subject Information



Aboriginal Studies

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Aboriginality and the Land Multimedia Presentation	Research and Inquiry Methods: Local Community / Cross Cultural Case Study Report	Preliminary Examination	
	Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 8- 9	
Outcomes	P1:1, P1:2, P2:1, P3:2	P4:1, P4:2	1:1, 1:2, 1.3, 2.1, 2.2, 3,1, 3.2, 3.3	
Knowledge and understanding of course content	10	5	25	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	10		15
Research and inquiry methods, including aspects of the local community case study	5	15		20
Communication of information, ideas and issues in appropriate forms	10	5	10	25
Weighting	30	35	35	100

Ancient History

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Historical Investigation	Historical Investigation	Prelim Exam	
	Oral presentation in-class	Research essay - hand-in	Preliminary Examination	
	Term 1 Weeks 9-10	Term 2 Week 9	Term 3 Weeks 8-9	
Outcomes	AH11-10 AH11-5 AH11-6 AH11-9	AH11-1 AH11-3 AH11-4 AH11-8 AH11-9	AH11-1 AH11-2 AH11-4 AH11-5 AH11-7	
Knowledge and understanding	15	20	10	45
Source-based skills			10	10
Historical inquiry and research	15	15		30
Communication of historical understanding		5	10	15
WEIGHTING	30	40	30	100

Biology

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Written Test / Practical Investigation Assessment “Cells are the basis of life”	Written Test/ Assessment “Organisation of Living things”	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 8,9	Term 3 Weeks 8,9	
Outcomes	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3A BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8	BIO 11/12-4 BIO 11/12-5 BIO 11/12-7 BIO 11-11	BIO 11/12-1 BIO 11/12-2 BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	15	5	20	40
Weighting	35	25	40	100

Business Studies

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Business	Business Planning	Nature of Business, Business Management, Business Planning	
	In-class Topic Test	Business Plan Submission	Preliminary Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8-9	
OUTCOMES ASSESSED	P1, P2, P6, P8, P9	P1, P4, P8, P9, P10	P1-P10	
Knowledge and Understanding	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research	5	15		20
Communication of Business ideas, information and Issues in appropriate forms	5	10	5	20
Weighting	30	35	35	100

Chemistry

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Module Test	Lab Report (hand in)	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8,9	
Outcomes	CH 11-8 CH 11/12-1 CH 11/12-2 CH 11/12-3 CH 11/12-4 CH 11/12-7	CH 11-10 CH 11/12-1 CH 11/12-2 CH 11/12-3 CH 11/12-4 CH 11/12-7	CH 11-8 CH 11-9 CH 11-10 CH 11-11 CH 11/12-1 CH 11/12-2 CH 11/12-3 CH 11/12-4 CH 11/12-7	
Skills in Working Scientifically	15	25	20	60
Knowledge and Understanding	15	5	20	40
Weighting	30	30	40	100

Chinese and Literature

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Hand-in/in-class	In-class	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8,9	
Outcomes	2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	1.1, 1.2, 1.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	2.1, 2.2, 2.3, 2.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	
Speaking		10		10
Listening & Responding	5	5	10	20
Reading and Responding	10	15	15	40
Writing in Chinese	15		15	30
Weighting	30	30	40	100

Community and Family Studies

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Resource Management In Class Assessment	Individuals and Groups Case Study in Class Assessment/ Scavenger Hunt	Preliminary Examination	
	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8/9	
Outcomes	P1.1, P1.2, P3.2, P5.1, P6.1	P2.1, P2.3, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P6.1, P6.2	
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> Resource management Positive relationships Range of societal factors 	10	10	10	30
Skills in: <ul style="list-style-type: none"> Applying management processes to meet the needs of individuals, groups, families and communities Planning to take responsible action to promote wellbeing 	10	15	10	35
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating.	10	10	.15	35
Weighting	30	35	35	100

Dance

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Performance	Appreciation	Composition	
	Term 1 Week 9	Term 2 Week 10	Preliminary Examination Term 3 Week 10	
Outcomes	P1.1, P1.2, P1.3 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P1.1, P1.3, P1.4 P4.1, P4.2, P4.3, P4.4, P4.5	P1.3 P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	
Performance	40			40
Composition			30	30
Appreciation		30		30
Weighting	40	30	30	100

Design and Technology

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Truck and App Design	Shelter Design	Preliminary Exam	
	Part A) Mobile Truck Model and App Interface Design Part B) Case Study Term 2 Week 2	Part A) Shelter Design Part B) Case Study Term 3 Week 5	Term 3 Weeks 8 - 9	
Outcomes	P1.1, P2.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P3.1 P4.1, P4.2, P4.3 P5.1, P5.2, P5.3 P6.2	P3.1 P4.1, P4.2, P4.3 P5.1, P5.2, P5.3 P6.2	
Knowledge and understanding of course content	A) 10	A)10	20	40
Knowledge and skills in designing, managing, producing and evaluating design practices	B) 30	B) 30		60
Weighting	40	40	20	100

Drama

Preliminary Course 2025

	Task 1	Task 2	Task 3	Weighting
	Improvisation and Physical Theatre	Playbuilding Class performance	Realism Preliminary Exam	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
Outcomes	P1.1,1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1, 3.2	P1.3,1.4, 1.5, 1.6,1.7,1.8, 2.1, 2.2, 2.3, 2.4, 2.5,3.1	P2.6, 3.1,3.2, 3.3, 3.4	
Making	20	20		40
Performing	10	20	30	60
Weighting	30	40	30	100

Earth and Environmental Science

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Theory and Practical <i>Earth's Resources</i>	Depth Study Report <i>Human Impact</i>	Preliminary Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8,9	
Outcomes	EES 11-1 11-2, 11-3, 11-4, 11-5 11-8	EES 11-3, 11-4, 11-5, 11-6, 11-7 11-9	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8 EES11-9 EES11-10	
Skills in Working Scientifically	20	25	15	60
Knowledge and Understanding	5	10	25	40
Weighting	25	35	40	100

Economics

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Introduction to Economics Topic Test	Labour Markets Extended response	All topics Preliminary Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8-9	
Outcomes	P1, P2, P4, P5, P7	P6, P7, P8, P9, P10, P12	P1- P11	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research	5	15		20
Communication of economic ideas, information and issues in appropriate forms	5	5	10	20
Weightings	30	30	40	100

English Advanced

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Task 4
	<p>Reading to Write: Visions and Voices of Dystopia</p> <p>Unseen Text Analysis with Short Answer Responses and Discursive Composition</p>	<p>Reading to Write: Visions and Voices of Dystopia</p> <p>Multimodal Imaginative Composition and Written Reflection</p>	<p>Narratives that Shape our World: Love Across the Ages</p> <p>Critical Essay</p>	<p>Critical study of Literature: <i>King Lear</i></p> <p>Unseen Text Analysis and Critical Essay (Preliminary Examination)</p>
Language Mode	Reading and Writing	Multimodal Presentation and Writing	Reading and Writing	Reading and Writing
Timing	Term 1 Week 7	Term 2 Week 1	Term 2 Week 10	Term 3 Weeks 8-9
Outcomes	EA11-1, EA11-2, EA11-3, EA11-4	EA11-1, EA11-3, EA11-4, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-7
Knowledge and understanding of course content	10	15	10	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across the modes	10	15	10	15
Weightings	20	30	20	30

English EAL/D

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	<p style="text-align: center;">Multimodal Presentation</p> <p style="text-align: center;">Language Texts and Contexts Refugee Stories</p>	<p style="text-align: center;">Viewing task and Extended Response</p> <p style="text-align: center;">Close Study of Text <u>Wild</u> (film study)</p>	<p style="text-align: center;">Formal Yearly Written Examination</p> <p style="text-align: center;">Texts & Society <u>Oodgeroo Noonuccal</u> (poetry study)</p>	
Language Mode	Speaking, reading and writing	Reading, viewing, listening and writing	Reading, listening, and writing	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-9	
Outcomes	EAL11-1A EAL11-3 EAL11-6 EAL11-8	EAL11-1A EAL11-1B EAL11-3 EAL11-4	EAL11-1B EAL11-2 EAL11-5 EAL11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across the modes	15	20	15	50
Weightings	30	40	30	100

English Extension 1

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Texts, Culture and Value: Power and Morality – Exploring the Grey Area Extended Creative Response and Critical Reflection	Texts, Culture and Value: Power and Morality – Exploring the Grey Area Independent Related Project – Critical Essay and Multimodal Presentation	Texts, Culture and Value: Power and Morality – Exploring the Grey Area Preliminary Examination – Critical Essay	
Language Mode	Writing	Writing and Multimodal Presentation	Writing	
Timing	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 8-9	
Outcomes	EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-6	EE11-2, EE11-3, EE11-5	
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	50
Skills in complex analysis, sustained composition and independent investigation	15	15	20	50
Weightings	30	30	40	100

English Standard

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Reading to Write: Relationships Imaginative text with reflection	Module A: Contemporary Possibilities Multimodal presentation	Module B: Close Study of Text Preliminary Examination	
Language Mode	Reading, writing, viewing and representing	Speaking, writing, viewing and representing	Reading, writing	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8-9	
Outcomes	EST11-3, EST11-4, EST11-5, EN11-9	EST11-1, EST11-2, EST11-3, EST11-7, EST11-8	EST11-1, EST11-3, EST11-5, EST11-6	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across the modes	15	15	20	50
Weightings	30	30	40	100

English Studies

Preliminary Course 2025

(NO TIMETABLED CLASS IN 2025)

	Task 1	Task 2	Task 3	Weighting
	Mandatory Module: Achieving through English Job Interview Resume/ Job application	Elective Module: On the Road Multimodal presentation	All modules Preliminary Examination	
Language Mode	Reading, writing, speaking	Speaking, writing, viewing, and representing	Reading and writing	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8-9	
Outcomes	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-8	
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
Weightings	30	30	40	100

Enterprise Computing

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
Outcomes	Project	In class test	Preliminary Exam	
	Interactive Media and the User Experience	Networking Systems and Social Computing	All	
	Term 1 Week 9	Term 2, Week 9	Term 3 Week 8,9	
	EC-11-01 EC-11-08 EC-11-09 EC-11-11	EC-11-03 EC-11-06 EC-11-07 EC-11-10	EC-11-02 EC-11-04 EC-11-05	
Knowledge and understanding of course content	10	20	20	50
Knowledge and skills in the practical application of the content	25	10	15	50
Task total	35	30	35	100

Exploring Early Childhood

Preliminary Course 2025

NO TIMETABLED CLASS IN 2025

Component	Task 1	Task 2	Task 3	Weighting
	Pregnancy and Childbirth	Food and Nutrition	Play and the developing child	
	Research	Practical and Written Component	Research	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 7	
	Outcomes 1.1, 1.2, 1.4, 5.1, 6.1, 6.26	Outcomes 3.1, 4.1, 6.1	Outcomes 2.1, 2.2, 2.3,2.4, 4.2, 4.3	
Knowledge and Understanding	10	20	20	50
Skills	20	20	10	50
Total Weighting	30	40	30	100

Food Technology

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
Outcomes	Food Selection	Food Quality	Preliminary Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8,9	
	P1.2, P4.1, P4.2, P5.1	P2.1, P3.1, P3.2, P4.3, 5.1	P1.2, P2.1, P3.1, P4.4	
Knowledge and Understanding	5	5	30	40
Research, Analysis and Communication	15	15		30
Experimentation and Preparation	20	10		30
Weighting	40	30	30	100

French Beginners

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	In-class	Hand-in/in-class	Preliminary Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8,9	
Outcomes	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.3, 3.4	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	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	
Speaking	15		5	20
Listening & Responding	15		15	30
Reading & Responding		15	15	30
Writing in French		15	5	20
Weighting	30	30	40	100

Geography

Preliminary Course 2025

NO TIMETABLED CLASS IN 2025

Component	Task 1	Task 2	Task 3	Weighting
	Earth's Natural Systems	Geographical investigation	All focus areas	
	In-class Topic Test	Research Report	Preliminary Examination	
	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 8-9	
OUTCOMES ASSESSED	P11-01, P11-02, P11-05, P11-07, P11-08, P11-09	P11-01, P11-05, P11-06, P11-07, P11-08, P11-09	P1-P12	
Knowledge and understanding of course content	10	10	15	35
Geographical inquiry and research		10		10
Geographical skills	10	5	10	25
Communication of geographical understanding in appropriate forms	10	10	10	30
Weighting	30	35	35	100

Health Movement Science (HMS)

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Depth Study Task- In depth analysis	Collaborative Investigation	Preliminary Examination	
	Term 1- Week 10	Term 3- Week 2	Examination Period: Term 3- Weeks 8 & 9	
Outcomes	HM-11-01 HM-11-02 HM-11-08 HM-11-09 HM-11-10	HM-11-03 HM-11-04 HM-11-05 HM-11-07 HM-11-10	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-07	
Knowledge and understanding of course content	10	10	20	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20	20	20	60
Marks				
Weighting	30	40	30	100

Indonesian Continuers

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Hand-in/in-class	In-class	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8,9	
Outcomes	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	
Speaking		15	5	20
Listening & Responding	5	10	15	30
Reading & Responding	10	5	15	30
Writing in Indonesian	15		5	20
Weighting	30	30	40	100

Italian Beginners

Preliminary Course 2025

NO TIMETABLED CLASS IN 2025

Component	Task 1	Task 2	Task 3	Weighting
	In-class task 6/04	Hand-in/In-class	Preliminary Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8,9	
Outcomes	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.3, 3.4	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	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	
Speaking	15		5	20
Listening & Responding	15		15	30
Reading & Responding		15	15	30
Writing in Italian		15	5	20
Weightings	30	30	40	100

Italian Continuers

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Hand-in/in-class	In-class	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8,9	
Outcomes	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	
Speaking	5	10	5	20
Listening & Responding		15	15	30
Reading & Responding	10	5	15	30
Writing in Italian	15		5	20
Weighting	30	30	40	100

Japanese Beginners

Preliminary Course 2025

Component	Task 1	Task 2		Task 3	Weighting
	In-class	Hand-in/in-class		Preliminary Examination	
	Term 1 Week 10	Term 2 Week 9		Term 3 Week 8,9	
Outcomes	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.3, 3.4	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		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	
Speaking	15			5	20
Listening & Responding	15			15	30
Reading & Responding		15		15	30
Writing in Japanese		15		5	20
Weighting	30	30		40	100

Japanese Continuers

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Hand-in/in-class	In-class	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8,9	
Outcomes	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	
Speaking	5	10	5	20
Listening & Responding		15	15	30
Reading & Responding	10	5	15	30
Writing in Japanese	15		5	20
Weighting	30	30	40	100

Korean Beginners

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	In-class	Hand-in/in-class	Preliminary Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8,9	
Outcomes	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.3, 3.4	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	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	
Speaking	15		5	20
Listening & Responding	15		15	30
Reading & Responding		15	15	30
Writing in Korean		15	5	20
Weighting	30	30	40	100

Korean Continuers

Preliminary Course 2025

NO TIMETABLED CLASS IN 2025

Component	Task 1	Task 2	Task 3	Weighting
	Hand-in/In-class	In-class	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8,9	
Outcomes	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	
Speaking	5	10	5	20
Listening & Responding		15	15	30
Reading & Responding	10	5	15	30
Writing in Korean	15		5	20
Weightings	30	30	40	100

Korean in Context

Preliminary Course 2025

NO TIMETABLED CLASS IN 2025

Component	Task 1	Task 2	Task 3	Weighting
	Hand-in/In-class 4/04		Preliminary Examination	
Outcomes	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 1.5, 1.6 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	
Speaking	10	10	10	30
Listening	10	5	10	25
Reading		15	10	25
Writing	5	5	10	20
Weighting	25	35	40	100

Legal Studies

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	The Legal System Topic Test	Law Reform Research Essay	Preliminary Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8-9	
Outcomes	P1, P2, P3, P6, P9	P6, P7, P8, P9, P10	P1, P3, P4, P5, P7, P8, P9, P10	
Knowledge and Understanding	15	5	20	40
Analysis and Evaluation	5	10	5	20
Research	5	10	5	20
Communication	5	5	10	20
Weightings	25	30	40	100

Mathematics Advanced

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Written Test	Written Test	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8,9	
Outcomes	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-7 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weightings	30	30	40	100

Mathematics Extension

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Written Test	Written Test	Preliminary Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8,9	
Outcomes	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-3 ME11-5 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weightings	30	30	40	100

Mathematics Standard

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Written Test	Written Test	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8,9	
Outcomes	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-9 MS11-10	MS11-2 MS11-7 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Weightings	30	30	40	100

Mathematics Numeracy (CEC)

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Assignment	Assignment	Assignment	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9	
Outcomes	N6-1.2 N6-1.3 N6-2.2 N6-3.1	N6-1.1 N6-2.2 N6-2.3 N6-3.2	N6-1.1 N6-1.2 N6-2.1 N6-2.2 N6-3.1	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Weightings	25	35	40	100

Modern History

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Decline and Fall of the Romanovs In class Research Essay	Shaping of Modern World: World War I Historical Investigation	Preliminary Examination	
	Term 1 Week 9	Term 2 Weeks 8	Term 3 Weeks 8-9	
Outcomes	MH11-2, MH11-3, MH11-7, MH11-9	MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-6, MH11-9	
Knowledge and Understanding	10	15	15	40
Source-based Skills		10	10	20
Historical Inquiry and research	10	10		20
Communication of historical understanding	10	5	5	20
Weighting	30	40	30	100

Music 1

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	<p>Musicology and student devised Aural Analysis</p> <p>Topic 1</p> <p>Musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic.</p>	<p>Composition Portfolio and Performance</p> <p>Topic 2</p> <p>Composition or arrangement, Record of composition process with reference to concepts of music.</p> <p>Performance of ONE piece relevant to the chosen topic</p>	<p>Performance and Aural Analysis</p> <p>Prelim Exams</p> <p>Solo or ensemble performance of TWO pieces demonstrating an understanding of compositional techniques and features of the topics</p> <p>Aural Skills Exam</p>	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8,9	
Outcomes	P2, P4, P5, P6, P8, P10	P1, P2,P3, P4, P6, P7, P8, P11	P1, P2, P5, P6, P8, P9	
Performance			25	25
Composition		25		25
Musicology	15	10		25
Aural	10		15	25
Weighting	25	35	40	100

Music 2

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Musicology Short Response + Performance	Aural Musicology Paper Composition Portfolio	Preliminary Exams Aural/Musicology and Performance	
	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 8,9	
Outcomes	P1, P2, P7, P10	P3, P4, P5, P8	P1, P2, P5, P7, P9, P10	
Performance	15		10	25
Composition		25		25
Musicology	20		15	35
Aural		10	5	15
Weighting	35	35	30	100

Photography, Video and Digital Imaging

Preliminary Course 2025

NO TIMETABLED CLASS 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Critical and Historical Study #1 Research Task + Ways of Seeing Artmaking Task #1	Life In a Vivid Dream Artmaking Task #2	Critical Historical Study #2- In Class Written Task	Tell A Vision Artmaking Task #3	
	Term 1, Week 10	Term 2 Week 10	Term 3 Week 5	Term 3 Week 10	
Outcomes	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	
Artmaking	20	25		25	70
Art Criticism and Art History	15		15		30
Weighting	35	25	15	25	100

Physics

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Theory and Applications Kinematics	Depth Study Practical Investigation and Report Waves and Thermodynamics	Preliminary Examination	
	Term 1 Week 10	Term 2 Week 9/10	Term 3 Weeks 8,9	
Outcomes	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in working scientifically	15	25	20	60
Knowledge and understanding	15	5	20	40
Weighting	30	30	40	100

Society and Culture

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
Outcomes	Social and Cultural World Practical primary research task with hand in component	Personal and Social Identity Research Project	Preliminary Examination	
	Term 2 Week 1	Term 3 Week 3	Term 3 Weeks 8- 9	
	P6, P8, P9, P10	P1, P3, P4, P7, P9, P10	P1, P2, P3, P4, P5, P6, P10	
Knowledge and understanding of course content	15	15	20	50
Application and evaluation of social and cultural research methodologies	10	10	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Weighting	30	35	30	100

Studies of Religion 2 Unit

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Religion and Beliefs and Ancient Religions	Hinduism	All Topics	
	Oral and Written Report	Essay	Preliminary Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Week 8-9	
Outcomes	P1, P2, P6, P7, P8, P9	P3, P4, P5, P7, P9	P1, P2, P5, P8, P9	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	5		15	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate form	5	10	5	20
Weighting	30	30	40	100

Studies of Religion 1 Unit

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Religion and Beliefs and Ancient Religions	Hinduism	All Topics	
	Oral and Written Report	Essay	Preliminary Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Week 8-9	
Outcomes	P1, P2, P6, P7, P8, P9	P3, P4, P5, P7, P9	P1, P2, P5, P8, P9	
Knowledge and understanding of course content	10	10	20	40
Source-based skills	5		15	20
Investigation and research	10	10		20
Communication ideas and issues	5	10	5	20
Weighting %	30	30	40	100

Textiles and Design

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	Preliminary Project 1 – Project and Design Folio	Preliminary Project 2	Preliminary Examination	
	Term 2 Week 2	Term 3 Week 6	Term 3 Weeks 8/9	
Outcomes	P1.1, P2.1, P2.2, P2.3	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in design, manufacture and management of textiles projects	10	30	10	50
Weighting	20	40	40	100

Visual Arts

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	In-Class Written Task	Rituals Artmaking Task	In Habitation Artmaking Task	Preliminary Exam: Art Criticism and Art History	
	Term 1 Week 8	Term 1 Week 10 All practical work to be submitted by 3:15pm	Term 2 Week 10 All practical work to be submitted by 3:15pm	Term 3 Weeks 8 - 9	
Outcomes	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	P7, P8, P9, P10	P7, P8, P9, P10	
Artmaking		25	25		50
Art Criticism and Art History	15			35	50
Weighting	15	25	25	35	100

Work Studies

Preliminary Course 2025

Component	Task 1	Task 2	Task 3	Weighting
	CORE STUDY My Working Life: Career Plan Presentation	WORKPLACE ISSUES Media File	MANAGING WORK LIFE AND COMMITMENTS Research Task	
Outcomes assessed	1, 2, 4, 5	1, 2, 3, 4, 5, 6, 7, 8, 9	2, 3, 5, 6, 7, 8, 9	
Date Due	TERM 1 Week 10	TERM 2 Week 9	TERM 3 Week 7	
Knowledge and Understanding	10	10	10	30
Skills	20	20	30	70
	30	30	40	100

Vocational Education and Training

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 90072) to deliver and assess VET qualifications to secondary students.

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

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 training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken. Students in VET courses must be able to demonstrate competence regardless of disability. The principles of *HSC: All My Own Work* apply to all Stage 6 VET courses, including early commencement in Stage 5.

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 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).

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.

Course outline – Units of Competency

Qualification status	Code of the unit of competency	Title of the unit of competency	Pre/Co requisite	NESA indicative hours	Qualification group	NESA (HSC) group
Core	CUAIND311	Work effectively in the creative arts industry	Nil	20	Core	Mandatory
	CUAIND314	Plan a career in the creative arts industry	Nil	15	Core	Core
Elective	CPCCWHS1001	Prepare to work safely in the construction industry	Nil	10	Elective – Group A	Elective
	CUAWHS312	Apply work health and safety practices	Nil	15	Elective – Group A	Mandatory
	CUASOU331	Undertake live audio operations	Nil	25	Elective – Group B	Mandatory
	CUALGT311	Operate basic lighting	Nil	25	Elective – Group B	Mandatory
	CUASTA212	Assist with bump in and bump out of shows	Nil	20	Elective – Group D	Elective
	SITXCCS006	Provide service to customers	Nil	20	Elective – Group B	Mandatory
	CUASOU306	Operate sound reinforcement systems	Nil	20	Elective – Group B	Elective
	CUAVSS312	Operate vision systems	Nil	25	Elective – Group B	Mandatory
	CUASTA311	Assist with production operations for live performances	Nil	25	Elective – Group B	Mandatory
	CUASMT311	Work effectively backstage during performances	Nil	25	Elective – Group B	Elective
			Total:	245	Indicative Hours	

Course – Volume of Learning

Remaining volume of learning is described in the section above:
Course Duration and Amount of Training.

			Volume of Learning			
			Amount of Training			Assessment Hours
Qualification status	Code of the unit of competency	Title of the unit of competency	Unit Nominal Hours NCVER identified	Self-Directed Hours (Homework, student external study)	Work Placement Hours	
Core	CUAIND311	Work effectively in the creative arts industry	50	20		4
	CUAIND314	Plan a career in the creative arts industry	35	15		8
Elective	CPCCWHS1001	Prepare to work safely in the construction industry	6	2		4
	CUAWHS312	Apply work health and safety practices	30	10		4
	CUASOU331	Undertake live audio operations	100	40		10
	CUALGT311	Operate basic lighting	30	10		12
	CUASTA212	Assist with bump in and bump out of shows	80	30		10
	SITXCCS006	Provide service to customers	25	8		4
	CUASOU306	Operate sound reinforcement systems	40	15		8
	CUAVSS312	Operate vision systems	80	30		8
	CUASTA311	Assist with production operations for live performances	90	35		10
	CUASMT311	Work effectively backstage during performances	100	40		10
		Total =	666	255	70	224

National Recognition and Advanced Standing

Course Assessment Plan

Assessment Plan			Evidence gathering techniques				
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Product based method – structured activities e.g. role plays, presentation, reports	Direct observation – real time/simulated environment	Portfolio- A collection of annotated work samples compiled by the learner.	3 rd Party Reports Work placement
Task 1 – White Card	CPCWHS1001	Prepare to work safely in the construction industry	X		X		
Task 2 – Plan a career	CUAIND314	Plan a career in the creative arts industry				X	
Task 3 – Safe and sound	CUAWHS312	Apply work health and safety practice	X	X	X		
	CUASOU331	Undertake live audio operations	X	X	X		
Task 4 – Bump in the light	CUALGT311	Operate basic lighting	X		X		
	CUASTA212	Assist with bump in and bump out of shows	X		X		
Task 5 – Working in the industry	CUAIND311	Work effectively in the creative arts industry	X		X		
Task 6 – To project and serve	SITXCCS006	Provide service to customers	X	X	X		
	CUASOU306	Operate sound reinforcement systems	X	X	X		
	CUAVSS312	Operate vision systems	X	X	X		
Task 7 - Showtime	CUASTA311	Assist with production operations for live performances	X	X	X		
	CUASMT311	Work effectively backstage during performances	X	X	X		

Scope and Sequence Schedule - Entertainment Industry 2 units x 2 years

Commencing 2024

Term 1 - Year 11 (Preliminary) year of study											
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks								
Term 1	1	2	3	4	5	6	7	8	9	10	11
VET Course Induction	No Students										
Task 1 – White Card (10 Hours)											
CPCCWHS1001	Prepare to work safely in the construction industry	No Students	To be conducted prior to work placement								
Task 2 – Plan a career (15 Hours)											
CUAIND314	Plan a career in the creative arts industry	No Students	Evidence collection for portfolio to commence with course. This task is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of available career pathways. Assessment can be completed at any time after work placement.								
Task 3 – Safe and sound (40 Hours)											
CUAWHS312	Apply work health and safety practice	No Students									
CUASOU331	Undertake live audio operations										

Scope and Sequence Schedule - Entertainment Industry 2 units x 2 years

2024

Term 2 - Year 11 (Preliminary) year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks										
Term 2			1	2	3	4	5	6	7	8	9	10	11
Task 2 – Plan a career (15 Hours)													
CUAIND314	Plan a career in the creative arts industry	Evidence collection for portfolio to commence with course. This task is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of available career pathways. Assessment can be completed at any time after work placement.											
Task 3 – Safe and sound (40 Hours)													
CUAWHS312	Apply work health and safety practice												N/A
CUASOU331	Undertake live audio operations												
Task 4 – Bump in the light (45 Hours)													
CUALGT311	Operate basic lighting												N/A
CUASTA212	Assist with bump in and bump out of shows												

Scope and Sequence Schedule - Entertainment Industry 2 units x 2 years
2024

Term 3 - Year 11 (Preliminary) year of study													
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.			Weeks										
Term 3			1	2	3	4	5	6	7	8	9	10	11
Task 2 – Plan a career (15 Hours)													
CUAIND314	Plan a career in the creative arts industry	Evidence collection for portfolio to commence with course. This task is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of available career pathways. Assessment can be completed at any time after work placement.										N/A	
Task 4 – Bump in the light (45 Hours)													
CUALGT311	Operate basic lighting												
CUASTA212	Assist with bump in and bump out of shows												

Scope and Sequence Schedule - Entertainment Industry 2 units x 2 years
2024

Term 4 - Year 12 (HSC) year of study												
List of units of competency to be delivered in each term. Teacher is to annotate when unit commences and ends. Please add local variations e.g. excursions, work placement, school examination periods.		Weeks										
Term 4		1	2	3	4	5	6	7	8	9	10	11
Task 2 – Plan a career (15 Hours)												
CUAIND314	Plan a career in the creative arts industry	Evidence collection for portfolio to commence with course. This task is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of available career pathways. Assessment can be completed at any time after work placement.										
Task 5 – Working in the industry (25 Hours)												
CUAIND311	Work effectively in the creative arts industry											N/A
Task 6 – To project and serve (65 Hours)												
SITXCCS006	Provide service to customers											N/A
CUASOU306	Operate sound reinforcement systems											
CUAVSS312	Operate vision systems											



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072

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

Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIT20322 Certificate II in Hospitality (Release 1)

Training Package: SIT – Tourism, Travel and Hospitality (Release 2.1)

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

The information may change in 2023 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.

Term	Unit Code	Units Of Competency	AOE / CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
To Be Advised						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND007 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA005 SITXWHS005 SITHCCC025	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	15 15 20	To Be Advised	35 hrs Work placement % Prelim Yearly Exam
TBA	SITXFSA006	Participate in safe food handling practices	E	M	20	Unit of competency grouping and order of delivery is still to be determined	35 hrs Work placement % HSC Trial 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.
	SITXCCS011	Interact with customers	C	M	20		
	SITHFAB024	Prepare and serve non-alcoholic beverages	E	M	15		
	SITHFAB027	Serve food and beverage	E	M	40		
	SITHIND006	Source and use information on the hospitality industry	C	E	20		
	SITHIND007	Use hospitality skills effectively	C	E	25		
	SITXCOM007 BSBTWK201	Show social and cultural sensitivity Work effectively with others	C C	E E	10 15		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 215		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

