

Burwood Girls  
High School

# **Year 11**

## **Assessment Booklet**

### **2021**

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**Burwood Girls High School**

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# YEAR 11 ASSESSMENT POLICY AND PROCEDURES 2021

## CONTENTS

<b>1) General Information</b>	<b>Page No.</b>
Introduction .....	3
The School's Responsibilities.....	4
The Student's Responsibilities .....	5
Assessment Task Procedures.....	7
Absence on the Day of Assessment Task.....	8
Unsatisfactory Completion of a Course.....	9
Disability Provisions .....	10
Serious and Non-serious Attempts.....	10
Cheating and Malpractice .....	11
Reviews and Appeals .....	12
Information and Advice .....	13
Approved Scientific Calculators and Equipment .....	13
Assessment Task Flow Chart.....	14
Glossary of Key Words .....	15
Example of Illness, Accident or Misadventure form .....	16
Sample Letter: Official Warning of 'N' Determination (Preliminary) .....	17
<b>2) Subject Information</b>	
Ancient History .....	20
Biology.....	21
Business Studies .....	22
Chemistry.....	23
Chinese & Literature .....	24
Community and Family Studies .....	25
Dance.....	26
Design & Technology.....	27
Drama.....	28
Economics.....	29
English Advanced .....	30
English EALD .....	31
English Extension 1 .....	32
English Standard.....	33
English Studies .....	34
Exploring Early Childhood .....	35
French Continuers .....	36
Indonesian Continuers .....	37
Italian Continuers .....	38
Japanese Beginners .....	39
Korean Beginners .....	40
Legal Studies .....	41
Mathematics Advanced .....	42
Mathematics Extension 1.....	43
Mathematics Standard.....	44

<b>2) Subject Information (continued)</b>	<b>Page No.</b>
Modern History .....	45
Music 1 .....	46
Music 2 .....	47
Personal Development, Health & Physical Education .....	48
Physics.....	49
Society and Culture.....	50
Studies of Religion 2 Unit .....	51
Studies of Religion 1 Unit .....	52
Textiles and Design .....	53
Visual Arts .....	54
 <b>3) Vocational Education and Training (VET) .....</b>	 <b>55</b>
Entertainment.....	57
Hospitality - Food & Beverage .....	59

**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

Julia Alvarado  
Deputy Principal

Trish Coulson  
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

**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

2

**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%.

3

**Scheduling tasks** - Scheduling the assessment tasks for the HSC courses, being mindful of the demands these tasks will place on students and teachers.

4

**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.

5

**The advice given to students must include:**

- 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

**Appropriate procedures: Marking, recording, reporting**

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).

## 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: *Absence on the day of a task* 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 NESA.

## 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, NESA requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESA; *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 NESA*", 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.

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, CDs or 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 – [www.nesa.nsw.edu.au](http://www.nesa.nsw.edu.au)
- 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 2021 Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

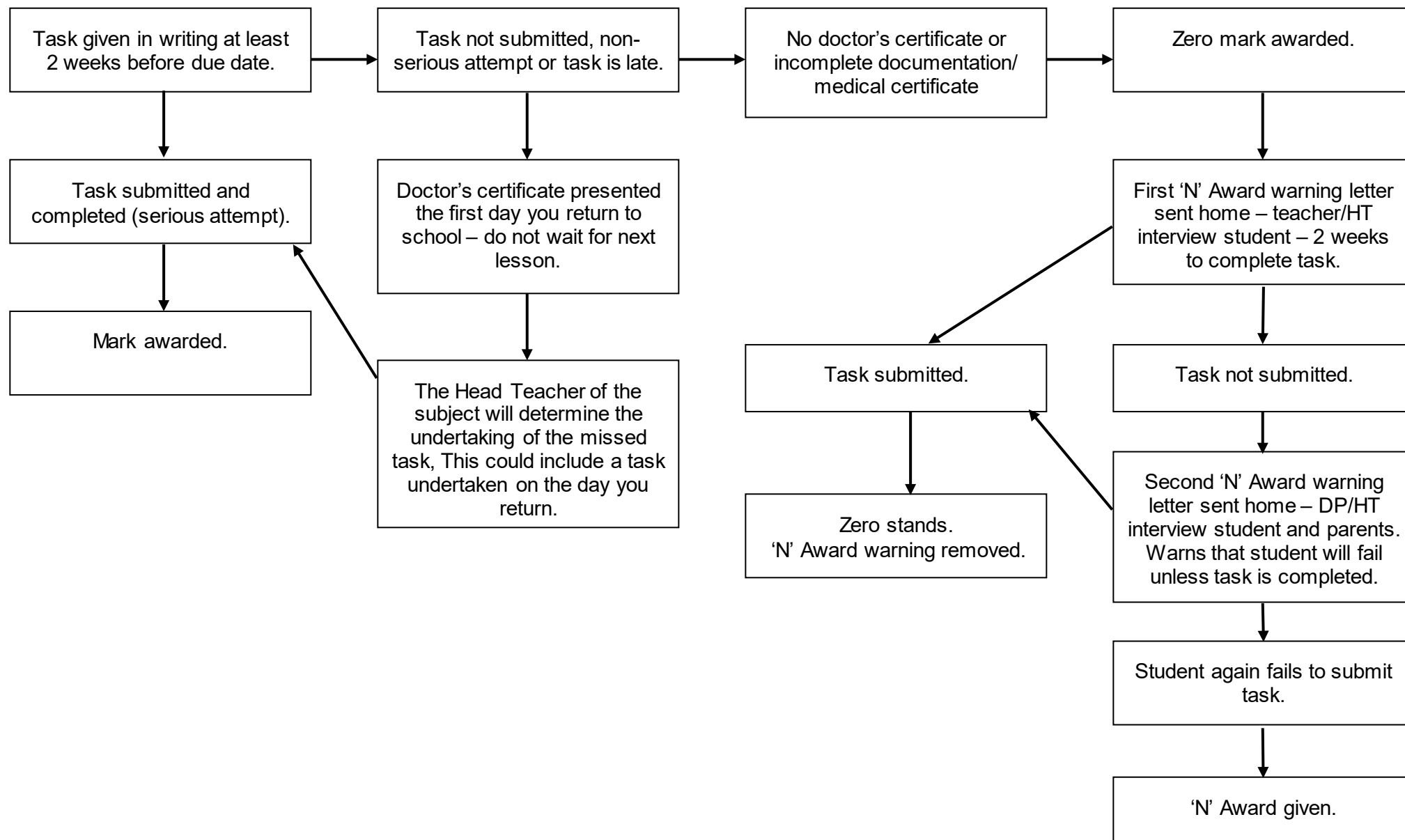
[http://www.boardofstudies.nsw.edu.au/hsc\\_exams/calculators.html](http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html)

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.

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



## BURWOOD GIRLS HIGH SCHOOL

### ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION

Example

STUDENT'S NAME: \_\_\_\_\_

ERN NUMBER: \_\_\_\_\_ YEAR: \_\_\_\_\_ ROLL CALL: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

NATURE OF ASSESSMENT: \_\_\_\_\_

(Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, other.)

DATE OF ORIGINAL TASK: \_\_\_\_\_

DATE TASK WILL BE COMPLETED (HT or HT Admin to re-schedule task) (for Trial & Yearly Exam): \_\_\_\_\_

NATURE OF ABSENCE: \_\_\_\_\_

(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

MEDICAL CERTIFICATE FROM: \_\_\_\_\_ (Name of doctor)

OR NATURE OF OTHER VERIFICATION (eg. funeral notice from newspaper etc.)

STUDENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER'S COMMENT: \_\_\_\_\_

TEACHER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

HEAD TEACHER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

ASSESSMENT COMMITTEE'S RECOMMENDATION (if needed):

STUDENT **MUST** RETURN THE **COMPLETED** FORM TO THE DEPUTY PRINCIPAL

DEPUTY PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

#### **OFFICE USE ONLY:**

Copy of form to HT: \_\_\_\_\_ Copy of medical certificate to office for attendance: \_\_\_\_\_

Entered on Sentral and spreadsheet: \_\_\_\_\_

# Burwood Girls High School

## Centre of Excellence



Queen Street  
Croydon NSW 2132

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F +61 2 9744 2797

burwoodg-h.school@det.nsw.edu.au  
<https://burwoodg-h.schools.nsw.gov.au>

### 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 (if applicable)	Original due date (if applicable)	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



# Ancient History

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	<b>Historical Investigation</b>	<b>Historical Investigation</b>	<b>Prelim Exam</b>	
Nature of assessment	Oral presentation in-class	Research essay - hand-ins	Preliminary Examination	
Estimated time of assessment	Term 1 Week 9/10	Term 3 Week 1	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	<b>45</b>
Source-based skills			10	<b>10</b>
Historical inquiry and research	15	15		<b>30</b>
Communication of historical understanding		5	10	<b>15</b>
<b>WEIGHTING</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Biology

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Written Test / Practical Investigation Assessment "Cells are the basis of life"	Research Task Depth Study "Ecosystem dynamics"	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 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	<b>60</b>
Knowledge and Understanding	15	5	20	<b>40</b>
<b>Weighting</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

# Business Studies

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
<b>TOPIC</b>	<b>Nature of Business</b>	<b>Business Planning</b>	<b>Nature of Business, Business Management, Business Planning</b>	
<b>NATURE OF TASK</b>	Business Report	Business Plan and Pitch	Preliminary Examination	
<b>DUE DATE</b>	Term 1 Week 9	Term 3 Week 1	Term 3 Week 8-9	
<b>OUTCOMES ASSESSED</b>	P1, P2, P4, P6, P8, P9	P1, P4, P8, P9, P10	P1-P10	
Knowledge and Understanding	10	10	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and research	5	15		<b>20</b>
Communication of Business ideas, information and Issues in appropriate forms	5	10	5	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>



# Chemistry

## Preliminary Course 2021

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	<b>60</b>
Knowledge and Understanding	15	5	20	<b>40</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Chinese and Literature

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
			Preliminary Examination	
	Term 2 Week 2	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		<b>10</b>
Listening & Responding	5	5	10	<b>20</b>
Reading and Responding	10	15	15	<b>40</b>
Writing in Chinese	15		15	<b>30</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Community and Family Studies

## Preliminary Course 2021

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 8	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 the course content	10	15	15	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Weighting</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

# Dance

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
Outcomes	Performance	Appreciation	Composition	
	Term 1 Week 5 & 10	Term 2 Week 10	Preliminary Examination Term 3 Week 10	
	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			<b>40</b>
Composition			30	<b>30</b>
Appreciation		30		<b>30</b>
<b>Weighting</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Design and Technology

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Becoming a Designer	Food Truck Design	Preliminary Exam	
	Part A) Designer Case Study Part B) Shelter Design  Term 2 Week 2	Term 3 Week 5	Term 3 Weeks 8 - 9 01.09 – 10.09.21	
Outcomes	P1.1 P2.1, P2.2 P6.1	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	
Knowledge and understanding of course content	A) 15		25	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design practices	B) 30	30		<b>60</b>
<b>Weighting</b>	<b>45</b>	<b>30</b>	<b>25</b>	<b>100</b>

# Drama

## Preliminary Course 2021

	<b>Term 1</b> <b>Realism and Character</b>	<b>Term 2</b> <b>Play building</b>	<b>Term 3</b> <b>Non natural theatre making</b>
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Nature of task	<b>Scene Work</b>	<b>Class Performance</b>	<b>Preliminary Exams</b>
Language Mode	Reading, writing, viewing and representing	Speaking, writing, viewing and representing	Reading, writing
Timing	Term 1, Week 10 Monday 29 <sup>th</sup> March period 2	Term 2, Week 9 Tuesday 5pm 15 <sup>th</sup> June	Term 3, Weeks 7-8
<b>Components</b>	<b>Weighting %</b>		
Outcomes assessed	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	
Performing	10	20	
Critically studying			30
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>

# Economics

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Topic 1  Economies – Similarities and differences  Research Task / Extended response – hand in	Topic 1, 2 and 3  Intro to Economics, Consumers, and Business Market Theory Topic Test Stimulus/skills	Preliminary Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8,9	
Outcomes	P2, P4, P6, P8, P9, P10	P1, P3, P5, P8, P11	P2, P3, P6, P8	
Knowledge and understanding of course content	5	15	20	<b>40</b>
Stimulus-based skills		10	10	<b>20</b>
Inquiry and research	20			<b>20</b>
Communication of economic ideas, information and issues in appropriate forms	5	5	10	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# English Advanced

## Preliminary Course 2021

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	<b>Reading to Write</b>  How do composers use distinctive voices to represent engaging worlds?	<b>Narratives that Shape our World</b>  How does the narrative form represent and give meaning to the world around us?	<b>Critical study of Literature</b>  Close reading of a Shakespearean text to explore ideas about the styles of leadership and paradigms of thinking, family dynamics, gendered language
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Nature of task	<b>Multimodal Creative Writing and Reflection</b>  Reading to Write: Distinctive Voices	<b>Critical Response</b>  Narratives that Shape Our World  Critical Response: Comparison of Elizabeth Barrett Browning's sonnets and <i>The Great Gatsby</i>	<b>Preliminary Examination</b>  Critical Study of Literature  Part A: Section I, Paper I Part B: Extended Response (Shakespeare's <i>King Lear</i> )
Language Mode	Writing, Speaking	Reading and Writing	Reading, writing, viewing and representing
Timing	Term 1, Weeks 9/10	Term 2, Week 10	Term 3, Weeks 7/8
Outcomes assessed	EN11-3, EN11-5, EN1N11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EA11-8
<b>Components</b>	<b>Weighting %</b>		
Knowledge and understanding of course content	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across the modes	15	15	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>



# English EAL/D

## Preliminary Course 2021

	<b>Term 1</b> <b>Language, Texts and Contexts</b>	<b>Term 2</b> <b>Close Study of Text</b>	<b>Term 3</b> <b>Texts and Society</b> Living in Australia
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Nature of task	<b>Multimodal Presentation</b> (Including listening)  Refugee Stories	<b>Personal response</b>  Narratives that Shape Our World  <i>Wild</i> (film study)	<b>Preliminary Examination</b>  Module A and B Wide Reading,  Listening and Viewing Module C
Language Mode	Listening, speaking, reading and writing	Reading, viewing, listening and writing	Reading, writing and viewing
Timing	Term 1 week 10 Monday 29 March P4 and Thursday April 1 P4	Term 2 week 10 Monday 21 June and Friday 25 June P3	Term 3, Weeks 7/8
Outcomes assessed	11EAL-1A, 11EAL-4, 11EAL-6, 11 EAL-8	11EAL-1B, 11EAL-2, 11EAL-3, 11 EAL-9	11EAL-3, 11EAL-4, 11EAL-5, 11 EAL-7
<b>Components</b>	<b>Weighting %</b>		
Knowledge and understanding of course content	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across the modes	15	20	15
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>

# English Extension

## Preliminary Course 2021

	<b>Texts, Culture and Value: Power and Morality – The Ambiguity of “Good” and “Evil”</b>		
<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Nature of Task	<b>Extended Creative Response and Written Reflection</b>	<b>Independent Related Project – Multimodal Presentation</b>	<b>Preliminary Examination</b>
Language Mode	Writing	Multimodal Speaking	Writing
Timing	Term 2, Week 2	Term 3, Week 3	Term 3, Week 7 – 8
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-4, EE11-6	EE11-2, EE11-3, EE11-5
<b>Components</b>	<b>Weighting %</b>		
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20
Skills in complex analysis, sustained composition and independent investigation	15	15	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>

# English Standard

## Preliminary Course 2021

	<b>Term 1</b> <b>Reading to Write</b>	<b>Term 2</b> <b>Contemporary Possibilities</b>	<b>Term 3</b> <b>Close study of text</b>
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Nature of task	<b>Imaginative text with reflection</b>  Reading to Write: Relationships  A range of short texts and extracts	<b>Multimodal presentation</b>  Module A: Contemporary Possibilities Text: Film - <i>Searching</i>	<b>Preliminary Examination</b>  Module B: Close Study Text: <i>The Story of Tom Brennan</i> – JC Burke
Language Mode	Reading, writing, viewing and representing	Speaking, writing, viewing and representing	Reading, writing
Timing	Friday March 23rd Term 1, Week 9	7 <sup>th</sup> , 9 <sup>th</sup> and 11 <sup>th</sup> June Term 2, Week 8	Term 3, Weeks 7-8
<b>Components                      Weighting %</b>			
Outcomes assessed	EN11-3, EN11-5, 1N11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-8	EN11-1, EN11-3, EN11-5, EN11-6,
Knowledge and understanding of course content	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across the modes	15	15	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>

# English Studies

## Preliminary Course 2021

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
	<b>Mandatory Module: Achieving through English</b>	<b>Elective Module: On the Road</b>	<b>Elective Module: MiTunes</b>
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Nature of task	<b>Job Interview Resume/ Job application</b>	<b>Multimodal presentation</b>	<b>Preliminary Examination</b>  All modules
Language Mode	Speaking, reading, writing, viewing and representing	Speaking, writing, viewing and representing	Reading, writing
Timing	Term 1, week 8 Monday 15 <sup>th</sup> March, Period 4	Term 2, week 8B, Wednesday 9 <sup>th</sup> June, period 4	Term 3, Weeks 7-8
<b>Components</b>	<b>Weighting %</b>		
Outcomes assessed	EN11-3, EN11-5, 1N11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-8	EN11-1, EN11-3, EN11-5, EN11-6,
Knowledge and understanding of course content	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across the modes	15	15	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Exploring Early Childhood

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Pregnancy and Childbirth	Children's Literature	Prelim Exam	
	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 8-9	
	Research and Brochure	Children's book and report	Written examination	
	Outcomes 1.4, 5.1, 6.1, 6.2	Outcomes 1.2, 1.3, 1.4, 4.1	Outcomes 1.2,1.3,1.4,1.5,2.2,2.3,2.4,3.1,4.1,4.2,4.3,5.1,6.2	
<b>Knowledge and Understanding</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>
<b>Skills</b>	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>
<b>Total Weighting</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

# French Continuers

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
			Preliminary Examination	
	Term 1 Week 7	Term 2 Week 7	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 French	15		5	20
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Indonesian Continuers

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
			Preliminary Examination	
	Term 1 Week 7	Term 2 Week 7	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
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Italian Continuers

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
			Preliminary Examination	
	Term 1 Week 7	Term 2 Week 7	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
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# Japanese Beginners

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
			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	<b>20</b>
Listening & Responding	15		15	<b>30</b>
Reading & Responding		15	15	<b>30</b>
Writing in Japanese		15	5	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Korean Beginners

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
			Preliminary Examination	
	Term 1 Week 9	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	10	5	5	20
Listening & Responding	15		15	30
Reading & Responding		15	15	30
Writing in Korean		15	5	20
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# Legal Studies

## Preliminary Course 2021

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 6	Term 3 Weeks 8,9	
Outcomes	P1, P2, P3, P5, P6,	P1, P8,	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Knowledge and Understanding	30		30	<b>60</b>
Research		20		<b>20</b>
Communication		10	10	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Mathematics Advanced

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Written Test	Investigation Task	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	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Mathematics Extension 1

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Investigation Task	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	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Mathematics Standard

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Written Test	Investigation Task	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	<b>50</b>
Problem solving, reasoning and justification	15	15	20	<b>50</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Modern History

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Investigating Modern History  Case Study 1:  Decline and Fall of the Romanovs	Historical Investigation  Shaping of Modern World  World War	Preliminary Exam:  Romanovs WWI Cuba	
Nature of Assessment	Structured essay	Oral presentation incl. source analysis	Preliminary Examination	
Estimated time of assessment	Term 1 Week 9	Term 2 Weeks 8-9	Term 3 Weeks 8-9	
Outcomes	MH11.1, MH11.2, MH11.3, MH11.4	MH11.6, MH11.7, MH11.8, MH11.9	MH11.4, MH11.5, MH11.6, MH11.7, MH11.9	
Knowledge and Understanding	10	20	10	40
Source-based Skills		10	10	20
Historical Inquiry and research	10	10		20
Communication of historical understanding	10		10	20

# Music 1

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	<b>Musicology and student devised Aural Analysis</b>  Topic 1  Musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic.	<b>Composition Portfolio and Aural Analysis</b>  Topic 2  Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	<b>Performance and Viva Voce</b>  Topic 3  Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	
	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8,9	
Outcomes	P2, P4, P5, P6, P8, P10	P3, P4, P6, P7, P8, P11	P1, P2, P5, P6, P8, P9	
Performance			25	<b>25</b>
Composition		25		<b>25</b>
Musicology	15			<b>15</b>
Aural	10	10	15	<b>35</b>
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



# Music 2

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	<b>Musicology Essay:</b> Baroque and Classical Musical Characteristics, Influences and History. Comparison of Features	<b>Aural/ Musicology Paper consisting of analytical listening and concept vocabulary</b> <b>Performance:</b> 10m max ONE piece written 1600 – 1900 Sightsinging	<b>Preliminary Exams Aural/Musicology Paper Consisting of analytical listening and concept vocabulary.</b> <b>Performance:</b> 10m max ONE piece written 1600 - 1900 ONE piece written in Additional Topic style Sightsinging  <b>Composition A.</b> Classical Period. Theme and Variations based on a model composition.	
	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 8,9	
Outcomes	P2, P5, P7, P11	P1, P2, P5, P6, P7, P10, P11, P12	P1-P12	
Performance		15	20	<b>35</b>
Composition			10	<b>10</b>
Musicology	20	10		<b>30</b>
Aural		5	20	<b>25</b>
<b>Weighting</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

# PD/H/PE

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Written Exam	Research and Analysis Report	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 8,9	
Outcomes	P1-P6, P15, P16	P7-P11, P16, P17	P1-P6, P7-9, P12, P15-17	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research, analysis and communicating	20	20	20	<b>60</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Physics

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	<b>Theory and Applications</b>  Kinematics	<b>Depth Study Practical Investigation and Report</b>  Waves and Thermodynamics	<b>Preliminary Examination</b>	
	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	<b>60</b>
Knowledge and understanding	15	5	20	<b>40</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Society and Culture

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
Outcomes	Primary Research Generational Study (Report)	Intercultural Communication (Research Presentation)	Preliminary Examination	
	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 8,9	
	P1, P3, P5, P6, P8, P9, P10	P3, P4, P7, P9, P10	P1, P2, P3, P4, P5, P6, P10	
Knowledge and understanding of course content	15	15	20	<b>50</b>
Application and evaluation of social and cultural research methodologies	15	10	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Weighting</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# Studies of Religion 2 Unit

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Religion and Beliefs and Ancient Religions	Hinduism	All Topics	
	Oral and Written Report	Research Essay	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 5	Term 3 Week 8-9	
	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	<b>40</b>
Source-based skills	5		15	<b>20</b>
Investigation and research	10	10		<b>20</b>
Communication of information, ideas and issues in appropriate form	5	10	5	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Studies of Religion 1 Unit

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Religion	Hinduism	Buddhism (plus previous topics)	
	Oral Presentation	Research Essay	Preliminary Examination	
	Term 1 Week 8	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	15	15	<b>40</b>
Source-based skills	5	5	10	<b>20</b>
Investigation and research	10	10		<b>20</b>
Communication ideas and issues	5	10	5	<b>20</b>
<b>Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Textiles and Design

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Preliminary Project 1 – Project and Design Folio	Preliminary Project 2	Preliminary Examination	
	Term 2 Week 3	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	<b>50</b>
Skills and knowledge in design, manufacture and management of textiles projects	30	10	10	<b>50</b>
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

# Visual Arts

## Preliminary Course 2021

Component	Task 1	Task 2	Task 3	Weighting
	Artmaking and Visual Arts Diary with in-class research task	Presentation of Art Making and Visual Arts Diary	Yearly Examination: Art Criticism and Art History	
	Term 1 Week 10 29.03.2021 Willmott – P1 Baldwin – P3	Term 2 Week 10 24.06.2021 All work to be submitted by 3:15pm	Term 3 Weeks 8 - 9 01.09 – 10.09.21	
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
<b>Weighting</b>	<b>40</b>	<b>25</b>	<b>35</b>	<b>100</b>



# 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

### Entering HSC Units of Competency and Outcomes

- Enter all HSC UOCs, **plus** any Preliminary units. Schools Online will automatically recognise any UOCs achieved in the Preliminary year.
- All units of competency are to be given an outcome in order for students to receive the appropriate VET credential for the HSC. "Continuing" is not to be used as an outcome in the final year of study.
- Students completing Industry Curriculum Framework courses should also be entered into the HSC examination which has a different course number:  
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/industry-curriculum-frameworks/icf-numbers>


Use the following table as a guide to the appropriate outcome to record for each student:

NESA Outcome	NCVER Outcome	Explanation (source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)
<b>Achieved</b>	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
<b>Not Achieved</b>	Competency not achieved / fail	Student has attempted <b>all requirements for the assessment</b> and has been <b>assessed</b> as not competent in one or more of the requirements of the competency
<b>Continuing</b>	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
<b>Withdrawn</b>	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
<b>RPL</b>	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
<b>Credit Transfer</b>	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.
<b>Did Not Start</b>	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI

<div>  <div> <b>ULTIMO90072</b>  <b>ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b>  <b>Preliminary Year 2021 - HSC 2022</b>  <b>Education</b> </div> </div>							<b>NESA code</b> 2 U X 2 YR - 26401 <b>2022 HSC Exam:</b> 26499 <b>LMBRUI Code:</b> (11) CUA30415326401B
QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 4.1)							
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>6 PRELIMINARY UOCs</b>						240 Indicative Hours over 2 years
	CPCCOHS1001A	Work safely in the construction industry	C	M	10	<b>Cluster A – Work Safely</b> Written Test, Structured Activity Site Inspection and Oral Report	
Term 2	CUAWHS302 CUASOU301	Apply work health and safety practices Undertake live audio operations	C E	M M	15 25	<b>Cluster B – Safe and Sound</b> Audio Practical and Portfolio and Written Task	35 hrs Work placement  40% Preliminary Exam
	SITXCCS303 CUAVSS302 CUAIND301	Provide services to customers Operate vision systems Work effectively in the creative arts industry	C E C	M M M	20 25 20	<b>Cluster C – Let's See It!</b> Written Questioning, Direct Observation of Practical Work and Evaluation, Portfolio of Evidence and Research Task	
Term 4	<b>6 HSC UOCs</b>						35 hrs Work placement  60% Trial HSC Exam
	CUASOU306 CUASTA301 CUALGT301	Operate sound reinforcement systems Assist with production operations for live performances Operate basic lighting	E E E	E M M	20 25 25	<b>Cluster D – Setting the Scene</b> Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence	
Term 5	CUASTA202 CUASMT301 BSBCMM201	Assist with bump in and bump out of shows Work effectively backstage during performances Communicate in the workplace	E E E	E E E	20 25 15	<b>Cluster E – Behind the Scenes</b> Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work	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.
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.

ULTIMO90072 ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE Preliminary Year 2021 or HSC 2022 QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 4.1)							NESA code 1 U X 1 YR - 26403 LMBR UI Code: (12) CUA30415226403B
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 6	3 HSC UOCs						<b>Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course.</b> The HSC examination is based on content from the 240 hour course  <i>No additional work placement is required.</i>
	BSBWOR301	Organise personal work priorities and development	C	E	20	<b>Cluster F: The Event</b>  Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio	
	CUAPPR304	Participate in collaborative creative projects	C	E	20		
	CUALGT304	Install and operate follow spots	E	E	20		
NESA requires students to study a minimum of 60 hours to meet HSC requirements.			Total Hours 60		No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.		

 <b>ULTIMO90072</b> <b>HOSPITALITY-FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 - HSC 2022</b> QUALIFICATION: SIT 20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							<b>NESA Course Code</b> <b>2 U X 2 YR – 26511</b> <b>2021 HSC Exam: 26589</b> <b>LMBR UI Code</b> <b>SIT20316126511B</b>
Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						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	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	35 hrs Work placement  40 % Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS211	Participate in safe food handling practices Prepare and present simple dishes Participate in sustainable work practices	E E E	E E E	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work	
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	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
<b>6 HSC UOCs</b>							35 hrs Work placement 60 % 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	<b>Cluster D: Café Culture</b> 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

Term 7	BSBTWK201 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	the estimate is a school decision.
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 245			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	