

# Wollongong



# high

SCHOOL OF THE PERFORMING ARTS

2021/2022

**YEAR 12 ASSESSMENT BOOKLET**

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# Higher School Certificate Course Information and Policy

Information and School Policy on the Higher School Certificate (HSC) Course Assessment and the responsibilities of the teacher, student and school are set out below.

## What is the role of assessment?

An important role of assessment is to assist student learning. This is achieved in two ways:

- students know in advance which course outcomes are to be assessed
- following each assessment task, teachers provide meaningful feedback to students. This feedback clearly indicates the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do next in order to improve their level of performance.

***Internal Assessment counts for 50% of your HSC mark and contributes 50% to your ATAR. Your rank in each course is very important to you.***

## When will internal assessment occur?

For each of your subjects (except TAFE Courses) an Assessment Schedule is provided with this document. It tells you what form the task will take, which course outcomes will be assessed, in which week of the term it occurs and it's weighting towards your final school assessment mark.

*\*Please note that occasionally assessment schedules and outcomes to be assessed may be subject to change and students will be reissued the adjusted specific course assessment schedule/s.*

## Assessment in VET Courses

Assessment in VET courses serves two purposes:

1. Competency based assessment for the Australian Qualifications Framework (AQF) Qualification. This assessment may be in the form of tasks or ongoing observation.
2. An HSC examination for the purpose of the ATAR. This exam is optional but the school requires that a number of tasks be completed in order to prepare students for this exam, eg the trial HSC Exam.

It is mandatory that all students studying VET courses complete the **mandatory work-placement**. Failure to satisfactorily complete work-placement will result in an 'N' Determination for the course.

## What are the responsibilities of the Course Teacher?

**It is the responsibility of the teacher to:**

- ❑ Teach the approved NSW Education Standards Authority, (NESA) course.
- ❑ Notify the students in writing of the course assessment requirements.
- ❑ Provide students with reasonable notification prior to **each** task (generally two weeks), including exams (**refer to sample notification sheet on page 6**). This notification will include:
  - date the task is due
  - a description of the task
  - weighting of the task
  - outcomes being assessed
  - method of task submission
  - criteria on which the task will be marked
- ❑ Notify students and their parents in writing ('N' warning letter) if a student fails to meet course and/or assessment requirements.
- ❑ Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- ❑ Ensure that assessment tasks are returned within a reasonable timeframe to the student with a mark or grade and explicit feedback to assist improvement in student's performance.

## What are the responsibilities of each student?

- ❑ To satisfactorily complete each course in which he or she is enrolled. Satisfactory completion will be demonstrated by:
  1. following the course that has been developed or endorsed by NESAC,
  2. applying diligence and sustained effort to the set tasks and experiences provided during each course and,
  3. achieving some or all of the course outcomes.

***Failure to follow any of the above requirements may result in an 'N' determination, which will place the award of the HSC in jeopardy. Students will be warned in writing. Absence from class may mean that a student is not applying his/herself with diligence and sustained effort and can therefore lead to an 'N' determination.***

- ❑ Make a serious attempt at all tasks in the Assessment Program for each course.
- ❑ Submit work that is totally the work of the student completing the task. A student who is found **guilty of malpractice** (including using a mobile phone to access information during an 'in class' assessment task) will be given a zero mark for the task and an 'N' warning will be issued.

## Submission of 'Out of Class' Tasks

- ❑ Submission of the task due date and time is as per Assessment Task Notification or before the end of the school day if not time was advised.
- ❑ Submission of the task will be in the format specified on the Assessment Task Notification Sheet and may require an **Assessment Task Cover Sheet** attached (refer to cover sheet on page 7).
- ❑ If a student is unable to submit an assessment task by the due date, because of illness or misadventure, the student must complete and present to the teacher an "Illness/Misadventure Application" form **on the first day the student returns to school** (refer to sample form on page 8)

## Completion of 'In class' Tasks

- ❑ As per the school's attendance procedure, students are expected to attend all lessons on the day an 'in class' task is to be completed.
- ❑ If a student is unable to attend school on the day of an in-class assessment because of illness or misadventure, the student must complete and present to the teacher an "Illness/Misadventure Application" form **on the first day the student returns to school** (refer to sample form on page 8)

## General Information

- ❑ **Where an absence is known in advance**, the student must approach the teacher **before** the due date of the task (at least a week prior to the task) and negotiate an alternative date or task. This includes examinations. Where approval is granted, the student may be required to attempt an alternative task or may be assessed on the basis of other evidence. Where leave of absence is denied, absence or non-completion of the task will result in a zero mark.
- ❑ **Where a student is absent on the day of the task (or the day a task is due)** he/she must present to the class teacher a Doctor's Certificate (or certificate from a registered health practitioner) in the case of illness, or a satisfactory explanation in writing in the case of misadventure, **on the day they return to school**. This must be attached to the Illness/Misadventure form. Retrospective Doctor's Certificates will be considered on an individual basis and will not be accepted automatically.
- ❑ In cases where tasks may be assessed over several days (eg speeches, presentations and performances) and a student is absent, the student must be prepared to present their task on the day they return to school.

## Illness / Misadventure

- ❑ Reasons for lodging an illness and misadventure form may include, but are not restricted to, unavoidable events such as:
  - Illness or injury
  - Death of a family member or friend
  - Traffic accident
  - Isolation due to weather/storm/flood/fire, etc

### Reasons do not include:

- Family Holidays
  - Misinterpretation of date or nature of task
  - Technology malfunction
- ❑ Supporting documentation for illness and misadventure forms include the following:
    - Medical Certificate
    - Funeral/Death notice
    - Other supporting documentation as required.
  - ❑ The student must have relevant documentation explaining their inability to complete the task by the due date. **It is not the responsibility of the teacher to request the form.**
  - ❑ It is not to be assumed that an Illness/Misadventure Application will be granted by the class teacher or the school
  - ❑ If in the rare case a student has an event that is school sanctioned which clashes with an assessment task, they must immediately see the relevant subject Head Teacher and discuss the situation.

## What happens if a student fails to fulfil his/her responsibilities?

A student who fails to fulfil his/her responsibilities as explained above may receive:

- ❑ **a zero mark for individual tasks**
- ❑ **an 'N' determination warning.**

## Appeals against assessment task results

If a student believes there is a mistake or inaccuracy with the mark/grade awarded for a task, he/she must appeal at the time that the task is returned. The appeal should be made verbally to the class teacher initially (and within 24 hours of receiving the mark), and then in writing to the Head Teacher if the outcome is still unsatisfactory. The form on page 10 is to be used for this process.

## Appealing an assessment rank

If a student believes they have been incorrectly ranked in a course they should make a verbal appeal to the classroom teacher, stating their specific concern. If the student is dissatisfied with the outcome, they are then to appeal in writing, using the form from page 10 to the Head Teacher of the relevant faculty. If they are still not satisfied that the ranking is correct, students can apply in writing, to the principal (or delegate) for a review. In this review, the school will consider whether it:

1. weighted its assessment tasks in line with the NESA requirements
2. complied with its stated assessment program when deciding your final assessment mark
3. miscalculated or made a clerical error when deciding your assessment mark.

If applying for a review it must be submitted before NESA's cut-off date. The school will communicate the outcome of the review and inform NESA if your assessment mark/rank requires adjustment.

# Assessment Task Notification Form



## WOLLONGONG HIGH SCHOOL of the Performing Arts

### ASSESSMENT TASK NOTIFICATION

#### RELEVANT INFORMATION

FACULTY:	COURSE:
TASK:	TASK No:
WEIGHTING:	METHOD OF SUBMISSION:
DATE ISSUED:	DATE DUE:

#### OUTCOMES TO BE ASSESSED

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#### TASK DESCRIPTION

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#### ASSESSMENT CRITERIA

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# Assessment Task Cover Sheet



WOLLONGONG HIGH SCHOOL OF THE PERFORMING ARTS



## Assessment Task Cover Sheet

<b>Student Name:</b>	<b>Roll Class:</b>
<b>Assessment Task Title</b>	<b>Date submitted</b>
<b>Course</b>	<b>Teacher</b>

### Academic Integrity Statement

I \_\_\_\_\_ declare that this work is my own and  
(Your name in block letters)

that any quotes, information or works have been properly acknowledged and cited in the bibliography.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

### WARNING

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

✂.....✂.....✂.....✂.....✂.....✂.....✂

### Assessment Receipt (Student Copy)

Name of student: \_\_\_\_\_ Year: \_\_\_\_\_ Course: \_\_\_\_\_

Task Title: \_\_\_\_\_ Teacher: \_\_\_\_\_ Due Date: \_\_\_\_\_

The task was submitted to \_\_\_\_\_ at \_\_\_\_\_ on \_\_\_\_\_  
(Teacher) (time) (date)

Student signature \_\_\_\_\_ Teacher signature \_\_\_\_\_

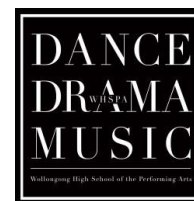
- You need to complete and attach this cover sheet to every assessment task that you submit
- Keep the assessment receipt in a safe place as it is your record of submission. Eg staple to your diary page

# Assessment Misadventure Form



## **WOLLONGONG HIGH SCHOOL** Of The Performing Arts

Lysaght Street, Fairy Meadow • PO Box 222, Fairy Meadow NSW 2519  
Phone: 02 4229 6844 or 02 4229 6434 Fax: 02 4226 4128  
Internet: [www.wollongong-h.schools.nsw.edu.au](http://www.wollongong-h.schools.nsw.edu.au)  
e-mail: [wollongong-h.school@det.nsw.edu.au](mailto:wollongong-h.school@det.nsw.edu.au)



## Year 12 Assessment Misadventure Form

### Application for Special Consideration for an Accident/misadventure/illness/special circumstances

If illness, accident, misadventure or special circumstances prevent you from completing an Assessment Task on or before the due date:

- The school must be advised immediately the situation is known, before the due date if possible and,
- On the day of returning to the school this form must be completed and handed to the Head Teacher of the particular course.

<b>Part A: To be completed by the STUDENT and handed to the class teacher.</b>	
Student Name:	Course:
Class Teacher:	Date Due:
Nature of Assessment Task (Eg: Essay)	
Reason for Application: Please circle <b>ILLNESS/APPROVED LEAVE/OTHER SCHOOL COMMITMENT /MISADVENTURE/OTHER</b>	
Explanation:	
Attach supporting documents (Eg: Medical Certificate) including letter from a Parent/Caregiver	
Student Signature:	Date:
<b>Part B: To be completed by the CLASS TEACHER before the application is submitted.</b>	
<b>Recommendation by Class Teacher/Head Teacher</b>	
Teachers are requested to write a recommendation concerning this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss this application directly with the Deputy Principal or Principal.	
Signature:	Date:



<b>Part C: To be completed by the HEAD TEACHER.</b>	
Recommendation:	
Signature: _____	Date: _____
NB: If there is agreement with the staff member's recommendation there may not be a need for you to attend a meeting with the Deputy Principal.	
<b>Part D: Decision at Senior Executive level (please tick or cross).</b>	
<input type="checkbox"/> Estimate based on all other Assessment Tasks <input type="checkbox"/> Extension of time granted until _____ <input type="checkbox"/> Estimate based on substitute Task being set and completed	<input type="checkbox"/> Consideration to be given <input type="checkbox"/> No consideration to be given <input type="checkbox"/> Other
<input type="checkbox"/> Show as non-attempt: "U" Award Warning to be issued	
Signature of Deputy Principal/Principal: _____	Date: _____
<b>Part E:</b>	
1. Faculty informed of decision. 2. Student informed of decision. 3. Entered on data base.	Date: _____ Date: _____ Date: _____

# Assessment Appeal Application

ASSESSMENT APPEAL APPLICATION To Head Teacher	
Student Name:	Course:  Task:
Mark Awarded:	Date of Application:
Class Teacher:	Has the matter been discussed with class teacher? Yes                      No
Reason for appeal:	
Outcome of appeal:	
Signature of Head Teacher:	
Student notified: Yes              No	Date:

# **Wollongong High School of the Performing Arts**

## **Course Assessment Schedules 2021 – 2022**

**Note:**

Assessment task dates are **APPROXIMATE** and may be subject to change

## Wollongong High School of the Performing Arts

### Aboriginal Studies - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Criminal Justice and Health</b> Source based responses on national and international communities	<b>Major Project</b> Research and Inquiry Methods	<b>Research Study</b> Social Justice and Human Rights Issues	<b>Trial HSC Examination</b>	
Due Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> H1.1, H1.2, H1.3, H2.1, H2.2	<b>Outcomes assessed</b> H4.1, H4.2, H4.3, H4.4	<b>Outcomes assessed</b> H3.1, H3.2, H3.3, H4.3	<b>Outcomes assessed</b> H1.1, H1.2, H2.2, H3.2, H3.3	
Course Components	Weighting %				
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	15		5	<b>25</b>
Research and inquiry methods, including aspects of the Major Project	5	10	5		<b>20</b>
Communication of information, ideas and issues in appropriate forms		5	5	5	<b>15</b>
<b>Total %</b>	<b>15</b>	<b>40</b>	<b>15</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## Ancient History - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Source Analysis Task</b> Core: Cities of Vesuvius: Pompeii and Herculaneum	<b>Essay</b> Historical Period: Greek world from 50-440 BC	<b>Research Task</b> Ancient Societies: Spartan society to the Battle of Leuctra 371 BC	<b>Trial HSC Examination</b>	
Due Date	Term 4, Week 7	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> AH12-2, AH12-4, AH12-6, AH12-8, AH12-9	<b>Outcomes assessed</b> AH12-1, AH12-2 AH12-3 AH12-9	<b>Outcomes assessed</b> AH12-5, AH12-7, AH12-8, AH12-9	<b>Outcomes assessed</b> AH12-3 AH12-4 AH12-6 AH12-7	
Course Components					Weighting %
Knowledge and understanding of content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5		5	10	20
Historical Inquiry and Research	5	5	10		20
Communication of Historical understanding in appropriate forms	5	10	5		20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Biology - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Research and data analysis: Epidemiology	Depth Study: Water-borne Infectious Disease	Practical Investigation: Gel Electrophoresis	Trial HSC Examination	
Due Date	Term 4, Week 8 (2021)	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 1-2	
Outcomes assessed	Outcomes assessed BIO12-4, BIO12-5, BIO12-6, BIO12-15	Outcomes assessed BIO12-1, BIO12-2, BIO12-3, BIO12-5, BIO12-7, BIO12-14	Outcomes assessed BIO12-3, BIO12-6, BIO12-12	Outcomes assessed BIO12-4, BIO12-5, BIO12-7, BIO12-12, BIO12-14, BIO12-15	
Course Components	Weighting %				
Skills in Working Scientifically	15	20	15	10	60
Knowledge and understanding	5	10	5	20	40
Total %	20	30	20	30	100

## Wollongong High School of the Performing Arts

### Business Studies - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Operations Extended Response Operations	Marketing Plan Marketing	Financial Statement Analysis Finance	Trial HSC Examination Marketing, Human Resources, Finance, Operations	
Due Date	Term 4, Week 8	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 1-2	
Outcomes assessed	Outcomes assessed H1, H2, H5, H7, H9	Outcomes assessed H3, H4, H6, H7, H8, H9	Outcomes assessed H5, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H6, H8, H9, H10	
Course Components					Weighting %
Knowledge and understanding of course content	5	10	5	20	40
Stimulus Based Skills	5		10	5	20
Inquiry and Research	5	10	5		20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

# Wollongong High School of the Performing Arts

## Chemistry - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Depth Study: Equilibrium constant	Practical Investigation: Acid and base titration	Data Analysis and Chemical Calculations	Trial HSC Examination	
Due Date	Term 4, Week 10	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 1-2	
Outcomes assessed	Outcomes assessed CH12 – 1,5,6,7 CH12-12	Outcomes assessed CH12 - 2,3,4 CH12-13	Outcomes assessed CH12 - 4,5,6 CH12-14	Outcomes assessed CH12 – 2, 4, 5,6 and 7 CH12 – 12 to 14	
Course Components					Weighting %
Skills in Working Scientifically	20	15	15	10	60
Knowledge and understanding	10	5	5	20	40
Total %	30	20	20	30	100



## Wollongong High School of the Performing Arts

### Community and Family Studies – Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Core Independent Research Project</b> Research Methodology	<b>Core Research Task</b> Parenting and Caring	<b>Option Case Study</b> Individuals and Work	<b>Trial HSC Examination</b> Research Methodology Groups in Context Parenting and Caring Option	
Due Date	Term 4, Week 11	Term 1, Week 11	Term 2, Week 6	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> H3.1, H3.3, H4.1, H4.2	<b>Outcomes assessed</b> H2.3, H3.4, H6.1, H6.2	<b>Outcomes assessed</b> H2.1, H2.3, H3.4, H6.1	<b>Outcomes assessed</b> H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2	
Course Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating	15	10	15	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## Dance - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Type of task</b>	<b>Performance</b> Core performance – oral presentation and demonstration of dance including aspects of dance technique and performance quality and process diary	<b>Appreciation</b> Critical review/analysis of a dance work	<b>Trial HSC Examination</b> Trial HSC examination – Core Composition with Core performance	<b>Major Study</b> Development of major study including process diary, intentions, research, analysis and reflection	
<b>Due Date</b>	Term 1, Week 6	Term 2, Weeks 4	Term 2, Week 10 Term 3, Weeks 1-2	Term 2, Week 10 Term 3, Weeks 1-2	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> H1.2, H1.3, H2.1, H2.2	<b>Outcomes assessed</b> H1.1, H1.2, H1.3	<b>Outcomes assessed</b> H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H3.4	<b>Outcomes assessed</b> H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H4.3, H4.4, H4.5	
Course Components					Weighting %
Core Performance	10		10		20
Core Composition			20		20
Core Appreciation		20			20
Major Study				40	40
<b>Total %</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## Drama - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Australian Drama and Theatre</b> Performance based on workshop activities & written response	<b>Studies in Drama and Theatre</b> Performance based on workshop activities & digital response	<b>Individual Project</b> Presentation of 4 min Individual Project demonstrating ongoing refinement and development of logbook	<b>Written Paper</b> Presentation of Group Performance (20) and Individual Project (5) demonstrating ongoing refinement and development of logbook Written examination paper	
Due Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 1	Term 2, Week 10 Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> H1.1, H1.2, H1.3, H2.4, H3.1, H3.2, H3.3, H3.4	<b>Outcomes assessed</b> H1.1, H1.2, H1.3, H1.5, H2.3, H3.1	<b>Outcomes assessed</b> H:1.1, H1.2, H1.3, H1.4, H1.5, H1.6, H1.7, H1.8, H1.9, H2.1, H2.2, H2.3, H2.4, H2.5, H3.3	<b>Outcomes assessed</b> H3.1, H3.2, H3.3, H3.4, H3.5	
Course Components	Weighting %				
Making	15	15		10	40
Performing			15	15	30
Critically Studying	10	5		15	30
Total %	25	20	15	40	100

## Wollongong High School of the Performing Arts

### Earth & Environmental Science - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Practical Investigation: Earth's Processes	Depth Study: Climate Science	Case Study: Volcanic Impacts	Trial HSC Examination	
Due Date	Term 4, Week 8 (2021)	Term 1, Week 8	Term 2, Week 8	Term 3, Week 1-2	
Outcomes assessed	Outcomes assessed EES12-3, EES12-5, EES12-7, EES12-12	Outcomes assessed EES12-1, EES12-4, EES12-5, EES12-6, EES12-7, EES12-14	Outcomes assessed EES12-4, EES12-5, EES12-7, EES12-13	Outcomes assessed EES12-5, EES12-7, EES12-12, EES12-13, EES12-14	
Course Components					Weighting %
Skills in Working Scientifically	10	20	10	10	60
Knowledge and understanding	10	10	10	20	40
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## English Advanced - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Type of task</b>	<b>Multimodal Vlog and Craft of Writing</b> Texts and Human Experiences (Common Module) Text: <i>1984</i> (George Orwell)	<b>Extended response and Craft of Writing</b> Textual Conversations (Module A) Texts: <i>Hagseed</i> (Margaret Atwood) + <i>The Tempest</i> (William Shakespeare) Task: Extended response (20%) + Craft of Writing (5%)	<b>Extended response and Craft of Writing</b> Critical Study of Literature (Module B) Text: TS Eliot	<b>Trial Examination</b> <u>PAPER 1:</u> Unseen- 5% Common Module- 5%  <u>PAPER 2:</u> Mod A - 5% Mod B - 5% Mod C - 10%	
<b>Due Date</b>	Term 4, Week 11	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 1-2	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> EA12-1, EA12-2, EA12-3, EA12-7	<b>Outcomes assessed</b> EA12-1, EA12-6, EA12-8	<b>Outcomes assessed</b> EA12-1, EA12-5, EA12-7, EA12-4	<b>Outcomes assessed</b> EA12-1, EA12-2, EA12-5, EA12-6, EA12-9	
Components	Weighting %				
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## English Standard - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Multimodal Vlog and Craft of Writing</b> Texts and Human Experiences (Common Module) Text: <i>Past the Shallows</i> (Favel Parrett)	<b>Extended response and Craft of Writing</b> Language, Identity and Culture (Module A) Text: <i>The Castle</i> (Rob Sitch)	<b>Extended response and Craft of Writing</b> Close Study of Literature (Module B) Text: Oodgeroo Noonuccal	<b>Trial Examination</b> <u>PAPER 1:</u> Unseen- 5% Common Module- 5%  <u>PAPER 2:</u> Mod A- 5% Mod B- 5% Mod C- 10%	
Due Date	Term 4, Week 11	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> EN12-1, EN12-2, EN12-3, EN12-7	<b>Outcomes assessed</b> EN12-2, EN12-3, EN12-7	<b>Outcomes assessed</b> EN12-4, EN12-5, EN12-7, EN12-8	<b>Outcomes assessed</b> EN12-1, EN12-2, EN12-5, EN12-6, EN12-9	
Course Components	Weighting %				
Knowledge and understanding of course content	10	15	10	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## English Studies - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Type of task</b>	<b>Extended Response</b> Texts and Human Experiences (Common Module) Text: <i>Billy Elliot</i>	<b>Multimodal presentation</b> Elective 1: Playing the Game Text: <i>Collection of Non-Fiction Texts</i>	<b>Pocket Film and Rationale</b> Elective 2: The Big Screen Text: Various	<b>Portfolio</b> Task: Maintain and present a portfolio of work completed throughout the HSC course.	
<b>Due Date</b>	Term 4, Week 10	Term 1, Week 10	Term 2, Week 8	Term 3, Week 6	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> ES12-1, ES12-4, ES12-6, ES12-9	<b>Outcomes assessed</b> ES12-3, ES12-5, ES12-7	<b>Outcomes assessed</b> ES12-2, ES12-4, ES12-8 ES12-9	<b>Outcomes assessed</b> ES12-1, ES12-2, ES12-4, ES12-6, ES12-10	
<b>Course Components</b>					<b>Weighting %</b>
Knowledge and understanding of course content	15	15	10	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	10	15	20	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

\* Student may sit an optional HSC Trial Examination (not assessed as part of the official assessment program)

# Wollongong High School of the Performing Arts

## English EAL/D - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Type of task</b>	<b>Multimodal presentation and Focus on Writing</b> Texts and Human Experiences (Module A) Text: <i>Past the Shallows</i> (Favel Parrett)	<b>Extended response and Focus on Writing</b> Language, Identity and Culture (Module B) Text: <i>Contemporary Asian Australian Poets</i> (Aitken et al.)	<b>Extended response and Focus on Writing</b> Close Study of Text (Module C) Text: <i>The Truman Show</i> (Peter Weir)	<b>Trial Examination</b> <u>PAPER 1:</u> Part A - 5% Part B - 5% Section 2 - 5%  <u>PAPER 2:</u> Mod B - 5% Mod C - 5%  <u>Listening Task</u> - 5%	
<b>Due Date</b>	Term 4, Week 10	Term 1, Week 11	Term 2, Week 9	Term 3, Weeks 1-2	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> EAL 12-1B, EAL 12- 2, EAL 12-6, EAL 12-8	<b>Outcomes assessed</b> EAL 12-1A, EAL 12-3, EAL 12-5	<b>Outcomes assessed</b> EAL12-1A, EAL12-5, EAL12-7	<b>Outcomes assessed</b> EAL12-3, EAL12-4, EAL12-7, EAL12-9	
Course Components	Weighting %				
Knowledge and understanding of course content	10	15	15	10	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	20	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>



# Wollongong High School of the Performing Arts

## English Extension 1 - Year 12

Task number	Task 1	Task 2	Task 3	
<b>Type of task</b>	<b>Extended response</b> Common Module: Literary Worlds + Elective: Worlds of Upheaval Text: <i>Frankenstein</i> (Shelley) OR <i>Metropolis</i> (Lang) + related text	<b>Tutorial Presentation (Multi-modal)</b> Elective: Worlds of Upheaval Text: <i>Frankenstein</i> (Shelley), <i>Metropolis</i> (Lang), <i>Waiting for Godot</i> (Beckett) + related text	<b>Trial HSC examination</b> Common Module: Literary Worlds + Elective: Worlds of Upheaval Text: <i>Frankenstein</i> (Shelley), <i>Metropolis</i> (Lang), <i>Waiting for Godot</i> (Beckett) + related text	
<b>Due Date</b>	Term 1, Week 5	Term 2, Week 8	Term 3, Weeks 1-2	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> EE12-1, EE12-3, EE12-4	<b>Outcomes assessed</b> EE12-1, EE12-2, EE12-3, EE12-4, EE12-5	<b>Outcomes assessed</b> EE12-1, EE12-2, EE12-3, EE12-4	
Course Components	Weighting %			
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## English Extension 2 - Year 12

Task number	Task 1	Task 2	Task 3	
Type of task	Proposal + Literature Review	Viva Voce	Final in-school submission of Major Work and Reflection	
Due Date	Term 1, Week 4	Term 2, Week 7	Term 3, Week 3	
Outcomes assessed	Outcomes assessed EEX12-1, EEX12-2, EEX12-3, EEX12-4	Outcomes assessed EEX12-1, EEX12-4, EEX12-5	Outcomes assessed EEX12-1, EEX12-2, EEX12-3, EEX12-4, EEX12-5	
Course Components	Weighting %			
Knowledge and understanding of texts and why they are valued	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	20	20	50
Total %	25	35	40	100

# Wollongong High School of the Performing Arts

## Food Technology - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Food Industry Report	Food Manufacture Experiment and Preparation	Contemporary Nutrition Issues Investigation	Trial HSC Examination	
Due Date	Term 4, Week 11	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 1-2	
Outcomes assessed	Outcomes assessed H1.2, H1.4, H3.1	Outcomes assessed H1.1, H4.2	Outcomes assessed H2.1, H3.2, H4.1, H5.1	Outcomes assessed H1.1, H1.3, H1.4, H5.1	
Course Components					Weighting %
Knowledge and understanding of course content	5		5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	10	5		30
Skills in experimenting with and preparing food by applying theoretical concepts		15	15		30
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## Geography - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Research Project</b> Great Barrier Reef Ecosystems at risk	<b>Short answer response</b> World Cities and/or Mega cities Urban Places	<b>Fieldwork report</b> Urban Dynamics fieldwork Urban Places	<b>Trial HSC Examination</b> Ecosystems at Risk Urban Places People and Economic Activities	
Due Date	Term 4, Week 9	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> H1, H2, H5, H6, H7	<b>Outcomes assessed</b> H1, H3, H9	<b>Outcomes assessed</b> H1, H3, H7, H8, H9, H10	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H6, H7, H8, H10, H11, H12	
Course Components					Weighting %
Knowledge and understanding	10	5	5	20	40
Geographical tools and skills	10	5		5	20
Geographical inquiry and research, including fieldwork	5	5	10		20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### History Extension - Year 12

Task number	Task 1	Task 2	Task 3	
Type of task	<b>History Project</b> Historical Process - Proposal, Process log, Annotated sources	<b>History Project</b> Essay	<b>Trial HSC Examination</b>	
Due Date	Term 2, Week 3	Term 2, Week 9	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> HE12-1 HE12-2 HE12-4	<b>Outcomes assessed</b> HE12-1 HE12-3 HE12-4	<b>Outcomes assessed</b> HE12-1 HE12-2 HE12-3 HE12-4	
Course Components				Weighting %
Knowledge and understanding of significant historical ideas and processes	15	15	10	40
Skills in designing, undertaking and communicating historical inquiry and analysis	15	15	30	60
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Industrial Technology Timber - Year 12

Task number	Task 1	Task 2	Task 3	
Type of task	<b>Major Project Presentation</b> Major Project Ideas and Research	<b>Draft Folio</b> Development, justification, selection & process	<b>Trial HSC Examination</b> Industry Study Industrial Related Manufacturing Technology	
Due Date	Term 4, Week 7	Term 2, Week 5	Term 3, Weeks 1 & 2	
Outcomes assessed	<b>Outcomes assessed</b> H3.1H3.2 H3.3H5.1H5.2	<b>Outcomes assessed</b> H2.1 H3.1 H3.2 H3.3 H4.1 H4.2 H4.3 H5.1 H5.2 H6.2	<b>Outcomes assessed</b> H1.1 H1.2 H1.3 H4.3 H6.1 H6.2 H7.1 H7.2	
Course Components	Weighting %			
Knowledge and understanding of Course Content		10	30	40
Knowledge and skills in the design, management, communication and production of a major project	30	30		60
Total %	30	40	30	100

## Wollongong High School of the Performing Arts

### Industry Based Learning SBAT - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Interview and Report Interview With SBAT Coordinator and Submission of Industry-based Learning Log and Journal	Interview and Report Interview With SBAT Coordinator and Submission of Industry-based Learning Log and Journal	Interview and Report Interview With SBAT Coordinator and Submission of Industry-based Learning Log and Journal	Interview and Report Interview With SBAT Coordinator and Submission of Industry- based Learning Log and Journal	
Due Date	Term 4, Week 7	Term 1, Week 7	Term 2, Week 10	Term 3, Week 5	
Outcomes assessed	Outcomes assessed 1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1- 5.3	Outcomes assessed 1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1- 5.3	Outcomes assessed 1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1- 5.3	Outcomes assessed 1.1, 2.1-2.3, 3.1-3.4, 4.1, 5.1-5.3	
Course Components					Weighting %
Skills in Work	10	10	10	10	40
Knowledge & Understanding	15	15	15	15	60
Total %	25	25	25	25	100

## Wollongong High School of the Performing Arts Information Processes and Technology - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Task 1 Multimedia presentation	Task 2 Decision support system	Task 3 Trial HSC Exam	Task 4 Communications Task	
Due Date	Term 1, Week 6	Term 2, Week 9	Term 3, Weeks 1 & 2	Term 3, Week 6	
Outcomes assessed	<b>Outcomes assessed</b> H1.1, H2.1, H2.2, H4.1	<b>Outcomes assessed</b> H1.1, H1.2, H2.2, H3.1, H4.1, H5.1, H5.2, H6.1, H6.2, H7.1, H7.2	<b>Outcomes assessed</b> H1.1, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H6.1, H6.2, H7.1	<b>Outcomes assessed</b> H1.1, H1.2, H2.1, H2.2, H3.1, H3.2, H4.1, H5.1, H6.1, H6.2, H7.1, H7.2	
Course Components	Weighting %				
Knowledge and understanding of course content	10	15	25	10	60
Skills and knowledge in the design, manufacture and management Information Systems	20	15	5		40
Total %	30	30	30	10	100



## Wollongong High School of the Performing Arts

### Legal Studies - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Research Task Crime	Oral Presentation Human Rights	Essay Focus Area	Trial HSC Examination	
Due Date	Term 4, Week 10	Term 1, Week 6	Term 2, Week 5	Term 3 Weeks 1-2	
Outcomes assessed	Outcomes assessed H1, H4, H6, H7, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H6, H8, H9, H10	Outcomes assessed H1, H2, H3, H4, H5, H7, H9	Outcomes assessed H1, H2, H3, H4, H5, H7, H9	
Course Components					Weighting %
Knowledge and understanding of course content	5	10	5	20	40
Analysis and evaluation	5	5	5	5	20
Inquiry and research	5	5	5		20
Communication of legal information, issues and ideas in appropriate forms	5	5	5	5	20
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Marine Studies - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Data Analysis and Mapping:</b> Core: The Marine Environment	<b>Practical Investigation:</b> Option: Anatomy and Physiology of Marine Organisms	<b>Case Study GBR:</b> Option: Coral Reef Ecology	<b>Trial HSC Examination</b>	
Due Date	Term 4, Week 8 (2021)	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> 1.1, 1.3, 1.4, 1.5, 3.3, 3.4, 5.3	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.2, 5.1, 5.3	<b>Outcomes assessed</b> 1.1, 1.3, 2.1, 2.3, 3.1, 5.4	<b>Outcomes assessed</b> All	
Course Components					Weighting %
Knowledge & Understanding	10	10	10	20	60
Skills Content	20	10	10	10	40
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Mathematics Advanced - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>In Class Task</b> MA-F2 Graphing Techniques MA-C2 Differential Calculus	<b>Investigation Task</b> MA-C2 Differential Calculus MA-C3 Applications of Differentiation MA-T3 Trigonometric Functions and Graphs	<b>In Class Task</b> MA-C4-Integral Calculus MAS2-Descriptive Statistics and Bivariate data	<b>Trial HSC Examination</b> All topics - refer to student notification	
Due Date	Term 4, Week 9 (2021)	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> MA12-1, MA12-3, MA12-6, MA12-10	<b>Outcomes assessed</b> MA12-1, MA12-3, MA12-5, MA12-6, MA12-9, MA12-10	<b>Outcomes assessed</b> MA12-3, MA12-7, MA12-8, MA12-10	<b>Outcomes assessed</b> MA12-1 to MA12-8, MA12-10	
Course Components					Weighting %
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
Total %	20	25	25	30	100

## Wollongong High School of the Performing Arts

### Mathematics Extension 1 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>In Class Task</b> ME-P1 Proof by Mathematical Induction ME-V1 Introduction to vectors	<b>Assignment</b> ME-T3 Trigonometric Equations	<b>In Class Assessment Task</b> ME-C2 Further Calculus skills ME-C3 Applications of Calculus	<b>Trial HSC Examination</b> All topics - refer to student notification	
Due Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> ME12-1, ME12-2, ME12-7	<b>Outcomes assessed</b> ME12-3, ME12-6, ME12-7	<b>Outcomes assessed</b> ME12-1, ME12-4, ME12-7	<b>Outcomes assessed</b> ME12-1 to ME12-5, ME 12- 7	
Course Components					Weighting %
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Mathematics Standard 1 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>In Class Task</b> MS-M4 Rates MS-N1 Networks and Paths	<b>Investigation</b> MS-M3 Right-Angled Triangles MS-M5 Scale Drawing	<b>In Class Task</b> MS-A3 Types of Relationships MS-S3 Further Statistical Analysis	<b>Trial HSC Examination</b> All topics – refer to student notification	
Due Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> MS1-12-3, 8 & 10	<b>Outcomes assessed</b> MS1-12-3, 4, 9 & 10	<b>Outcomes assessed</b> MS1-12-1, 2, 6, 7, 9 & 10	<b>Outcomes assessed</b> MS1-12-1 to 8 & 10	
Course Components	Weighting %				
Understanding, Fluency and Communicating	10	15	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## Mathematics Standard 2 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>In Class Task</b> MS-N2 Network Concepts MS-M7 Rates and Ratios	<b>Investigation</b> MS-S4 Bivariate data analysis MS-S5 The normal distribution	<b>In Class Task</b> MS-A4 Types of Relationships MS-M6 Non Right Angled Trigonometry MS-N3 Critical Path Analysis	<b>Trial HSC Examination</b> All topics - refer to student notification	
Due Date	Term 4, Week 9	Term 1, Week 9	Term 2, Week 7	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> MS2-12-3, 4, 9, 10	<b>Outcomes assessed</b> MS2-12-2, 7, 9, 10	<b>Outcomes assessed</b> MS2-12-1, 6, 8, 9, 10	<b>Outcomes assessed</b> MS2-12-1 to MS2-12-10	
Course Components					Weighting %
Understanding, Fluency and Communicating	15	10	10	15	50
Problem Solving, Reasoning and Justification	10	10	15	15	50
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## Modern History - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Source based task - Podcast</b> Power and Authority in the Modern World 1919–1946	<b>Historical Analysis</b> National Study - Russia	<b>Presentation</b> Peace and Conflict	<b>Trial HSC Examination</b> All topics	
Due Date	Term 4, Week 8	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> MH12-3 MH12-4 MH12-6 MH12-7 MH12-9	<b>Outcomes assessed</b> MH12-1 MH12-3 MH12-4 MH12-5 MH12-8 MH12-9	<b>Outcomes assessed</b> MH12-2 MH12-5 MH12-7 MH12-8	<b>Outcomes assessed</b> MH12-3 MH12-4 MH12-5 MH12-7 MH12-9	
Course Components	Weighting %				
Knowledge and understanding of course content	5	10	5	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	5	5	<b>20</b>
Historical inquiry and research	5	5	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Wollongong High School of the Performing Arts

## Music 1 - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
<b>Type of task</b>	<b>Composition Portfolio and Aural Analysis Topic 1</b> Submission of composition or arrangement, aural analysis of composition with reference to concepts of music relevant to the chosen topic.	<b>Presentation of Performance and Viva Voce Topic 2</b> Solo or ensemble performance and in-class viva voce based on performance repertoire demonstrating an understanding of compositional techniques and features of the topic.	<b>Presentation or Submission: Elective Option for Topics 1 and 2</b> Presentation of performance and/or composition portfolio and/or musicology outline and viva voce	<b>Trial HSC Examination Aural Skills Examination</b> Presentation of elective performance or elective composition portfolio or elective musicology outline and viva voce based on Topic 3.	
<b>Due Date</b>	Term 1, Week 2	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 1-2	
<b>Outcomes assessed</b>	<b>Outcomes assessed</b> H2, H4, H5, H6, H7, H8	<b>Outcomes assessed</b> H1, H2, H4, H5, H6	<b>Outcomes assessed</b> H1 – H8*	<b>Outcomes assessed</b> H1 – H8*	
Course Components					Weighting %
Performance		10			10
Composition	10				10
Musicology		10			10
Aural	10			15	25
Electives			30	15	45
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

\* Teachers will select appropriate outcomes based on Elective options selected by each student.



# Wollongong High School of the Performing Arts

## Personal Development, Health and Physical Education - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Scenario Response</b> Sports Medicine Option 3	<b>Mid-Course Task</b> Health Priorities in Australia – Core 1	<b>Video Analysis</b> Factors Affecting Performance – Core 2	<b>Trial HSC Examination</b> Core 1, Core 2, Option 3	
Due Date	Term 4, Week 8	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> H8, H13, H16, H17	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H14, H15, H16	<b>Outcomes assessed</b> H7, H8, H9, H10, H11, H16, H17	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H14, H15, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17	
Course Components					Weighting %
Knowledge and understanding of course content	10	10	10	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating	15	10	15	20	<b>60</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Physics - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	<b>Practical Investigation: Advanced Mechanics</b> Module 5	<b>Depth Study: Electromagnetism</b> Module 6.	<b>Case Study: The Nature of Light</b> Module 7.	<b>Trial HSC Examination</b> Modules 5-8.	
Due Date	Term 4 Week 9 (2021)	Term 1 Week 11	Term 2 Week 9	Term 3 Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed</b> 12.3, 12.5, 12.6, 12.12	<b>Outcomes assessed</b> 12.1, 12.2, 12.3, 12.4, 12.5, 12.7,12.13	<b>Outcomes assessed</b> 12.3, 12.4, 12.5, 12.14	<b>Outcomes assessed</b> 12.4, 12.5, 12.6, 12.7 12.12, 12.13, 12.14, 12.15	
Course Components					Weighting %
Skills in Working Scientifically	15	20	15	10	60
Knowledge & Understanding	5	10	5	20	40
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Science Extension - Year 12

Task number	Task 1	Task 2	Task 3	
Type of task	Scientific Planning: Poster Presentation	Analysing Data: Statistical Case Study	Scientific Research Report	
Due Date	Term 1, Week 7	Term 2, Week 8	Term 3, Week 4	
Outcomes assessed	Outcomes assessed SE-1, SE-2, SE-3	Outcomes assessed SE-4, SE-6	Outcomes assessed SE-1, SE-3, SE-4, SE-5, SE-7	
Course Components				Weighting %
Communicating Scientifically	10	10	10	30
Gathering, recording, analysing and evaluating data		20	10	30
Application of scientific research skills	20		20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Society and Culture - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Research Methodologies	Popular Culture Focus Study	Trial HSC Examination	Belief Systems and Ideologies	
Due Date	Term 4, Week 10	Term 2, Week 3	Term 3, Weeks 1-2	Term 3, Week 6	
Outcomes assessed	<b>Outcomes assessed</b> H6, H7, H8, H9, H10	<b>Outcomes assessed</b> H2, H3, H4, H5, H6, H7, H8, H9	<b>Outcomes assessed</b> H2, H3, H4, H5, H6, H7, H10	<b>Outcomes assessed</b> H1, H5, H7	
Course Components					Weighting %
Knowledge and understanding of course content		10	30	10	50
Application and evaluation of social and cultural research methodologies	20	5		5	30
Communication of information, ideas and issues in appropriate forms		10		10	20
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Wollongong High School of the Performing Arts Sport, Lifestyle & Recreation - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Games and Sports Application II Modified Game	Fitness Testing Practical/theory task	Sports Coaching Plan a coaching Session	Healthy Lifestyle Research Task	
Due Date	Term 4, Week 10	Term 1, Week 10	Term 2, Week 4	Term 3, Week 6	
Outcomes assessed	Outcomes assessed 1.1, 1.3, 2.1, 3.1, 4.4	Outcomes assessed 1.3, 2.2, 3.2, 4.1	Outcomes assessed 1.1, 1.3, 2.1, 2.2, 3.1, 4.2	Outcomes assessed 1.5, 2.3, 3.5, 4.3	
Course Components	Weighting %				
Knowledge and understanding of course content	15	5	10	20	50
Skills	10	20	15	5	50
Total %	25	25	25	25	100

## Wollongong High School of the Performing Arts

### Textiles and Design - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Design Concept Major Project	Experimentation & Investigation	End-use Applications	Trial HSC Examination	
Due Date	Term 4, Week 6	Term 1 Week 8	Term 2, Week 7	Term 3, Weeks 1-2	
Outcomes assessed	Outcomes assessed H1.1, H1.2, H 2.1, H2.3 H6.1	Outcomes assessed H1.1, H2.2, H2.3, H3.1, H4.1, H4.2	Outcomes assessed H3.1, H4.1, H4.2	Outcomes assessed H1.3, H2.1, H3.1, H3.2, H4.1, H4.2, H5.1, H5.2, H6.1	
Course Components	Weighting %				
Knowledge and understanding of course content		10	10	30	50
Skills and knowledge in the design, manufacture and management of a major textiles project	15	20	15		50
Total %	15	30	25	30	100

# Wollongong High School of the Performing Arts

## Visual Arts - Year 12

Task number	Task 1	Task 2	Task 3	Task 4	
Type of task	Development of Body of Work & Panel Interview	In Class Extended Essay Response	Body of Work Progress & Visual Art Process Diary	Trial HSC: Examination and Body of Work	
Due Date	Term 1, Week 6	Term 1, Week 11	Term 2, Week 6	Term 3, Weeks 1-2	
Outcomes assessed	<b>Outcomes assessed:</b> H1, H2, H3, H4, H5, H6, H7, H8, H9, H10	<b>Outcomes assessed</b> H7, H8, H9, H10	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H7, H8, H9, H10	<b>Outcomes assessed</b> H1, H2, H3, H4, H5, H6 H7, H8, H9, H10	
Course Components					Weighting %
Artmaking	20		20	10	50
Art Criticism and Art History	10	20		20	50
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## Wollongong High School of the Performing Arts

### Work Studies - Year 12

Task number	Task 1	Task 2	Task 3	
Type of task	<b>Portfolio – Investigating a Range of Career Options</b> Modules 5, 6, 7 & 8	<b>Work Logbook</b> Module 10 Experiencing Work	<b>Report</b> Modules 4 and 9 Teamwork and Enterprise Skills and Team Enterprise Project	
Due Date	Term 1, Week 5	Term 2, Week 7	Term 3, Week 5	
Outcomes assessed	<b>Outcomes assessed</b> 1, 2, 3, 4, 5, 7, 8, 9	<b>Outcomes assessed</b> 1, 2, 3, 4, 6, 7, 9	<b>Outcomes assessed</b> 2, 5, 6, 7, 8, 9	
Course Components				Weighting %
Skills in the Workplace	10	25	35	70
Knowledge & Understanding	20	5	5	30
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# **Wollongong High School of the Performing Arts**

## **VET Course Assessment Schedules**

**Note:**

Assessment task dates are **APPROXIMATE** and may be subject to change

## Public Schools NSW, Wagga Wagga RTO 90333

### VET COURSE ASSESSMENT SCHEDULES

Preliminary 2021 – HSC 2020

#### **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, Wagga Wagga RTO 90333 operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

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

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

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.



Education  
Public Schools

Public Schools NSW, Wagga Wagga. RTO 90333  
**BUSINESS SERVICES ASSESSMENT SCHEDULE**

Preliminary Year 2021 - HSC 2022

QUALIFICATION: BSB20115 Certificate II in Business (Release 2)

Training Package: Business Services (Release 6.1)

**NESA course code**  
2 U X 2 YR  
26101

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	BSBITU307 BSBITU211	Develop keyboard speed and accuracy Produce digital text documents	E E	E E	25 20	<b>Cluster 1:</b> Observation of practical work, product assessment, written assignment, test, quiz	
Term 2	BSBWHS201 BSBINM202	Contribute to health and safety of self and others (HSC Examinable) Handle mail	C E	M E	15 10	<b>Cluster 2:</b> Observation of practical work, written assignment, test, quiz <b>Cluster 3:</b> Observation, product assessment, written assignment, test, quiz	35 hrs. Work placement
	BSBINM201 BSBWOR202	Process and maintain workplace information (HSC Examinable) Organise and complete daily work activities	C E	M E	20 15	<b>Cluster 4:</b> Product assessment, written assignment, test, quiz	
Term 4	8 HSC UOCs						35 hrs. Work placement
	BSBITU213 BSBCMM201	Use digital technologies to communicate remotely Communicate in the workplace	E E	E E	10 15	<b>Cluster 5:</b> Oral questioning, written assignment, quiz, test, role play, oral presentation	
Term 5	BSBINN201 BSBIND201 BSBCUS201	Contribute to workplace innovation Work effectively in a business environment Deliver a service to customers (All HSC Examinable)	E E E	E E E	15 25 15	<b>Cluster 6:</b> Observation of practical work, oral questioning, written assignment, test, quiz	100% Trial HSC Exam
	BSBSUS201 BSBITU212	Participate in environmentally sustainable work practices (HSC Examinable) Create and use spreadsheets	E E	E E	15 20	<b>Cluster 7 –</b> Observation of practical work, written assignment, test, quiz	
Term 6	BSBITU212	Create and use spreadsheets	E	E	20	<b>Cluster 8:</b> Written assignment, test, quiz	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure.
Term 7	TLIP2029A	Prepare and process financial documents (HSC Examinable)	E	E	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	220	Units of competency from the HSC focus areas will be included in the optional HSC examination.	



**Education**  
Public Schools

Public Schools NSW, Wagga Wagga. RTO 90333  
**CONSTRUCTION ASSESSMENT SCHEDULE**  
Preliminary Year 2021 - HSC 2022

**NESA course code**  
2 U X 2 YR  
26201

QUALIFICATION: CPC20211 Certificate II in Construction Pathways

Training Package: CPC08 Construction, Plumbing and Services Training Package (Release 9.7)

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%	
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 years	
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	M	15	Cluster 1		
Term 1/2	CPCCCA2011A CPCCCA2002B CPCCWHS1001	Handle carpentry materials Use carpentry tools and equipment Prepare to work safely in the construction industry (White Card – Mandatory before going onto a worksite – Written test))	E E C	E E M	20 10 10	Cluster 2 – Group 1 or 2 type project (from moodle) cement float; tool carry-all or saw horse Practical,Teacher observations and written test.	35 hrs. Work placement	
Term 2/3	CPCCCM2001A CPCCCM2006B	Read and interpret plans and specifications Apply basic levelling procedures	C E	M E	20 15	Cluster 4 & 5 Levelling exercises & School Group Project Practical, Teacher observations and written test.		
Terms 4/5	8 HSC UOCs						35 hrs. Work placement	
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster 6 & 7 – Set up formwork exercise		
	CPCCCM1015A	Carry out measurements & calculations	C	M	20	Practical, Teacher observations and written test.		
	CPCCCM1013A	Plan and organise work	C	M	10			
	CPCCCM2004A	Handle construction materials	E	E	20			
Terms 6/7	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	M M	10 25	Cluster 8 – Work site visit and booklet	% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure.	
	CPCCJN2001A CPCCJN2002A	Assemble components Prepare for off-site manufacturing process	E E	E E	15 10	Cluster 9 – Joinery – wall frame and door Practical, Teacher observations and written test.		
	NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours	235- 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.		



Public Schools NSW, Wagga Wagga. RTO 90333  
**ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE**

Preliminary Year 2021 - HSC 2022

QUALIFICATION - CUA30415 Certificate III in Live Production and Services  
Training Package: CUA Creative Arts and Culture (Release 4.0)

NESA code  
2 U X 2 YR  
26401 and  
Entertainment  
Specialisation Study  
1 U X 1 YR - 26403

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	4 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCOHS1001A CUAIND301	Work safely in the construction industry Work effectively in the creative arts industry	C C	M M	10 20	Cluster 1 - Written Test, Observation, oral questioning, role play, oral presentation	
Term 2	CUALGT301	Operate basic lighting	E	E	25	Cluster 2 - Observation, written assignment, test, quiz, oral questioning	% Preliminary Exam
Term 3	CUASOU301	Undertake live audio operations	E	E	25	Cluster 3 - Observation, written assignment, test, quiz, oral questioning, role play, oral presentation	
Term 4	11 HSC UOCs						35 hrs Work placement
	CUAVSS302 BSBWOR301	Operate vision systems Organise personal work priorities and development	E C	E M	25 20	Cluster 4: - Observation, self – assessment, written, oral questioning, written assignment, test, quiz, role play, oral presentation	
Term 5	CUAWHS302 CUASTA202 CUASOU306	Apply work health and safety practices Assist with bump in and bump out of shows Operate sound reinforcement systems	C E E	M E E	15 20 20	Cluster 5 and 8 - Observation, written assignment, test, quiz, oral questioning, role play, oral presentation	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
Term 6	CUASTA301 CUASMT301 CUFLGT304	Assist with production operations for live performances Work effectively backstage during performances Install and operate follow spots	E E E	E E E	25 25 20	Cluster 6 and 8 - Observation, written assignment, test, quiz, oral questioning	
Term 7	CUAPPR304 SITXCCS303 BSBCMM201	Participate in collaborative creative projects Provide services to customers Communicate in the workplace	C C E	M M E	20 20 25	Cluster 7 and Cluster 9 – Observation, written assignment, test, quiz, role play, oral presentation, third party report	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. <b>Specialisation Units</b> – studied in HSC year- <b>bold</b> – not examinable in HSC Exam			Total Hours 310			Units of competency from the HSC focus areas will be included in the optional HSC examination.	



Education  
Public Schools

Public Schools NSW, Wagga Wagga. RTO 9033

# ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours)

## ASSESSMENT SCHEDULE

HSC Year 2022

QUALIFICATION: CUA30415 Certificate III in Live Production and Services  
Training Package: CUA Creative Arts and Culture (Release 4.0)

**NESA code**  
1 U X 1 YR  
26403  
**HSC Year Only**

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%
	3 HSC UOCs						Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course.  No additional work placement is required.
	CUASOU306	Operate sound reinforcement systems	E	E	20	Studied in conjunction with Clusters 5, 6 and 7	
	CUALGT304	Install and operate follow spots	E	E	20		
	BSBCMM201	Communicate in the workplace	E	E	15		
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.		



Education  
Public Schools

Public Schools NSW Wagga Wagga. RTO 90333  
**HOSPITALITY ASSESSMENT SCHEDULE**

Preliminary Year 2021 - HSC 2022

QUALIFICATION: SIT20316 Certificate II in Hospitality  
Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

**NESA Course Code**  
2 U X 2 YR  
26511

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
7 PRELIMINARY UOCs						Evidence (portfolio) will be collected during the Preliminary and HSC Course for the Unit of Competency: <b>SITHIND003 Use hospitality skills effectively (core – 20 hours)</b>	240 Indicative Hours over 2 years
Term 1 & 2	BSBWOR203 BSBCMM201 SITXFSA001 SITHCCC001 SITXFSA002	Work effectively with others Communicate in the workplace Use hygienic practices for food safety Use food preparation equipment Participate in safe food handling practices	C E E E E	M E E E E	15 15 10 20 15	<b>Cluster 1: Working together and Cluster 2: Hygienic Food Preparation</b> Oral questioning, written assignment, test, quiz, observation of practical work, product assessment	35 hrs Work placement
Term 2 & 3	SITHFAB005 SITHFAB004 SITHFAB007 SITHIND003	Prepare and serve espresso coffee Prepare and serve non-alcoholic beverages Serve food and beverages Use hospitality skills effectively (evidence collection)	E E E E	E E E E	15 15 40 10	<b>Cluster 3: Café Skills – Assessed in Term 6 (during HSC year) –</b> observation of practical work, product assessment, third party assessment, portfolio, written assignment, test, quiz <b>Cluster 6 Café Skills – begin delivery</b> <b>Cluster 8- Use hospitality skills effectively – begin evidence collection</b>	
Term 3 & 4	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable practices	C E	M E	15 15	<b>Cluster 4: Safe and sustainable work practices -</b> Observation of practical work, oral questioning, written assignment, test, quiz, role play, oral presentation	
8 HSC UOCs							
Term 4	SITXCCS003 SITXCOM002	Interact with customers Show social and cultural sensitivity	C C	M M	15 10	<b>Cluster 5: Interacting with diverse customers -</b> observation of practical work, oral questioning, written assignment, test, quiz, role play, oral presentation	% HSC Trial Exam 35 hrs Work placement
Terms 5 & 6	SITHND003 SIHFAB007 SITHFAB005 SITHFAB004	Use hospitality skills effectively Serve food and beverage Prepare and serve espresso coffee Prepare and serve non-alcoholic beverages	E E E E	E E E E	10 40 15 15	<b>Clusters 3,6&amp; 8: Serving Food and Beverages and Cluster 8 –</b> observation of practical work, product assessment, third party report, portfolio, written assignment, test, quiz - <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
Term 7	SITHIND002	Source and use information on the hospitality industry	C	M	20	<b>Cluster 7: Working in the Hospitality Industry</b> Written assignment, test, quiz	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination. <b>Yellow highlight indicates assessment requires industry experience.</b>		