

# **Cecil Hills High School**



## **Stage 6 Preliminary HSC**

**2021**

### **Assessment Policy Booklet**

## Contents

Year 11 Assessment Policy Preliminary Course 2021 Information for Parents and Students....	4
STAGE 6: School Assessment Policy .....	5
Disability Provisions .....	9
Higher School Certificate (HSC) Minimum Standards .....	10
Referencing Policy - Bibliographies .....	11
Key Words and levels of thinking skills.....	12
Key Word Definitions .....	13
Senior Students' Unsatisfactory Participation in Learning.....	14
Senior Student Support.....	16
Senior Students' Rights and Responsibilities Agreement .....	17
Senior Students' Privileges and Procedures Agreement.....	18
Study Periods.....	19
Information from NESA regarding Examinations.....	20
Equipment for the Examinations .....	20
Examination Room Procedures .....	21
Conduct during the Examinations .....	22
Illness / Misadventure Applications for Examinations.....	24
Year 11 Assessment Schedule Summary 2021 .....	25
English Standard.....	26
English (Advanced) .....	27
English (Extension 1) .....	28
English (English Studies).....	29
Ancient History.....	30
Biology.....	31
Business Studies .....	32
Chemistry.....	33
Community and Family Studies .....	34
Design and Technology .....	35
Earth and Environmental Studies.....	36
Economics .....	37
Engineering Studies.....	38
Exploring Early Childhood .....	39
Geography .....	40
Industrial Technology .....	41
Information Processes & Technology .....	42

Legal Studies .....	43
Marine Studies .....	44
Mathematics Standard .....	45
Mathematics Advanced .....	46
Mathematics Extension 1 .....	47
Modern History .....	48
Music .....	49
PDHPE .....	50
Photography, Video and Digital Imaging .....	51
Physics .....	52
Society and Culture .....	53
Sport, Lifestyle & Recreation.....	54
Visual Arts .....	55
Vocational Education and Training (VET) Courses.....	56
VET - Business Services.....	58
VET – Construction.....	59
VET – Hospitality .....	60

# **Year 11 Assessment Policy**

## **Preliminary Course 2021**

### **Information for Parents and Students**

#### **What is an Assessment?**

- A series of tasks which students undertake so as the school can compile a mark to forward to NESA (NSW Education Standards Authority).
- It is a mark compiled by the school, which measures your achievement relative to other students throughout each course studied.

#### **Why have school assessments?**

- It allows students to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of students achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination result.

#### **What will be assessed?**

- Such things as knowledge, and how students apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, practical performance and the ability to evaluate thinking.

#### **How will these assessments be made?**

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedule):

- Oral/aural tests
- Class tests
- Reports
- Extended Responses
- Assignments
- Research
- Practical work
- Fieldwork
- Lectures and oral presentations
- Class notes
- Practical performances
- Formal examinations

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important. Marks you earn in formal examinations are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in the attached course assessment schedules.

## STAGE 6: School Assessment Policy

### A. Schedule of Assessment Tasks:

- Tasks will occur frequently through the course, starting in Term 1, 2021, at the start of Year 11 courses.
- All students will be given an assessment schedule booklet indicating the assessment week(s) for each Preliminary course.
- Students may be told marks and rankings for individual assessment tasks as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

### B. Satisfactory Completion of Courses:

This will occur when the student has:

- a) Followed the course developed or endorsed by NESAs.
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School.
- c) Achieved some or all of the outcomes.

Students must satisfactorily complete the Preliminary component of a **course** to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a Non-Completion Determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final Preliminary assessments.

### C. Failure to complete an assessment task – Zero mark:

- Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated. Late submission of assessment items **will receive zero** unless there are very extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher. (See point D)
- A zero mark is noted as a non-attempt. If zero marks have been given for tasks that make up 50% or more of the total assessment marks in a course, the student may be N-Determined and therefore not able to continue onto Year 12.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.

- Students who complete assessment tasks or study for assessment tasks during other classes on the due date are jeopardising their HSC and will be referred to the Deputy Principal for disciplinary action.
- Students found guilty of malpractice will receive a zero mark for that component of the task, or the entire task, as determined by the Faculty Head Teacher after a discussion with the Deputy Principal. (See point E)

#### **D. Absent for an Assessment Task**

##### **If a student is absent for a task they must:**

- **If a student is absent for a task they must** see their teacher or Head Teacher on the **first day they return** to school and hand in a completed **misadventure form (available at the back of the booklet, or through Moodle)**. Reasons for the absence must be stated, and supported by documentation, e.g. a medical certificate.
- A student must attend school and **all set classes for the full day of an assessment task**, unless there are very extenuating circumstances. A student who attends only for the task itself or just to submit the task is jeopardising their HSC. The student must submit a misadventure form explaining the time they were absent and may face disciplinary action determined by the Head Teacher in consultation with the Deputy Principal.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- Where a student is absent for more than the day of the task they must have a Doctor's Certificate explaining the entire absent period.
- If a pattern of non-attendance the day before assessment tasks is found, the Deputy Principal may ask the student to an interview and issue further consequences.
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by the Head Teacher.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.
- Copies of all completed misadventure forms must be given to the Faculty Head Teacher by the student. The Head Teacher will pass them onto the relevant Deputy Principal after informing the student of their determination and recording the decision on Sentral. The Deputy Principal will place the form in the student's file.

### E. Malpractice (e.g. cheating, copying) in Assessment Tasks:

- Students have completed the mandatory HSC All My Own Work program. Students are reminded that ALL work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated and students found to have inappropriately used others' work will receive a zero mark.
- Students should take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also receive a zero mark.

If malpractice occurs more than once a student may not be regarded as satisfying the school's requirements for the Course.

- Turnitin (see Point F)

### F. Use of Technology:

- When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR print the task off before the due date. **All hand-in tasks must be submitted on paper unless otherwise stated.**
- Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.
- Moodle is Cecil Hills High School's virtual learning environment allowing students to access work, collaborate and gain feedback from teachers.
- Turnitin is a program integrated into our Moodle site which analyses student writing in all subjects. It allows students to guard against accidental malpractice. This displays plagiarism and identified areas where students need to be writing information in their own words, leading to increased subject content knowledge and writing skills. Any written component of your assessment should be submitted through Turnitin by the due date and time specified on the assessment notification.
- Any assessment tasks which are plagiarised can result in a zero mark.
- Any inappropriate use of technology will result in disciplinary action.



## **G. Appeals Process:**

- If a student disagrees with a mark, the matter must be discussed with the class teacher who will refer the matter on if necessary.
- Where no agreement is reached, the issue should be discussed with the Head Teacher. A Misadventure/ Appeal Form with evidence may be requested by the Head teacher before a decision is made.
- If a student is not satisfied with the outcome of the appeal from the Head Teacher, they may appeal in writing to the Deputy Principal Panel for a final determination.



## Disability Provisions

NESA may provide disability provisions for students in the HSC examinations. Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student's results. It is not embarrassing to apply for or use provisions.

- Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in an exam situation.
- Disability provisions also apply to temporary and emergency-related disabilities such as where a student breaks their writing arm a week before an examination.
- Students who become ill during an examination period may be eligible to make an illness/misadventure application rather than a disability provisions application.
- Students may need provisions for:
  - a permanent condition, such as diabetes or reading difficulty
  - a temporary condition, such as a broken arm, or
  - an intermittent condition, such as back pain when sitting for long periods.
- Principals have the authority to decide on and to implement Disability Provisions for school-based assessment including tests.
- Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation.

Cecil Hills HS will support students seeking Disability Provisions for their HSC examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

### Applying for Disability Provisions:

- If you wish to seek disability provisions you must speak to your Deputy Principal / HT Welfare / Year Adviser / Learning support team.
- Students will need to supply relevant documentation/evidence (not older than one year) of the special examination need.
- Evidence will be evaluated against NESA criteria and approved if criteria met.
- If a student is granted the use of a computer, he/she will only have access to a school computer with WiFi access disabled. This decision is in line with NESA requirements for schools.
- Students who have been awarded disability provisions are to check with their class teacher the arrangements for these provisions for the upcoming task. This should be done when the assessment notification has been distributed.

*Further information can be found on the NESA website:*

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

## Higher School Certificate (HSC) Minimum Standard

All NSW students who complete the HSC in 2020 and beyond are required to demonstrate a minimum standard in literacy and numeracy. The HSC minimum standard was created to help ensure that students have the key literacy and numeracy skills for life after school.

The HSC minimum standard is assessed through 45-minute online tests across three domains:

- An adaptive, multiple choice **reading** test
- An adaptive, multiple choice **numeracy** test
- A test for **writing** based on a written or visual prompt

To show they meet the standard, students need to:

- Achieve Level 3 or 4 in the online reading test and
- Achieve Level 3 or 4 in the online writing test and
- Achieve Level 3 or 4 in the online numeracy test.

From Year 10 onwards students get up to **four times** per year to sit each minimum standard reading, writing or numeracy test. At least **30 calendar days** are required before re-attempting a test in the same domain. There are a number of support options within the school to assist students in achieving the minimum standard. Students have to meet the HSC minimum standard in reading, writing and numeracy **only once**.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework. This means that students who demonstrate the standard have the reading, writing and numeracy skills needed for everyday tasks, work and further study.

Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. These students will be informed by their Deputy Principal and/or Year Adviser.

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills.

Additional Information can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/skill-level-required>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/school-resources>

## Referencing Policy - Bibliographies

Assessments which require a Bibliography MUST include a list of all resources you have used in your research. Bibliographies could include: books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed **alphabetically** in your Bibliography according to the **Author's last name**. At Cecil Hills High School the format that is required is the **Harvard Style** (otherwise known as the Author, date system).

**Need help?** Type ([sydneytafe.libguides.com/biblio](http://sydneytafe.libguides.com/biblio)) into your browser. This will take you straight to Sydney Tafe Library Online. Make a Bibliography by clicking on your resource type from the list provided on this page. A citation is then produced which you can copy and paste into your Bibliography document. Remember you can always ask the school Library staff for assistance. The Library Moodle page also has referencing help as well.

Your bibliography should then be put into alphabetical order.

### Examples of Bibliography Types: Books

Authors surname, initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Riley, T.	2009	<i>Year 11 Economics 2010</i>	Tim Riley Publications	Dee Why

Riley, T 2009, *Year 11 Economics 2010*, Tim Riley Publications, Dee Why.

### Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance-China</i>	20 February, 2015	<a href="http://www.worldbank.org/en/country/china">http://www.worldbank.org/en/country/china</a>

The World Bank 2015, *Country at a Glance- China*, viewed 20 February, 2015, <http://www.worldbank.org/en/country/china>

### Newspaper article

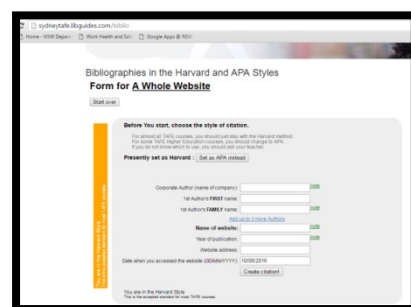
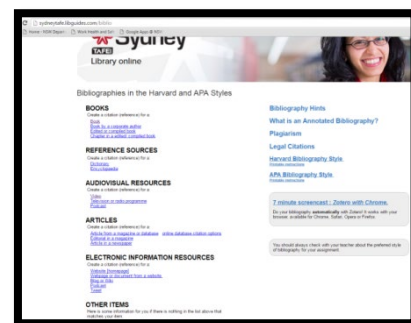
Author surname, initial	Year of Publication	Title of Article	Newspaper name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015,	p.20

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

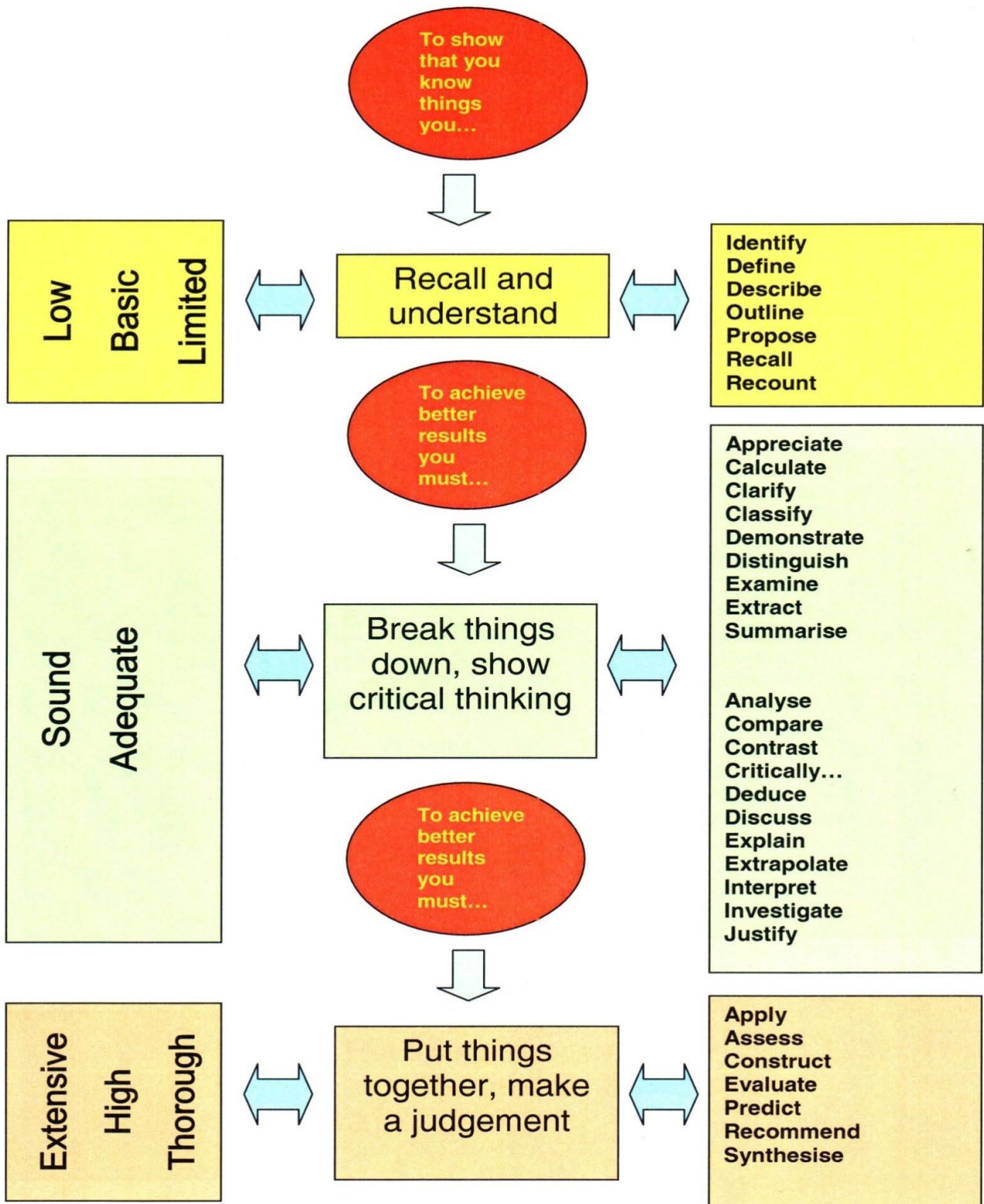
### YouTube Video

- title (if part of an ongoing series, list the episode title first, then the series name)
- year of recording
- format
- publisher/distributor
- place of recording
- date of recording (if applicable)

E.g. Fashion tales – Melbourne 2009, video, Channel 9 News Melbourne, 12 March, viewed 3 September 2011, [http://www.youtube.com/watch?v=sLWfRzgo\\_4&NR=1](http://www.youtube.com/watch?v=sLWfRzgo_4&NR=1)



# Key Words and levels of thinking skills...



## Key Word Definitions

<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

## Senior Students' Unsatisfactory Participation in Learning

### Rationale:

A Senior Student at Cecil Hills High School is expected to apply sustained effort and diligence in all experiences offered by the school at all times so that course outcomes are met.

In order to accomplish this students are expected to complete set tasks and assessments to a satisfactory standard.

It is encouraged that students seek assistance from their teacher to complete all tasks and should difficulties arise seek clarification prior to the work's due date.

Any work submitted must be your own unless the task requires a group effort.

### Procedure:

When a student is not meeting course requirements due to class work and/or assessment tasks, the following **6 step process** will follow:

1. Student's **class work/Assessment Task** is deemed ***unsatisfactory*** by the *classroom teacher*. Eg. Incomplete, not submitted, plagiarised, non serious attempt, etc



2. Misadventure form – Declined or not submitted



3. Teacher *writes* and *sends* home Preliminary (Yr11) or HSC (Yr12) **N Warning Letter**. This letter states the work the student needs to complete to satisfy course requirements.

Note: At least **TWO warning letters** in a subject may result in an **N-Determination** for that course. In Year 12 this may mean not receiving a HSC.



4. The student is placed on a **Senior Improvement Program (SIP)** by the **Deputy Principal**.

When:	EVERY Tuesday (until work is complete)
Where:	Senior Improvement Program Room - Library
Time:	12.10pm – 2.10pm
Supervising Teacher:	Senior Coordinator



Continued on next page



5i) The student is given a copy of the Warning Letter (point 3.), from their supervising DP, notifying him / her of the Tuesday afternoon SIP.

ii) A copy of the Warning letter is emailed to student and parent

iii) The original Warning Letter will be sent home via mail (NESA requirement).

The student is required to:

- Let parents know about the SIP, which includes having the SIP notice signed and given to Senior Coordinator at the time of the SIP/ reply to the email sent in 5ii .
- Come to SIP prepared to complete the set work, on the following Tuesday, or as indicated on the SIP notice.
- Continue attending every Tuesday until the work is complete and deemed satisfactory by the Classroom Teacher and/or Head Teacher.



#### 5. What if...?

1. Student completes the set work before the SIP?
  - Student needs to submit work to teacher and provide sufficient time to check and notify Deputy Principal or Senior Coordinator if satisfactory (Monday Recess).
2. Student fails to attend SIP?
  - Senior Coordinator rings home that afternoon to notify parent , or
  - Student is placed on an alternative after school detention , or
  - Failure to complete alternative detention may result in a pre-suspension.
3. Student absent from school?
  - As per (2)
4. Student continually re-offends / doesn't complete Warning Letter requirements?
  1. Deputy Principal interviews student and notifies parent (phone).
    - Strategies offered & expulsion process discussed.
    - Formal Warning of Expulsion given (Letter 1).
  2. Deputy Principal interviews student and parent.
    - Alternatives to school discussed.
    - 7 day letter of Expulsion given (Letter 2).
  3. Principal interviews student and parent
    - Student given alternatives / contract / Expelled (Letter 3).

## Senior Student Support

The school provides support, advice and strategies for our senior students. This is to assist all students to successfully complete both the Preliminary and HSC courses by:

- Establishing a Senior school culture based on academic success
- Providing Senior students with a smooth transition to post-school world
- Recognising and respecting Senior students as young adults and leaders of the school
- Providing ongoing *progress monitoring* to students and parents
- Recognising and celebrating achievement in a structured adult way
- Creating a welfare and discipline system for Seniors that is distinct from the junior school
- Identifying students experiencing difficulties with Senior school and assisting them in seeking solutions.

**The Senior Rights and Responsibilities (R & R)** are a code of conduct outlining the student's rights and his/her responsibilities to ensure a learning environment that supports diligence and sustained effort.

Students may be required to attend an interview with the Deputy Principal if they display:

- a documented pattern of non-satisfactory completion,\*
- non-serious attempts to meet course objectives\*, or
- non-compliance with NSW Education Standards Authority (NESA) requirements for the award of a Higher School Certificate\*.

\* as per **8.4.1** in DET *Suspension and Expulsion of School Students Procedures*.

This may result in:

- loss of senior privileges and/or
- referral to support services (Careers, Counsellors, etc)
- suspension/expulsion from school (serious breaches).



## Senior Students' Rights and Responsibilities Agreement

All senior students are expected to sign their rights and responsibility agreement as shown below:

I \_\_\_\_\_ a **Senior Student** enrolled at Cecil Hills High School understand that my purpose for being at school is to achieve personal success.

Being a senior means enjoying the following **RIGHTS** while accepting the following **RESPONSIBILITIES**.

RIGHTS	RESPONSIBILITIES
To learn in a safe environment	<ul style="list-style-type: none"> <li>● To act safely and encourage others to do so</li> <li>● To respect the property of others and of the school</li> </ul>
To be treated fairly and with respect	<ul style="list-style-type: none"> <li>● To treat others fairly and with respect</li> </ul>
To be recognised and valued as an individual	<ul style="list-style-type: none"> <li>● To value and respect each others' differences</li> </ul>
To learn in an enjoyable environment	<ul style="list-style-type: none"> <li>● To come to school prepared and ready to learn</li> <li>● To help others to learn</li> <li>● To approach work in a positive way</li> </ul>
To learn in a clean and healthy environment	<ul style="list-style-type: none"> <li>● To keep our school clean and help others to keep it clean</li> <li>● To keep our school a smoke free zone</li> </ul>
To have privileges which are not extended to junior students	<ul style="list-style-type: none"> <li>● To use senior privileges maturely and in keeping with the school's rules</li> <li>● To act as positive role model for younger students</li> </ul>
To be treated as a mature young adult	<ul style="list-style-type: none"> <li>● To conduct myself as a mature young adult</li> <li>● To treat staff with the respect due to professional adults</li> </ul>
To achieve success and fulfil my academic potential	<ul style="list-style-type: none"> <li>● To complete all classwork, homework and assessment tasks to the best of my ability</li> <li>● To make a sustained and genuine effort in all set tasks and experiences in each course, provided by the school</li> <li>● Follow examination procedures outlined in your assessment booklet</li> </ul>
To expect that our school has an excellent reputation in our community	<ul style="list-style-type: none"> <li>● To speak positively about our school and be proud of it</li> <li>● To wear the senior uniform everyday</li> <li>● To follow the school's rules</li> <li>● To behave in a way that enhances our school's reputation</li> <li>● To maintain a positive sense of school spirit</li> </ul>

## Senior Students Privileges and Procedures Agreement

Cecil Hills High School will treat its **Senior Students** as mature and responsible individuals. This means that attitudes which reflect this status will be adopted by staff. At the discretion of the school, senior students will enjoy the following **privileges** providing the **procedures** are followed.

Year	Privilege	Procedure
11 & 12	1. A distinctive Senior uniform	<ul style="list-style-type: none"> <li>As per school rules</li> </ul>
	2. Teacher supported study periods	Report to the <b>Library</b> : <ul style="list-style-type: none"> <li>Yr12 – during periods 1,2 or 3 if the student “drops” a subject / does TAFE</li> <li>Yr11 - TAFE students ONLY</li> <li>Students may see other teachers during this time after making arrangements (signed teacher note) and then reporting to their study teacher during their study period with this note. Eg Art, Wood</li> </ul>
	3. Library <ul style="list-style-type: none"> <li>Senior research space</li> <li>Access to computers &amp; resources during study periods</li> </ul>	<ul style="list-style-type: none"> <li>As per library rules</li> </ul>
	4. Early finish on Tuesday, exceptions may apply eg. Ext.	<ul style="list-style-type: none"> <li>Students may leave the school and go home</li> </ul>
	5. Access to the canteen during study lessons	<ul style="list-style-type: none"> <li>Only within the last 5 minutes of a study period before recess/lunch.</li> </ul>
	6. Senior Connect	<ul style="list-style-type: none"> <li>Students to engage in private study</li> </ul>
Yr11 TAFE	7. The ability to “ <i>sign-out early</i> ” when <b><u>no</u></b> timetabled lesson for period 4.	<ul style="list-style-type: none"> <li>A <u>parent letter</u> confirming days <i>leaving early</i> will be issued, signed &amp; returned via the Deputy Principal.</li> <li>Students with NO timetabled period 4 may “sign out” and go home or indicate where they are in the school (eg library, art room 1, etc), at the front office</li> </ul>

The school will provide every support to assist its senior students in reaching their potential. Our aim is to make their time at Cecil Hills High School a positive, enjoyable and beneficial experience while helping them to achieve personal success.

I accept the above agreement and understand the rights, responsibilities and privileges associated with being a Senior Student at Cecil Hills High School.

Student Signature \_\_\_\_\_

Senior  
Coordinator

Parent Signature: \_\_\_\_\_

& Date



## **Senior Study Period Expectations Policy – 2021**

Senior students have the **privilege** of a “study period” when NO lesson exists on their timetable. This occurs when a Yr 12 student “drops a subject” in term 4 of their Yr 11 year or for Yr11/12 TAFE students.

In 2021 study periods will be in the LIBRARY with a support teacher.

Study periods have the following expectations:

1. Normal library rules apply of noise level and procedures. I.E NO food or drink.
2. Students must be engaged in school work. That is, private or small group study.
3. Students may see subject teachers providing they have made a prior arrangement and have a note from the teacher. This needs to be shown to the study period teacher at the beginning of the study period. (eg Wood/Art projects)
4. NO phones at all. (“off and out of site”)
5. Students may use their device to play music or research via earphones. However, if students are “off-task” eg watching movies, playing games etc staff will take the student’s headphones and/or device for the lesson (staff to record this on Sentral) and the student is expected to do other school work. If this becomes a continual problem staff need to speak to the relevant Deputy Principal for further support and action.
6. Students are dismissed 5mins before recess/lunch to access the canteen. Staff continue supervising students until the bell at the canteen.
7. Students can access the Careers Adviser or Counsellor during this time after obtaining permission from their study teacher.
8. If students are not using their time according to point 2. above:  
Step 1: Normal teacher intervention – move the student (e.g. on their own), ask them to take out alternate work, sit with you, negotiate to move the student to a junior class in F-Block, detention, call home etc.  
Step 2: Continual disobedience - speak to the relevant Deputy Principal for further support and action.
9. If students need a computer:  
Step 1: Use the computers in the library if available.  
Step 2: Loan a computer through the Library via Sentral.
10. Any concerns or questions are directed to:  
Yr12 - DP: Mrs James / Senior Coordinator: Mr Alfonsi  
Yr11 - DP: Mr Lane / Senior Coordinator: Mr Evans

**Note:** This policy will be explained and signed by students during their first study period via Moodle (Moodle / Year Groups / Yr 11 or 12) by the appointed study teacher.

## Information from NESAs regarding Examinations

### Equipment for the Examinations

- (i) You may only take equipment listed below into the examination room:
- black pens
  - pencils, erasers and a sharpener (use pencils where specifically directed)
  - a ruler marked in millimetres and centimetres
  - highlighter pens
  - a clear bottle of water
  - a non-programmable watch, which you must take off, place in clear view on your desk and not touch during the exam. Programmable watches, including smartwatches, will **not** be allowed in the examination room.
- (ii) All equipment you bring may be subject to inspection on entry. You will be directed to place any unauthorised equipment or material in a designated area. Examination staff will not be responsible for these items.
- (iii) It is your responsibility to be aware of, and provide, the equipment you are allowed to bring for each examination. If you are allowed a scientific calculator, check that it is on the approved list (available on Students Online). Make sure any equipment, such as a calculator, is in good working order because an application under misadventure provisions for equipment failure will not be upheld.

You are not allowed to borrow equipment during examinations.

- (iv) You must **NOT** bring any of the following into the examination room:
- a mobile phone or smartwatch
  - any electronic device (except a calculator where permitted). This includes communication devices, organisers, tablets (eg iPads, etc), music players or electronic dictionaries
  - paper or any printed or written material (including your examination timetable)
  - dictionaries, except where permitted in Languages examinations
  - correction fluid or correction tape.
- (i) You are expected to provide specific equipment (such as a calculator) for particular examinations. The list of equipment for specific HSC examinations is available on Students Online. Where equipment is listed for an examination, it means that there may be questions that require the use of this equipment. If an item is listed as optional, it means that there will not be questions for which the item is essential, but you may bring and use it if you wish.

## Examination Room Procedures

- (i) You must sit at the desk showing your name and student number. The position of the desk may vary from session to session according to the accommodation and the requirements of the examination.
- (ii) It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check your examination papers to make sure that there are no pages missing.
- (iii) Reading time for examination papers is as follows:
  - 10 minutes of reading time for Paper 1 of the examination in all 2-unit English courses
  - 10 minutes of reading time for all written modern Languages examinations for Beginners, Continuers, Heritage, Background Speakers and Extension courses
  - 5 minutes of reading time for all other written examinations.

During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations in which dictionaries are permitted, you may consult, but not annotate, your dictionary during reading time.

- (iv) You must:
  - (a) read the instructions on the examination paper, as well as all questions, carefully. Presiding officers and supervisors are not permitted to interpret examination questions or instructions relating to questions
  - (b) write your examination centre number and student number on all writing booklets, question and answer booklets and answer sheets, unless that information is pre-filled
  - (c) write clearly, preferably with black pen. Pencil may be used only where specifically directed
  - (d) make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets stating that an answer has been written in the wrong booklet. Do not rewrite your answers, but ensure you label and hand in all parts of your answers
  - (e) stop writing immediately when told to do so by the supervisor
  - (f) arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them
  - (g) complete the Student Completion Record listing the number of examination booklets used during the examination. This must be checked and countersigned by the supervisor before you leave the examination desk.
- (v) You must NOT:
  - (a) begin writing until instructed to do so by the presiding officer or supervisor
  - (b) write your name or your school's name on writing booklets, answer booklets or sheets, or use any other names, symbols or marks that identify or distinguish you in any way from other students
  - (c) leave the examination room during the examination, except in an emergency. If you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room

- (d) leave (finish) the examination until one hour after the start of the examination. Note that some schools do not allow any student to leave the examination early
- (e) leave (finish) the examination during the last 15 minutes of the examination
- (f) remove an examination paper from the examination room. If you want to see an examination paper after the examination is over, you will need to speak to your teacher.

### **Conduct during the Examinations**

- (i) You must follow the day-to-day rules of the school where you sit for your examinations. Failure to observe these rules may result in zero marks for the examination, no result for the course, or non-award of a Higher School Certificate. Your principal has the discretion to require all students at your school to remain in the examination room until the end of each examination.
- (ii) The presiding officer and supervisors are in charge of students:
  - (a) when assembling before an examination
  - (b) during the examination
  - (c) after the examination until all students have left.

You must follow the supervisors' instructions at all times.

- (iii) You must behave in a polite and courteous manner towards the supervisors and other students.
- (iv) You must NOT:
  - (h) take a mobile phone or programmable watch or device, including smart watches, into the examination room
  - (i) take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs
  - (j) speak to any person other than a supervisor during an examination
  - (k) behave in any way likely to disturb the work of any other student or upset the conduct of the examination
  - (l) attend an examination while under the influence of alcohol or illegal drugs
  - (m) take into the examination room, or refer to during the examination, any books or notes, this booklet, the examination timetable, any paper, or any equipment other than the equipment listed in the examination timetable
  - (n) eat in the examination room, except as approved by NESAs, eg for diabetic students
  - (o) take any writing booklets, whether used or not, from the examination room.
- (v) If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room, and you will be reported to NESAs. The penalty may be cancellation of the course concerned, or of all courses, and as a consequence you may be ineligible for a Higher School Certificate.
- (vi) If you do not make a serious attempt at an examination, you will not receive a result in that course. Cancellation of a course will make you ineligible for the award of the Higher School Certificate if this reduces your completed courses to less than 10 units. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered

serious. Supervisors of marking will bring to the attention of NESAs examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, will have zero marks awarded.

(vii) Actions that may be illegal may be reported to the police.

## Illness/Misadventure Applications for Examinations

- (i) If illness or misadventure prevents you from attending an examination, or affected your performance in the examination, it is your right and responsibility to lodge an illness/misadventure application. You must inform the school or presiding officer prior to the exam commencing.
- (ii) Application forms and an Information Guide for Students are available from the presiding officer or your principal. These documents provide further details of application procedures. It is important that you follow the instructions provided.
- (iii) You must retain the acknowledgement slip from the illness/misadventure application form signed by the presiding officer or principal.
- (iv) The illness/misadventure application process is designed for cases where, because of illness or misadventure, your performance in an examination is not a good measure of your achievement. It does NOT cover:
  - difficulties in preparation or loss of preparation time
  - alleged deficiencies in teaching
  - loss of study time or facilities prior to the formal study vacation
  - misreading of the timetable
  - misreading of examination instructions
  - failure to enter for the examination in the correct course
  - long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the examination period
  - conditions for which you have been granted disability provisions, unless you experience further difficulties
  - courses that are undertaken as a self-tuition student
  - attendance at a sporting or cultural event.
- (v) It is important that you attend the examinations where possible, even in the case of illness/misadventure. NESAs will not uphold an illness/misadventure application if the reason for your absence is not considered to be sufficiently serious. You should consult your principal before deciding not to attend an examination. Advice from a relevant independent expert, such as a doctor or a police officer, must also be provided with your application, indicating why you were unable to attend the examination.
- (vi) If your application is upheld, you will be awarded the higher of your examination mark and a mark derived from your assessment mark or unaffected components of your examination.
- (vii) You must lodge any illness/misadventure application for HSC written examinations with NESAs shortly after the examination in question. Application for practical examinations, performances or submitted works must be lodged within one week of the date of the examination, performance or submission.
- (viii) Late applications will be considered only in exceptional circumstances. You will be notified of the results of your application on the same day as the release of your examination results.

**Further information can be found on the NESAs website:**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>



## Year 11 Assessment Schedule Summary 2021

<b>Term 1</b>	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Photography, Video & Digital Imaging
Week 6	
Week 7	Biology, Engineering Studies, PDHPE, Sport, Lifestyle & Recreation
Week 8	Chemistry, Economics, Exploring Early Childhood, Geography, IPT, Mathematics (Standard, Advanced), Modern History
Week 9	English Studies, Ancient History, Business Studies, CAFS, Industrial Technology, Marine Studies, Mathematics (Extension 1), Music
Week 10	English (Standard, Advanced, Extension), Legal Studies, Society & Culture

<b>Term 2</b>	
Week 1	Design & Technology
Week 2	Earth and Environmental Studies
Week 3	Physics, Visual Arts
Week 4	
Week 5	Engineering Studies, Photography, Video & Digital Imaging
Week 6	Mathematics (Extension 1)
Week 7	Ancient History, Biology, Exploring Early Childhood, Legal Studies, Sport, Lifestyle & Recreation
Week 8	Chemistry, Music, Physics, Society & Culture
Week 9	English (Standard, Advanced), English Studies, CAFS, Geography, Marine Studies, Mathematics (Standard, Advanced), Modern History
Week 10	English (Extension), Economics

<b>Term 3</b>	
Week 1	Sport, Lifestyle & Recreation (ongoing)
Week 2	Business Studies, Earth and Environmental Studies
Week 3	
Week 4	PDHPE
Week 5	
Week 6	Photography, Video & Digital Imaging
Week 7	Design and Technology, Industrial Technology, IPT
Week 8	English Studies, Exploring Early Childhood, Visual Arts
Week 9	<b>Final Examinations</b>
Week 10	<b>Final Examinations</b>
Week 11	

**Year 11  
Preliminary English (Standard)  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	Writing portfolio Reading to Write Journal 20% Portfolio 20%	Interactive ICT Presentation (Multimodal Presentation) Contemporary Possibilities	Yearly Examination Short Answers and critical Response	
<b>Timing</b>	<b>Term 1</b> <b>Week 10</b>	<b>Term 2</b> <b>Week 9</b>	<b>Term 3</b> <b>Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20	20	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**Year 11  
Preliminary English (Advanced)  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Writing Portfolio</b> Reading to Write Journal 20% Portfolio 20%	<b>Narratives that Shape our World</b> (Multimodal presentation)	<b>Yearly Examination</b> Short answers and critical response	
<b>Timing</b>	<b>Term 1</b> <b>Week 10</b>	<b>Term 2</b> <b>Week 9</b>	<b>Term 3</b> <b>Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	EA11-1, EA11-3, EA11-4	EA11-1, EA11-2, EA11-4, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20	20	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20	10	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>20</b>	<b>100</b>

**Year 11  
Preliminary English (Extension 1)  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Imaginative Response</b>	<b>Comparative Essay</b>	<b>Multimodal Presentation Research project</b>	
<b>Timing</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 9</b>	
<b>Outcomes assessed</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding of texts and why they are valued	15	15	20	<b>50</b>
Skills in complex analysis composition and investigation	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary English (English Studies)  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Mandatory Module:</b>  Achieving through English: English and the Worlds of Education, Careers and Community  Letter of Application and Resume	<b>Elective Module C:</b>  On the Road: English and the Experience of Travel  Present Travel Itinerary with multimodal Response	<b>Classwork Portfolio</b> All Modules  Variety of texts in relation to each module	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9 - 10</b>	<b>Term 3 Week 8</b>	
<b>Outcomes assessed</b>	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9	ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-8, ES11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	20	15	15	<b>50</b>
Skills in comprehending texts, communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Ancient History  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Source Analysis</b>	<b>Research and Extended Response</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, Ah11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	5	10	25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research	5	15	0	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Biology  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research Project / Fieldwork</b>	<b>Depth Study</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	BIO11/12-1, BIO11/12-2, BIO11/12-4 to BIO11/12-9	BIO11/12-1 to BIO11-9	BIO11/12-1 to BIO11/12-7 and BIO11-8 to BIO11-11	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Business Studies  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research and Extended Response</b>	<b>Business Research Task</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P2, P6, P7, P8	P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	0	10	10	<b>20</b>
Inquiry and research	10	10	0	<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>



**Year 11  
Preliminary Chemistry  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Depth Study</b>	<b>Secondary Sourced Investigation</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week m8</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	10	30	20	<b>60</b>
Knowledge and Understanding	20	0	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Community and Family Studies  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Value Survey</b>	<b>Sydney Odyssey Excursion Week 6</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P1.1, P4.1, P4.2	P2.3, P4.1, P4.2, P6.2	P1.1, P1.2, P2.1, P2.3, P2.4, P3.2, P4.2, P5.1, P6.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Design and Technology  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Practical Project, Folio &amp; Case Study</b>	<b>Practical Project, Folio</b>	<b>Final Examination</b>	
<b>Timing</b>	Term 2 Week 1	Term 3 Week 7	Term 3 Week 9-10	
<b>Outcomes assessed</b>	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3 P6.1, P6.2	P1.1, P2.1, P2.2, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3 P6.1, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	25	25	10	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>
<b>Fees: \$75.00 (Includes \$20.00 Portfolio)</b>				

**Year 11  
Preliminary Earth and Environmental Science  
2021**

<b>Tasks</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	Theatrical Traditions and Performance Styles: Performance and essay	<b>Playbuilding</b> task with log book, including script and details of the playbuilding process	Elements of Production: Individual Project. A log book that details the process of developing the project	
<b>Timing</b>	Term 1 Weeks 9-10	Term 2 Week 10	Term 3 Week 9	
<b>Outcomes assessed</b>	P1.3, P1.4,P1.6, P2.4, P3.1, P3.2, P3.3	P1.1, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.4, P2.5, P2.6	P1.1, P1.2,P1.5, P1.6, P2.3, P2.4, P2.6	
<b>Components</b>				<b>Weighting %</b>
Making	10	10	20	<b>40</b>
Performing	20	10	0	<b>30</b>
Critically Studying	10	5	15	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>25</b>	<b>35</b>	<b>100</b>
<b>Course Fee: \$50.00</b>				

**Year 11  
Preliminary Economics  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research and Report</b>	<b>Extended Response</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P4, P5, P9	P2, P3, P8, P10, P12	P6, P7, P8, P11	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	0	5	15	<b>20</b>
Inquiry and research	10	10	0	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Engineering Studies  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research Task</b>	<b>Engineering Report</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P4.1	P2.1, P3.1, P3.2, P3.3, P3.4, P5.1, P6.1	P1.2, P2.1, P2.2, P3.1, P3.3, P4.2, P4.3, P6.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	35	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	15	20	5	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>
<b>Course Fee: \$35.00</b>				

**Year 11  
Preliminary Exploring Early Childhood  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research Task</b>	<b>Case Study</b>	<b>Portfolio</b>	
<b>Timing</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	1.1, 2.1, 6.2	1.2,1.4, 2.2, 2.4	1.3, 6.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	10	20	20	<b>50</b>
Skills	15	30	5	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>50</b>	<b>25</b>	<b>100</b>
<b>Course Fee: \$50.00</b>				

**Year 11  
Preliminary Geography  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research and in class Response</b>	<b>Senior Geography Project</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Geographical tools and skills	0	5	15	<b>20</b>
Geographical inquiry and research, including fieldwork	5	15	0	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



**Year 11  
Preliminary Industrial Technology  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Theory and Practical</b>	<b>Theory and Practical, Industry Study</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 3 Week 7</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P3.1, P3.2, P3.3, P5.1, P5.2	P1.2, P2.1, P4.1, P6.1, P7.1, P7.2	P1.2, P2.1, P1.3, P4.3, P6	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Knowledge and skills in the management, communication and production of projects	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>
<b>Course Fee – Multimedia \$40.00, Timber Products \$ 85.00</b>				

**Year 11  
Preliminary Information Processes & Technology  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Theory Test</b>	<b>Project</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 8</b>	<b>Term 3 Week 7</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P2.2, P3.1	P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P6.1, P6.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	30	5	25	<b>60</b>
Knowledge and skills in the design and development of information systems	0	30	10	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>
<b>Course Fee: \$30.00</b>				

**Year 11  
Preliminary Legal Studies  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research and in-class Extended Response</b>	<b>Research and Oral Presentation</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week\ 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P4, P5, P6, P7, P8, P9	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis and evaluation	10	0	10	<b>20</b>
Inquiry and research	10	10	0	<b>20</b>
Communication of legal information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Marine Studies  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Practical and Fieldwork Report</b>	<b>Secondary Sourced Investigation</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	1.1, 1.3, 1.5, 3.3, 3.4, 5.1, 5.2, 5.3	1.1, 1.3, 2.1, 2.3, 3.1	1.1, 1.2, 1.3, 1.4, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.2, 5.3, 5.4	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	25	30	5	<b>60</b>
Knowledge and Understanding	10	5	25	<b>40</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

**Year 11  
Preliminary Mathematics Standard  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>In Class Test</b> Algebra Financial Mathematics	<b>Assignment</b> Measurement	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1</b> <b>Week 8</b>	<b>Term 2</b> <b>Week 9</b>	<b>Term 3</b> <b>Week 9 - 10</b>	
<b>Outcomes assessed</b>	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
<b>Components</b>				<b>Weighting %</b>
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Mathematics Advanced  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>In Class Test</b> Algebraic Techniques Number and Surds Functions and Graphs	<b>Assignment</b> Functions and Relations	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1</b> <b>Week 8</b>	<b>Term 2</b> <b>Week 9</b>	<b>Term 3</b> <b>Week 9 - 10</b>	
<b>Outcomes assessed</b>	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-5, MA11-6, MA11-8, MA11-9	
<b>Components</b>				<b>Weighting %</b>
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Mathematics Extension 1  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>In Class Test</b> Functions Polynomials	<b>Assignment</b> Functions	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 6</b>	<b>Term 3</b> <b>Week 9 - 10</b>	
<b>Outcomes assessed</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7	
<b>Components</b>				<b>Weighting %</b>
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Modern History  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Historical Report</b>	<b>Research and Presentation</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-3, MH11-5, MH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	5	10	25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research	5	15	0	<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



**Year 11  
Preliminary Music  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Performance and Musicology</b>	<b>Composition</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 9 – 10</b>	<b>Term 2 Week 8 - 9</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P2, P3, P4	P3, P4, P5, P7, P10, P11	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Performance	10	0	15	<b>25</b>
Composition	0	25	0	<b>25</b>
Musicology	25	0	0	<b>25</b>
Aural	0	0	25	<b>25</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>
<b>Course Fee: \$ 60.00</b>				

**Year 11  
Preliminary PDHPE  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research Task</b>	<b>Analysis</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 7</b>	<b>Term 3 Week 4</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P2,P3, P4, P16	P7, P8, P9, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P12, P15, P16, P17	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Photography, Video and Digital Imaging  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Digital Photography – Multiplicity</b>	<b>Digital Photography – Landscape</b>	<b>Film</b>	
<b>Timing</b>	<b>Term 1 Week 5</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 6</b>	
<b>Outcomes assessed</b>	M1, M4, M5	M2, M4, M5, CH1, CH2, CH3	M1, M3, M5, CH1, CH3, CH4, CH5	
<b>Components</b>				<b>Weighting %</b>
Photographic and digital artmaking	20	25	25	<b>70</b>
Critical and historical investigations	0	20	10	<b>30</b>
<b>Total %</b>	<b>20</b>	<b>45</b>	<b>35</b>	<b>100</b>
<b>Course Fee: \$70.00</b>				

**Year 11  
Preliminary Physics  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Depth Study</b>	<b>Practical Examination</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 2 Week 3</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8 & PH11-9	PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9 & PH11-10	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10 & PH11-11	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and Understanding	20	0	20	<b>40</b>
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Society and Culture  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Research and Vodcast</b>	<b>Research and Report</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P3, P6, P8, P9, P10	P1, P2, P3, P5, P7, P8, P10	P1, P2, P3, P4, P5, P6, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	25	<b>50</b>
Application and evaluation of social and cultural research methods	10	10	10	<b>30</b>
Communication of information, ideas and issues in appropriate forms	10	5	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11  
Preliminary Sport, Lifestyle & Recreation  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Video Analysis</b> Games and Sports 1 & 11	<b>Resistance Training Proram</b> Resistance Training	<b>GWS Coaching Sessions</b> Sports Coaching and Training	
<b>Timing</b>	<b>Term 1</b> <b>Week 7</b>	<b>Ongoing</b>	<b>Term 3</b> <b>(Ongoing)</b>	
<b>Outcomes assessed</b>	1.1, 3.1	2.2, 3.2	1.3,4.2,4.5	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding outcomes and course content	20	20	10	<b>50</b>
Skills outcomes and content	15	15	20	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

**Year 11  
Preliminary Visual Arts  
2021**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Type of task</b>	<b>Artwork and Essay</b>	<b>Body of Work</b>	<b>Final Examination</b>	
<b>Timing</b>	<b>Term 2 Week 3</b>	<b>Term 3 Week 8</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P5, P6	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Artmaking	20	30	0	<b>50</b>
Art Criticism and Art History	20	0	30	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>
<b>Course Fee: \$120.00</b>				

# Vocational Education and Training (VET) Courses 2021 – 2022

## Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries.

VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages. VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO 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.



TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							240 Indicative Hours over 2 yrs  35 hrs Work placement  40% Preliminary Exam  35 hrs Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 1	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C E	M E	15 15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E E	M E	15 15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	
Term 3	BSBSUS201 BSBITU213 BSBITU312	Participate in environmentally sustainable work practices Use digital technologies to communicate remotely Create electronic presentations	E E E	M E E	15 10 15	<b>Cluster C: Quality presentations</b> Scenario, written task, case studies, self- assessment	
<b>7 HSC UOCs</b>							
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E E	E E	25 20	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment	
Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E E E	E M M	15 20 20	<b>Cluster E: Minding Your Own Business</b> Written task, scenario, observation of practical work, portfolio of evidence	
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E E	M M	15 25	<b>Cluster F: Back to the Future</b> Written task, case study, scenario	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 240			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATI	Assessment Task Cluster & Method of Assessment	HSC requirements  Exam estimate mark & weighting to total 100%
	<b>7 PRELIMINARY UOCs</b>						
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	240 Indicative Hours over 2 years
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	40% Preliminary Exam
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	<b>Cluster C - Tool box, Saw Horse or BBQ table Practical</b> , Teacher observations and written test.	35 hrs. Work placement
Term 2/3 Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	
	<b>7 HSC UOCs</b>						
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	* Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	35 hrs. Work placement 60% Trial HSC Exam
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A CPCCCM2001A	Carry out concreting to simple forms Read and interpret plans and specifications	E C	E M	20 20		
Terms 6/7	CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	E E	E E	25 10	<b>Cluster F – Wall and Floor Tiling</b> Practical, Teacher observations and written test	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.	



TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>9 PRELIMINARY UOCs</b>					<b>Evidence will be collected during Preliminary and HSC Course for the unit of competency</b> <b>SITHCCC011 Use cookery skills effectively</b>	240 Indicative Hours over 2 years
	SITXFSA001	Use hygienic practices for food safety	C	M	10	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	40% Prelim Yearly Exam
	SITXWHS001	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	20		35 hrs
Term 2	SITXFSA002	Participate in safe food handling practices	E	S	15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work	Work placement
	BSBSUS201	Participate in environmentally sustainable work practices	E	E	10		
	SITHCCC002	Prepare and present simple dishes	E	E	15		
Term 3	SITHKOP001	Clean kitchen premises and equipment	C	S	10	<b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	60% Trial HSC Exam 35 hrs Work placement
	SITHCCC001	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
Terms 4 - 6	<b>5 HSC UOCs</b>					<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods.	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure.
	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40		
	SITHCCC006	Prepare appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total Hours 240			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	



# Cecil Hills High School

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## Student Illness or Misadventure Appeal

### Higher School Certificate / Preliminary Course

#### Notes:

- This form is to be completed by students wishing to lodge an appeal for an assessment task in either the Preliminary or HSC Course.
- Students should not assume that an Illness or Misadventure appeal will be upheld by the school. Students should endeavour to complete the task or sit for an examination on the prescribed date, wherever possible.
- If you are able to attend for the assessment task, but feel that your performance has been affected through illness or misadventure, you should inform your class teacher (or the person supervising the task) **prior to** the commencement of the task. For a hand-in task, tell the person who is collecting the task.
- **If you are not able to attend school** on the day the task is due for completion, you should phone the school office on 9822 1430 and ask the office staff to inform your teacher of your absence.
- **This form is to be completed and returned to the Head Teacher on the first day that you return to school. In the case of illness appeals, your medical certificate must cover absences up to the day you return to school.** Students should refer to the Assessment Policy contained in the relevant Assessment Schedule Booklet for further information regarding Illness or misadventure appeals.

Student's Name:	Year:	Roll Class:

Course Name(s):	Type of Task: (eg written test, research assignment, practical)	Due Date:

#### **Student Statement**

I consider that my performance on the abovementioned task(s) has been affected by illness or misadventure. I ask for the school to consider my appeal on the grounds described on this form. I declare that the information supplied on this form is true.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions: -**

- 1. Complete Section A**
- 2. Complete Section B1 (Illness)  
    or Section B2 (Misadventure/Appeal).**  
    **(Note: For Illness appeals, remember to attach your medical certificate.)**
- 3. Make sure the front page is completed, and signed.**
- 4. Hand the form to the Head Teacher.**

**Section A: MUST be completed by the student.**

<b>Course Name(s):</b>	<b>Name of Class Teacher(s):</b>

Date when I informed my teacher/Head Teacher/ School Office of this appeal:	
Name of person I informed:	
Describe how illness or unforeseen misadventure affected your performance in this task, or prevented you from attending for this task.	

**Section B1: Illness - to be completed by a Medical Practitioner.**

Dates and times of Consultations related to the illness:			
Please describe how the student's condition/illness could affect their performance in examinations, or impact upon their ability to complete school assessments.			
<b>Medical Certificate attached:</b>		Yes <input type="checkbox"/>	
Name of doctor or other health professional providing this information:			
Address:		Phone:	
Signed:		Date:	

**Section B2: Misadventure/Appeal - to be completed by the student.**

Date of misadventure event:			
Description of misadventure/appeal:			
Name of an independent person who can verify details of misadventure:		Contact phone number:	
Signature of independent person:		Date:	

**Section C: For Written/Practical Tasks - to be completed by the person supervising the task.**

**For hand-in tasks, or if task not attempted, leave blank.**

Name:		Position:	
Student informed me of illness/misadventure prior to the task commencing:		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Describe your observations of distress or disadvantage suffered by the student:			
Signature:		Date:	

**Section D1: to be completed by the Head Teacher.**

Completed form received by: (Head Teacher)			
Date and time received:			
Head Teacher's recommendation:	Upheld <input type="checkbox"/>	Declined <input type="checkbox"/>	
Head Teacher's comment:			
Entered on Sentral by HT:	Yes <input type="checkbox"/>	Incident No:	
Head Teacher's signature:		Date:	
Student informed of outcome of appeal by Head Teacher:	Yes <input type="checkbox"/>	Date:	

*Head Teacher to give completed form to relevant Deputy Principal for filing.*

**Section D2: to be completed by the Deputy Principal (panel) where an appeal against the Head Teacher determination has been requested by the student.**

Completed form received by: (Deputy Principal)			
Date and time received:			
Deputy Principal Panel's Decision:	Upheld <input type="checkbox"/>	Declined <input type="checkbox"/>	
Panel comment:			
Entered on Sentral by DP:	Yes <input type="checkbox"/>	Incident No:	
Panel signatures:		Date:	
Student informed of outcome of appeal by Deputy Principal:	Yes <input type="checkbox"/>	Date:	



