

2024



YEAR 11 ASSESSMENT BOOKLET



This booklet provides a comprehensive overview of your assessment requirements for 2024. It contains detailed information on policies, procedures, and guidelines essential for ensuring fairness and consistency across all assessments. Additionally, you'll find subject-specific assessment schedules to help you plan and manage assessments effectively.

Wollongong High School of the Performing Arts

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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.

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 is:

- Competency based assessment for the Australian Qualifications Framework (AQF) Qualification. This assessment may be in the form of tasks or ongoing observation.
- 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 NESAs,
2. applying diligence and sustained effort to the set tasks and experiences provided during each course and,
3. achieving some or all 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 no 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.

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

Student Name:	Roll Class:
Assessment Task Title	Date submitted.
Course	Teacher

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 _____

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

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e-mail: 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.

Part A: To be completed by the STUDENT and handed to the class teacher.	
Student Name:	Course:
Class Teacher:	Date Due:
Nature of Assessment Task (Eg: Essay)	
Reason for Application: Please circle ILLNESS/APPROVED LEAVE/OTHER SCHOOL COMMITMENT /MISADVENTURE/OTHER	
Explanation:	
Attach supporting documents (Eg: Medical Certificate) including letter from a Parent/Caregiver	
Student Signature:	Date:
Part B: To be completed by the CLASS TEACHER before the application is submitted.	
Recommendation by Class Teacher/Head Teacher	
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:

Part C: To be completed by the HEAD TEACHER.	
Recommendation:	
<div style="display: flex; justify-content: space-between;"> Signature: _____ Date: _____ </div> <p>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.</p>	
Part D: Decision at Senior Executive level (please tick or cross).	
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <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 </div> <div style="width: 48%;"> <input type="checkbox"/> Consideration to be given <input type="checkbox"/> No consideration to be given <input type="checkbox"/> Other </div> </div>	
<input type="checkbox"/> Show as non-attempt: "U" Award Warning to be issued	
<div style="display: flex; justify-content: space-between;"> Signature of Deputy Principal/Principal: _____ Date: _____ </div>	
Part E:	
<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> 1. Faculty informed of decision. 2. Student informed of decision. 3. Entered on data base. </div> <div style="width: 48%;"> Date: _____ Date: _____ Date: _____ </div> </div>	

Assessment Appeal Application

ASSESSMENT APPEAL APPLICATION To Head Teacher	
Student Name:	Course: Task:
Mark Awarded:	Date of Application:
Class Teacher:	Has the matter be 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

Note: Assessment task dates are APPROXIMATE and may be subject to change

Wollongong High School of the Performing Arts
Ancient History - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Source Analysis Presentation Investigating Ancient History	Essay Historical Investigation	Examination	
Due Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed AH11-6, AH11-7, AH11-9, AH11-10	Outcomes assessed AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	Outcomes assessed AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
Course Components	Weighting %			
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	40	30	30	100

Wollongong High School of the Performing Arts
Biology - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Practical Task: Enzyme Activity	Depth Study: Mangrove Ecosystem Field Study	Examination	
Due Date	Term 1, Week 9	Term 2, Week 3 pre-excursion task, Week 5 post-excursion task	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO11-8	BIO11-1, BIO11-5, BIO11-7, BIO11-11	BIO11-4, BIO11-5, BIO11-8 BIO11-9, BIO11-10, BIO11-11	
Course Components	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Business Studies - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Case Study Nature of Business	Examination Nature of Business, Business Management	Small Business Plan Marketing Pitch Business Planning	
Due Date	Term 1, Week 11	Term 2, Week 9	Term 3, Week 8	
Outcomes assessed	Outcomes assessed P1, P2, P7, P8, P9	Outcomes assessed P1, P2, P4, P5, P6, P8, P9, P10	Outcomes assessed P3, P4, P7, P8, P10	
Course Components	Weighting %			
Knowledge and understanding of course content	5	20	15	40
Stimulus-based skills		10	10	20
Inquiry and research	10		10	20
Communication of business information, ideas and issues in appropriate forms	10	10		20
Total %	25	40	35	100

Wollongong High School of the Performing Arts
Chemistry - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Modelling Task: Atomic Structure and Bonding	Depth Study: Stoichiometry	Examination	
Due Date	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	CH11-6, CH11-7, CH11-8, CH11-9	CH11-1, CH11-2, CH11-3, CH11-7, CH11-9	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Course Components	Weighting %			
Skills in Working Scientifically	15	25	20	60
Knowledge and Understanding	10	10	20	40
Total %	25	35	40	100

Wollongong High School of the Performing Arts
Community and Family Studies - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Individuals and Groups	Families and Communities	Examination	
Due Date	Term 2, Week 1	Term 3, Week 1	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed P1.2, P4.1, P4.2, P5.1, P6.1	Outcomes assessed P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	Outcomes assessed P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.2, P5.1, P6.1, P6.2	
Course Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Dance - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Major Study	Composition	Appreciation Performance	
Due Date	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed P1.1, P1.2, P1.3 P2.2, P2.3, P2.4, P2.5 P3.4, P,3.6, P4.3	Outcomes assessed P1.1, P1.2, P1.3, P1.4 P3.1, P3.2, P3.4, P3.5	Outcomes assessed P1.1, P1.2, P1.3 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P4.1, P4.2, P4.3, P4.4, P4.5	
Course Components	Weighting %			
Performance	30		10	40
Composition	10	20		30
Appreciation			30	30
Total %	40	20	40	100

Wollongong High School of the Performing Arts
Drama - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Improvisation, Playbuilding & Acting Presentation of improvised group performance including logbook research and essay	Elements of Production in Performance Performance development with accompanying written analysis of design project	Theatrical Traditions and Performance Styles Individual Performance presentation demonstrating exploration of role and character. Extended essay based on workshop activities.	
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 10	
Outcomes assessed	Outcomes assessed P1.1, P1.2, P1.3 P1.4, P1.5, P1.6, P1.7 P2.1, P2.2, P2.3, P2.4, P2.5, P3.1, P3.2	Outcomes assessed P1.3, P1.4, P1.5, P1.6, P1.7, P2.4, P2.5, P2.6, P3.1, P3.2	Outcomes assessed P1.1, P1.2, P1.3 P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.3, P3.4	
Course Components	Weighting %			
Making	10	20	10	40
Performing	10	10	10	30
Critically Studying	10	10	10	30
Total %	30	40	30	100

Wollongong High School of the Performing Arts
Earth and Environmental - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Practical Task Earth's resources	Depth Study Introduced Species	Examination	
Due Date	Term 1 Week 9	Term 2, Week 8	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	EES11-2, EES11-3, EES12-4, EES11-5, EES11-8	EES11-1, EES11-3, EES11-5, EES11-7, EES-11	EES11-4, EES11-5, EES11-8, EES11-9, EES11-10, EES11-11	
Course Components	Weighting %			
Knowledge and understanding	10	5	25	40
Skills in Working Scientifically	20	25	15	60
Total %	30	30	40	100

Wollongong High School of the Performing Arts
English (Advanced) - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Extended Response Common Module: Reading to Write	Multimodal Task Module A: Narratives that Shape our World	Examination Module B: Critical Study of Literature + Unseen and Creative	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed EA11-1, EA11-3, EA11-4, EA11-5 EA-7, EA11-9	Outcomes assessed EA11-1, EA11-2, EA 11-6, EA11-7, EA11-8	Outcomes assessed EA11-1, EA11-3, EA11-4 EA 11-6, EA11-8, EA 11-9	
Course Components	Weighting %			
Skills	15	15	20	50
Knowledge & Understanding	15	15	20	50
Total %	30	30	40	100

Wollongong High School of the Performing Arts
English (EAL/D) - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Writing task Language, Texts and Context	Multimodal presentation Close Study of Text	Examination Texts & Society	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed EAL11-3, EAL11-5, EAL11-6, EAL11-9	Outcomes assessed EAL11-2, EAL11-4, EAL11-7,	Outcomes assessed EAL11-1A, EAL11-1B, EAL11-6, EAL11-8	
Course Components	Weighting %			
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Knowledge and understanding of course content	15	20	15	50
Total %	30	40	30	100

Wollongong High School of the Performing Arts
English (Extension) - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Extended Response	Research and Multimodal Presentation	Examination	
Due Date	Term 2, Week 3	Term 3, Beginning Week 3	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed E11-2, E11-3, E11-6	Outcomes assessed E11-1, E11-3, E11-4	Outcomes assessed E11-1, E11-3, E11-5	
Course Components	Weighting %			
Knowledge and Understanding of texts and why they are valued	10	20	20	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	25	40	35	100

Wollongong High School of the Performing Arts
English (Standard) - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Written Composition and Reflection Common Module: Reading to Write	Multimodal Presentation Module A: Contemporary Possibilities	Examination Module B: Close Study of Literature + Unseen Texts	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed 11-1, 11-3, 11-4, 11-6, 11-9	Outcomes assessed 11-2, 11-5, 11-7, 11-9	Outcomes assessed 11-1, 11-3, 11-6, 11-8	
Course Components	Weighting %			
Skills	15	20	15	50
Knowledge & Understanding	15	15	20	50
Total %	30	30	40	100

Wollongong High School of the Performing Arts
English Studies - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Written response Elective Module: Playing the Game	Multimodal presentation Mandatory Module: Achieving through English	Collection of classwork All modules or optional Yearly Examination	
Due Date	Term 1, Week 9	Term 2, Week 7	Term 3, Week 8	
Outcomes assessed	Outcomes assessed ES11-1, ES11-5, ES11-9	Outcomes assessed ES11-2, ES11-3, ES11-4, ES11- 6	Outcomes assessed ES11-3, ES11-7, ES11-8, ES 11-10	
Course Components	Weighting %			
Skills	15	20	15	50
Knowledge and understanding	15	20	15	50
Total %	30	40	30	100

Wollongong High School of the Performing Arts
Food Technology - Year 11 (Preliminary) – 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Food Availability and Selection Task	Food Quality Task + practical	Preliminary Exam	
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 & 10	
Outcomes assessed	Outcomes assessed P1.1, P1.2, P3.2	Outcomes assessed P2.1, P3.1, P3.2, P4.3, P4.4, P5.1	Outcomes assessed P1.1, P1.2, P2.2, P3.1, P4.4, P5.1	
Course Components	Weighting %			
Knowledge and understanding of course content	10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	20		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Total %	30	40	30	100

Wollongong High School of the Performing Arts
Geography - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Research Essay and Scenario Based Response Earth's Natural systems	Geographical Investigation Fieldwork / Local Investigation	Examination All Topic Areas	
Due Date	Term 1, Week 9	Final Report – Term 3, Week 4	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed GE-11-01, 02, 05, 09	Outcomes assessed GE-11-01, 02, 03, 04, 05, 06, 07, 08, 09	Outcomes assessed P1, P2, P3, P4, P5, P8, P9, P10, P11, P12	
Course Components	Weighting %			
Knowledge and understanding	10	20	10	40
Geographical tools and skills	5	5	10	20
Geographical inquiry and research, including fieldwork		10	10	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	20	40	40	100

Wollongong High School of the Performing Arts
Industrial Technology Timber- Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Planning & Communication	Group Project	Examination	
Due Date	Term 2, Week 1	Term 3, Week 1	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed P3.1, P3.3, P5.1, P5.2	Outcomes assessed P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P6.1	Outcomes assessed P1.1 P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2, P6.2, P7.1, P7.2	
Course Components	Weighting %			
Knowledge and understanding of course content	10	15	15	40
Skills and knowledge in the design, manufacture and management of a major textiles project	30	15	15	60
Total %	40	30	30	100

Wollongong High School of the Performing Arts
Legal Studies - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Report The Individual and the Law	Research and Presentation Law in Practice	Examination	
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed P1, P2, P3, P4, P7, P8, P9, P10	Outcomes assessed P1, P2, P4, P6, P7, P8, P10	Outcomes assessed P1, P2, P3, P4, P5, P6, P10	
Course Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	5	15		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total %	25	35	40	100

Wollongong High School of the Performing Arts
Marine Studies - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Practical Task: Recreational and Commercial Fishing	Case Study GBR: Option: Coral Reef Ecology	Final Examination: Yearly	
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 1-2	
Outcomes assessed	Outcomes assessed 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.2, 5.1, 5.3	Outcomes assessed 1.1, 1.3, 2.1, 2.3, 3.1, 5.4	Outcomes assessed All	
Course Components	Weighting %			
Knowledge & Understanding	10	20	20	50
Skills Content	20	10	20	50
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Mathematics Standard - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	In Class Assessment Task Formulae and Equations, Measurement	Investigation Task Working with Financial Mathematics	Examination All Topics	
Due Date	Term 1 Week 8	Term 2 Week 8	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed MS11-1, MS11-3, MS11-4, MS11-6, MS11-10	Outcomes assessed MS11-5, MS11-6, MS11-9, MS11-10	Outcomes assessed MS11-1 to MS 11-8 and MS11-10	
Course Components	Weighting %			
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Mathematics Advanced - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	In Class Assessment Task Functions, Algebraic Techniques, Graphs	Investigation Task Trigonometric Functions	Examination All Topics	
Due Date	Term 1 Week 8	Term 2 Week 7	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed MA11-1, MA11-2, MA11-9	Outcomes assessed MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	Outcomes assessed MA11-1 to MA11-7 and MA11-9	
Course Components	Weighting %			
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Mathematics Extension 1 - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Open Book - In Class Task Polynomials, Further Work with Functions	Investigation Task Combinatorics	Examination All Topics	
Due Date	Term 1 Week 10	Term 2 Week 8	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed ME11-1, ME11-2, ME11-7	Outcomes assessed ME11-5, ME11-6, ME11-7	Outcomes assessed ME11-1 to ME11-5 and ME11-7	
Course Components	Weighting %			
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Modern History - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Historical Individual Analysis Museum Exhibit and Presentation	Historical Investigation Essay	Examination	
Due Date	Term 2, Week 1	Term 2, Week 10	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	Outcomes assessed MH11-3, MH11-6, MH11-7, MH11-8, MH11-9	Outcomes assessed MH11-1, MH11-6, MH11-9, MH11-10	
Course Components	Weighting %			
Knowledge and understanding of content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Music 1 - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Viva Voce and student devised Aural Analysis Presentation and written summary of viva voce, with students devised aural question and response	Composition Portfolio and Aural Analysis Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	Performance and Musicology Outline Solo or ensemble performance accompanied with a written musicology outline based on the students' performance demonstrating an understanding of compositional techniques, stylistic features and historical context of the topic studied.	
Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8	
Outcomes assessed	Outcomes assessed P2, P4, P5, P6, P8	Outcomes assessed P3, P4, P6, P7, P8	Outcomes assessed P1, P2, P5, P6, P8	
Course Components	Weighting %			
Performance			25	25
Composition		25		25
Musicology	15		10	25
Aural	10	15		25
Total %	25	40	35	100

Wollongong High School of the Performing Arts
Personal Development, Health and Physical Education - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Core 1 Research Task on Individuals Health	Core 2 Body in Motion	Examination	
Due Date	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed P4, P5, P6, P15	Outcomes assessed P7, P8, P9, P17	Outcomes assessed P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Course Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Physics - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Skills and Processes Task	Depth Study	Examination	
Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8,	PH11-1, PH11-2, PH11-3, PH11-7, PH11-9	PH11-4, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Course Components	Weighting %			
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Wollongong High School of the Performing Arts
Society and Culture - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Report	Group Primary Research	Examination	
Due Date	Term 1, Week 6	Term 2, Week 2	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed P1, P2, P4, P7, P9, P10	Outcomes assessed P1, P2, P6, P7, P8, P10	Outcomes assessed P1, P2, P3, P5, P6, P10	
Course Components	Weighting %			
Knowledge and understanding of course content	15	10	25	50
Application and evaluation of social and cultural research methodologies	5	15	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	35	40	100

Wollongong High School of the Performing Arts
Sport, Lifestyle and Recreation - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	First Aid	Sports Administration Research Task	Resistance Training Program	
Due Date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5	
Outcomes assessed	Outcomes assessed 1.3, 2.5, 3.6, 4.2, 4.4, 4.5	Outcomes assessed 1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	Outcomes assessed 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	
Course Components	Weighting %			
Knowledge and understanding of course content	20	15	15	50
Skills	10	20	20	50
Total %	30	35	35	100

Wollongong High School of the Performing Arts
Textiles and Design - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Preliminary Textile Project 1	Preliminary Textile Project 2	Examination	
Due Date	Term 2, Week 2	Term 3, Week 5	Term 3, Week 9 and 10 (Examination Period)	
Outcomes assessed	Outcomes assessed P2.1, 2.2, 2.3, 3.1, 3.2, 4.1	Outcomes assessed P1.1, 1.2, 2.1, 2.2, 2.3	Outcomes assessed P 1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1,5.1, 5.2, 6.1	
Course Components	Weighting %			
Knowledge and understanding of course content	5	15	30	50
Skills and knowledge in the design, manufacture and management of a major textiles project	25	25		50
Total %	30	40	30	100

Wollongong High School of the Performing Arts
Visual Arts - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Charcoal Self Portrait	Still Life	Art Criticism – written exam	
Due Date	Term 2, Week 1	Term 3, Week 1	Term 3, Week 9/10 (Exam period)	
Outcomes assessed	Outcomes assessed: P1, P3, P4, P7	Outcomes assessed: P2, P4, P5, P6, P8	Outcomes assessed: P7, P8, P9, P10	
Course Components	Weighting %			
Artmaking	20	30		50
Art Criticism and Art History	10	10	30	50
Total %	30	40	30	100

Wollongong High School of the Performing Arts
Work Studies - Year 11 (Preliminary) - 2024

Task number	Task 1	Task 2	Task 3	
Type of task	Case Study Modules 1 & 2	Research Modules 3 - 7	Work Logbook Modules 5, 7, 10	
Due Date	Term 1, Week 6	Term 2, Week 8	Term 3, week 8	
Outcomes assessed	Outcomes assessed 1, 2, 5, 7,	Outcomes assessed 1, 2, 3, 4, 5, 7, 8, 9	Outcomes assessed 1, 2, 3, 4, 6, 7, 9	
Course Components	Weighting %			
Skills in the Workplace	15	20	35	70
Knowledge & Understanding	5	10	15	30
Total %	20	30	50	100

Wollongong High School of the
Performing Arts

Vocational Education and Training (VET)

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

Public Schools NSW, Wagga Wagga RTO 90333 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2024 – HSC 2025

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.

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate you have gained and can apply the specific knowledge and skills for the unit of competency (UoC) to be deemed competent in that unit. You will be deemed "Competent", if performance in all required assessment activities for the unit of competency is satisfactory, or 'Not Competent' if you are still developing skills and/or your performance is at an unsatisfactory level. This means a course mark is not allocated for competency-based assessment. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA courses. Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not achieved'. Refer to the [VET Student Induction Booklet](#) for additional advice. You will receive a report from the school each semester indicating competency outcomes. After meeting all the assessment requirements, the successful achievement of competency in the units as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level, or if at least one unit of competency is achieved a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 if at least one unit of competency is achieved. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) may be requested by using the Wagga Wagga Application for Recognition of Prior Learning (RPL) for a unit of competency including a portfolio of evidence relevant to each unit. Seek RPL advice from your trainer. This RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review. This UoC must be stated in the RTO's TAS on commencement of the course. **Credit Transfer (CT)** may be given for a unit of competency previously achieved with another RTO after verification of the Transcript of Academic Record, or through a viewable verifiable online VET USI transcript. Seek CT advice, from your trainer who will contact the RTO, prior to the commencement of the delivery of this UoC. This UoC must be stated in the RTO's TAS on commencement of the course.

N Determination will be issued to a student who does not demonstrate due diligence and sustained effort in the course, and/ or participate in mandatory work placement and /or apply themselves to HSC course outcomes. This process may lead to an N determination for this subject which may prevent the achievement of the HSC. N determination will not be issued for failure to achieve competency but is about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information). For this

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer
- a N determination will be issued if work placement is not satisfactorily completed. This means the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment if one or more unit/s of competency is achieved
- the scheduled date for work placement is shown in the course assessment summary
- you will complete the supplied workplace journal applicable to your placement.

Work placement advice from NESA in response to COVID-19

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

The HSC examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information). Where applicable this HSC examination is

- optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- independent of the competency-based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. Where applicable, the satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the trial HSC examination. This mark is only used in the event of misadventure.



QUALIFICATION: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate in Construction (Release 3)
Training Package: CPC Construction, Plumbing and Services Training Package (version 6.4)

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						
	CPCCWHS100 1	Prepare to work safely in the construction industry	C	E		Cluster 1- Direct observation, Questioning	
Terms 1-2	CPCCWHS200 1	Apply WHS requirements, policies and procedures in the construction industry	C	M	20	Cluster 2 & 3- Direct observation, Product based method, Questioning	240 Indicative Hours over 2 years
	CPCCCM1011 CPCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	E C	E M	25 20		
Term 3	CPCCOM2001 CPCCOM1013	Read and interpret plans and specifications Plan and organise work	C C	M M	20 15	Cluster 4- Direct observation, Product based method, Questioning	35 hrs. Work placement
Terms 4/5	8 HSC UOCs						35 hrs. Work placement
	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	E E	E E	15 25	Cluster 5- Option- Direct observation, Product based method, Questioning	
Terms 4-7	CPCCCA2002 CPCCCM2005 CPCCCA2011 CPCCVE1011 CPCCOM1012	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials Undertake a basic construction project Work effectively and sustainably in the Construction industry	E C E C C	E M E M M	10 20 20 25 30	Cluster 6 & 7- Direct observation, Product based method, Portfolio, Questioning	% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure.
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.	

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 Public Schools NSW, Wagga Wagga. RTO 90333 ENTERTAINMENT INDUSTRY ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION - CUA30420 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture v 3							NESA code 2 U X 2 YR 26401 and Entertainment Specialisation Study 1 U X 1 YR - 26403
TERM	Unit Code	Units Of Competency <i>*Subject to RTO changes</i>	AQF CORE / ELECTIVE	HSC STAT US	HSC INDICAT IVE Hrs.	Assessment Task Cluster and Methods of Assessment *	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	PRELIMINARY UOCs						245 Indicative Hours over 2 years 35 hrs Work placement
	CPCCWHS1001	Prepare to work safely in the construction industry	E	E	10	Cluster 1 – The White Card Direct observation Product based method Questioning	
Term 1 Term 2	CUAWHS312 CUASOU331	Apply work health and safety practice Undertake live audio operations	E E	M M	15 25	Cluster 2 – Safe and Sound Direct observation Product based method Questioning	
Term 2 Term 3	CUALGT311 CUASTA212	Operate basic lighting Assist with bump in and bump out of shows	E E	M E	25 20	Cluster 3 – Bump in the Light Direct observation Product based method Questioning	
Term 4	HSC UOCs						35 hrs Work placement Trial HSC Exam Please Note: All Core (C) units are HSC examinable The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. T
	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4: - Working in the Industry Direct observation Product based method Questioning	
Term 4 Term 5	SITXCCS006 CUASOU306 CUAVSS312	Provide service to customers Operate sound reinforcement systems Operate vision systems	E E E	M E M	20 20 25	Cluster 5 – To Project and Serve Direct observation Product based method Questioning	
Term 4 Term 5 Term 6 Term 7	CUASTA311 CUASMT311 CUAIND314	Assist with production operations for live performances Work effectively backstage during performances Plan a career in the creative arts industry	E E C	M E M	20 20 25	Cluster 6 – Show Time Direct observation Product based method Questioning	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements. Specialisation Units – studied in HSC year- bold – not examinable in HSC Exam			Total Hours 245			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
ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE
Preliminary Year 2024 - HSC 2025
QUALIFICATION: CUA30420 Certificate III in Live Production and Services
Training Package: CUA Creative Arts and Culture v 3

NESA code
1 U X 1 YR
26403
HSC Year Only

TERM	Unit Code	Units Of Competency <i>*Subject to RTO changes</i>	AQF CORE / ELECTIVE	HSC STAT US	HSC INDICAT IVE Hrs.	Assessment Task Cluster and Methods of Assessment *	HSC requirements Exam estimate mark & weighting to total 100%
Delivered and assessed at any time over the HSC course in line with the availability of a large-scale show.	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.
	CUFLGT314	Install and operate follow spots	E	E	20	Cluster 7 – Specialisation Direct observation Product based method Questioning	
	CUAPPR314	Participate in collaborative creative projects	C	E	20		
	BSBPEF301	Organise personal work priorities and development	C	E	20		
NESA requires students to study a minimum of 60 hours to meet HSC requirements.			Total Hours 60			No Units of Competency from the 60-hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240-hour course only.	
Assessment Task Cluster and Methods of Assessment							
Direct observation – real time, simulated environment Product based method – structured activities e.g. role plays, work samples, presentation, reports Questioning – written or oral related to knowledge e.g. quizzes, interviews							

 Public Schools NSW Wagga Wagga. RTO 90333 HOSPITALITY ASSESSMENT SCHEDULE Preliminary Year 2024 - HSC 2025 QUALIFICATION: SIT20316 Certificate II in Hospitality Training Package: SIT Tourism, Travel and Hospitality (Release 1.3)							NESA Course Code 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: SITHIND003 Use hospitality skills effectively (core – 20 hours)	
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	Cluster 1: Working together and Cluster 2: Hygienic Food Preparation Oral questioning, written assignment, test, quiz, observation of practical work, product assessment	240 Indicative Hours over 2 years 35 hrs Work placement
Term 2 & 3	SITHFAB005 SITHFAB004 SITHIND003	Prepare and serve espresso coffee Prepare and serve non-alcoholic beverages Use hospitality skills effectively (evidence collection)	E E E	E E E	15 15 10	Cluster 3: Café Skills – Assessed during HSC year – observation of practical work, product assessment, third party assessment, portfolio, written assignment, test, quiz. <u>Please note these portfolios are due between Terms 4 & 6.</u> Cluster 8- Use hospitality skills effectively – begin evidence collection	% HSC Trial Exam 35 hrs Work placement 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 3 & 4	SITHFAB007 SITXWHS001 BSBSUS201	Serve food and beverages Participate in safe work practices Participate in environmentally sustainable practices	E C E	E M E	40 15 15	Cluster 6 Portfolio Cluster 4: Safe and sustainable work practices - 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	Cluster 5: Interacting with diverse customers - observation of practical work, oral questioning, written assignment, test, quiz, role play, oral presentation
Terms 4, 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	Clusters 3,6& 8: Serving Food and Beverages and Cluster 8 – observation of practical work, product assessment, third party report, portfolio, written assignment, test, quiz - NOTE: person with THREE years' Industry Experience must be involved in assessment.
Term 7	SITHIND002	Source and use information on the hospitality industry	C	M	20	Cluster 7: Working in the Hospitality Industry 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. Yellow highlight indicates assessment requires industry experience.