



Prairiewood High School



Preliminary HSC Assessment Schedule 2025

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INTRODUCTION

This booklet outlines the assessment schedule for the cohort of students at PHS undertaking the Higher School Certificate in 2026. Dates included are correct at the time of printing; however, unforeseen circumstances may result in some changes over the year.

The school Assessment Policy is consistent with the guidelines provided by the NSW Education Standards Authority (NESA). This policy is designed to measure the achievements of each student in the various course components and subject objectives selected for assessment by NESA. A variety of compulsory assessment tasks will be completed in each course. The results achieved will be used according to the weightings listed in the Course Specifications Manual, to determine the overall HSC Assessment Mark for each student.

THE AUSTRALIAN TERTIARY ASSESSMENT RANK (ATAR)

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection. It is calculated on behalf of the universities and released by UAC (Universities Admissions Centre).

The ATAR is not a mark, nor is it a summary of the HSC. It is a ranking system used to allocate university placements.

ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC. This advice will be received at about the same time students receive their HSC results from NESA.

More information on the calculation of the ATAR can be found in the UAC Guide or on UAC's website at www.uac.edu.au/atar/

STUDENT RESPONSIBILITIES

It is the responsibility of each student to ensure:

- they meet all course requirements, including attendance at classes
- all submitted tasks are his/her own work. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own) or inappropriate use of AI could lead to the student receiving zero marks and being referred to the NESA Register of Malpractice in HSC Assessment Tasks
- all tasks are completed/submitted on time
- all set tasks are completed, not only those set for HSC Assessment
- they make a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N Determination' for that course
- all work is submitted in an appropriate form and at an acceptable standard; that is, as a hard copy unless specifically stated otherwise
- they sign for the submission of each task
- they do not interfere with the progress of other students (e.g. in group work, or in the use of resources)
- they know which tasks are to be assessed, and the due date for each.

STAFF OBLIGATIONS

It is the obligation of each Year 11 teacher to:

- set appropriate assessment tasks which will be used to measure student performance in each component of a course
- provide a rubric and marking criteria for each assessment task
- provide students with information on their progress including formal written feedback on each assessment and examination task, as per the PHS Feedback Policy
- ensure that each student is aware of the school's policy relating to:
 - illness/misadventure applications
 - late submissions
 - absenteeism
 - dishonesty
- respect the privacy of student performance and results
- maintain an accurate signed register for students' receipt of assessment notice and receipt of each assessment task submitted for assessment or class/formal examination
- ensure that students proven guilty of malpractice are referred to the NESA Register of Malpractice in HSC Assessment Tasks.

TYPES OF ASSESSMENT TASKS

Assessment programs can include only one formal written examination (the formal written examination will usually be the Preliminary HSC Examination held in Term 3). Other formal assessment tasks in Stage 6 include, but are not limited to, presentations (digital, oral, multimodal, viva voce), reports (analytical, fieldwork, research, written), practical work (experiments, improvisation, projects, performances), portfolios, journals, log books, process diaries), class and/or cohort tests, and compositions. Teachers will give you advance notice in writing of upcoming tasks (usually 2 weeks) in addition to the nature of the task.

REVIEW OF ASSESSMENT

Students may seek a review of the final rank order if the school order of merit differs significantly from the expectations gained from feedback on the performance in assessed tasks throughout the course.

METHOD OF REPORTING

Reports will be available towards the end of Term 2 and at the beginning of Term 4. Each school report will contain the following information.

COURSE	EXAM MARK %	EXAM RANK	ASSESSMENT RANK *
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**Assessment Rank takes into account correct task weighting for all completed tasks and represents the position of the student at that time*

STUDENT ASSESSMENT TASK FEEDBACK

As per the PHS Feedback Policy, all students will receive meaningful, punctual and written feedback on all assessment tasks and examination sections in relation to the marking guidelines and course outcomes, to assist them in their learning in that course. Final assessment marks WILL NOT be disclosed to students, as per the NESA policy.

RECORDS/ASSESSMENT MARKS

Each student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.

Marks cannot be modified to take into account possible effects of illness or domestic situations.

Assessment marks are recorded centrally and hard copies and electronic copies are to be kept securely by teachers and Head Teachers. Marks are to be matched to syllabus weightings and checked by the Head Teacher.

SATISFACTORY COMPLETION OF A COURSE

Regulation 8.4.1 of the NESA 'Assessment Certification and Examination Manual' states that a student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute to more than 50 percent of the available marks used for each student's assessment in that course.

Students should be aware that once over seventeen years of age they are subject to the provisions set down in the *Procedures for the Suspension and Expulsion of School Students (2011)*. This relates to non-serious students of post-compulsory age (attendance, performance, discipline). The relevant warning letter is included in this booklet.

In line with student obligations governed by Regulation 8.4.1 above, students must demonstrate a high level of attendance and punctuality. It is not possible for a student to 'apply themselves with diligence and sustained effort' without regular, punctual attendance. In addition, for a student to meet this criteria, they must demonstrate that they have applied themselves 'to the set tasks and experiences provided in the course by the school' in a consistent manner over the duration of the course.

Students should note that truancy is unacceptable.

Truancy may result in students being placed on a *Level Card*, issued with a formal warning, suspension or in extreme cases, expulsion under the provisions set out in the previous section above.

VET Subjects: It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an N-Determination.

‘N’ DETERMINATIONS

If at any time it appears that a student is at risk of being given an ‘N’ (Non-completion of course requirements) determination in any course, including VET courses, the subject teacher must warn the student as soon as possible and advise the parent or guardian in writing (a *Warning of N Determination* letter). This warning should be given in time for the problem to be corrected. A second *Warning of N Determination* will be issued if the problem is not corrected in a satisfactory time frame (two weeks).

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each NESA Developed and/or NESA Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Therefore, principals will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Students whose work in individual subjects is causing concern may receive an N-Determination. This means that the unit(s) for the subject may not count towards the HSC Award. If the total number of HSC units is fewer than ten (10), the student will not be eligible for the award of the HSC.

A student ineligible for the award of the HSC, due to completing less than 10 units, may still be eligible for the award of the RoSA.

EXTENDED STUDY PROGRAM

The Extended Study Program is designed to assist students in the Preliminary Course and Higher School Certificate Course and to attain satisfactory Higher School Certificate Course outcomes. Students who receive an N Award Warning Letter for non-submission of assessment and/or classwork, as well as the students who are not coping with the senior workload, will be required to attend this compulsory program in order to achieve satisfactory course outcomes.

For students in Year 11 and Year 12, the Extended Study Program runs every Tuesday during Period 5. The Extended Study Program provides students the opportunity to be supported in completing outstanding coursework and/or assessment task(s).

Students are required to:

- attend all Extended Study sessions until outstanding work is completed
- arrive to the designated location on time
- be prepared to work on outstanding course work or assessments, with required materials and equipment
- demonstrate reasonable and ongoing progress
- clear outstanding work within two weeks.

ILLNESS/MISADVENTURE APPLICATION

You must ensure that you attend and/or complete and/or submit all ASSESSMENT TASKS **on time** for each course being studied.

These tasks are very important and should only be missed if you are really sick and need to seek medical attention from a doctor OR if there is a critical incident (e.g. serious and sudden accident, illness or death in family).

If you cannot attend/submit or complete a task due to the above reasons, you **MUST** do the following:

- Notify the school office staff by telephone on the day the task is due and leave a message for the appropriate Head Teacher.
- If injured or ill, you will need to submit a Medical Certificate to verify that you are ill and that you attended the doctor.
Note: Backdated doctor's certificates will NOT be accepted
- **Speak to the Head Teacher of that faculty THE VERY NEXT DAY you are at school to arrange a time to complete the task** and speak to the Head Teacher of Secondary Studies to complete an 'Illness/Misadventure Application Form'. A link to the form will be made available via your cohort Google Classroom.
- If you are ill during an assessment task or examination, you must notify staff supervising you so they can monitor you during the task. You will also be required to provide a Medical Certificate and to complete the Illness/Misadventure Application form.
- You will need to ensure that all relevant sections of the Illness/Misadventure Application are completed and submit your appeal to the Head Teacher Secondary Studies who will arrange for a meeting of the Appeals Committee, which takes into consideration the recommendations made by the Faculty Head Teacher. The committee is chaired by the Deputy Principal of your year group.
- The Appeals Committee will consider the information you provide to them AND will also take into account the Head Teacher recommendation. If the appeal is upheld the committee will liaise with the relevant Head Teacher about how your mark will be determined. In the case of a misadventure, an estimate may be used to determine your mark for that particular task at the end of the course. If the appeal is declined, you will be provided with feedback/comments, but a ZERO mark will be recorded as the official result for that task.
- The Head Teacher Secondary Studies will then advise the student and Head Teacher of the outcome of the appeal.
- If you are not satisfied with the outcome, you may (**within two days** of being advised of the outcome of your original appeal) appeal to the Principal – whose decision will be FINAL.

Please note that the Principal will only overrule the decision of the Appeals Committee if he/she determines that a gross error or oversight has occurred as part of the process undertaken by the Appeals Committee

IF NO ILLNESS/MISADVENTURE APPLICATION FORM IS SUBMITTED WITHIN 3 SCHOOLS DAYS FROM THE STUDENT'S DAY OF RETURN IN ACCORDANCE WITH THE PROCESS LISTED ABOVE, THE TASK WILL BE AWARDED A ZERO MARK

PLEASE NOTE THAT THIS MAY THEN CONTRIBUTE TO THE ISSUING OF AN N-DETERMINATION IN THAT SUBJECT

ABSENCE ON THE DAY OF NOTIFICATION OF AN ASSESSMENT TASK

If a student is absent on the day of notification of a task, they are to find out about the task on their first day back at school.

ABSENCE ON THE DAY BEFORE AN ASSESSMENT TASK

If you are absent the day before an assessment task you will be required to provide a Medical Certificate or other evidence to explain your absence. Failure to provide this documentation may result in a zero being given for the task.

LATE ARRIVAL AND/OR NOT ATTENDING ALL CLASSES ON THE DAY OF AN ASSESSMENT TASK

School records must show that a student attended a **full day of school** and **attended all timetabled lessons, including study periods**, on the day of an assessment task (excluding examination periods). This is to ensure that using school time to work on an assessment task advantages no student. Failure to attend all classes may result in a zero being given for the task.

ABSENCE ON THE DAY OF AN ASSESSMENT TASK

In the event that a student is ill or has a misadventure on the day of an assessment task, the following procedures should be followed:

- (1)** Seek medical advice and get a Medical Certificate to cover the time of illness. If it is a misadventure there must be supporting evidence such as a police event number or other relevant documentation
- (2)** Students must contact the relevant Head Teacher on the **first day of their return to school** to arrange a time to complete the task
- (3)** Students should complete an Illness/Misadventure Application, attach their medical certificate/supporting documentation, and submit the completed forms to the Head Teacher Secondary Studies **within 3 school days** of their return
- (4)** Students must complete the task in accordance with the Head Teacher's decision. (Failure to complete the task will result in the restart of the appeals process)

WORK PLACEMENT AND OTHER SCHOOL SANCTIONED COMMITMENTS

In the event of an assessment task clashing with work placement or any other mandatory school activity, it is the student's responsibility to notify teachers of this commitment in advance. Students may submit the task early, prior to the engagement, or electronically at the due date and time. If the task is an in-class task, students will complete the task the very next day they are at school.

HAND IN TASKS

Submission of hand in assessment tasks must be on the advertised date and at the beginning of the relevant period, unless otherwise stated by the teacher. **If you are unwell the day a hand in task is due, you will need to electronically submit the progress you have made up until the due date of the task and complete the Illness/Misadventure Application process.**

QUERYING THE RESULT OF AN ASSESSMENT TASK

The Prairiewood High School Marking Policy applies to all aspects of assessment and examination tasks in Preliminary and HSC courses. Tasks or questions with a mark value of 7 marks or above will be double marked. This is applicable to all courses where multiple subject experts are available. Where this is not applicable, staff are encouraged to access the assistance of the KLA Head Teacher and/or a subject expert outside of PHS when required. It also relates to any questions/sections of assessment tasks and examinations that are worth less than 7 marks that are deemed to be subjective in nature. KLA Head teachers will assess the subjective nature of questions worth less than 7 marks. All questions worth 7 marks or more will have two markers assess the response.

If on the return of an assessment task, a student considers a mistake has been made in the marking of the assessment, it is their responsibility to complete a 'Request for Re-mark' form, which can be obtained from KLA Head Teachers. A request for a re-mark will not be applicable to tasks (or questions) which have been double marked.

DISHONESTY/MALPRACTICE

Proven dishonesty/malpractice will result in a zero award for the question(s) where evidence of plagiarism is detected. Where possible, students' submitted work will be checked against a plagiarism detection software such as *Turnitin* or *Google originality report*. This may also be used in checking for cases of collusion between students. Honest and ethical practice is clearly outlined in the modules of work completed in the HSC 'All My Own Work' program. These modules include aspects such as plagiarism, copying other students' work, giving other students your work, acknowledging sources, cheating and copyright. In accordance with NESAs policy, the school will refer the incident to the NESAs Register of Malpractice in HSC Assessment Tasks.

TECHNOLOGY PROBLEMS

Computer or USB malfunction (loss of data) needs to be safe guarded through backing up, print outs, multiple copies or paper drafts. Students should attach these as evidence to any genuine case through the Illness/Misadventure Application.

Computer, USB or printer malfunctions are not sufficient grounds for appeal

SCHOOL REVIEWS OF ASSESSMENT

Students who consider their ranking is not correct can appeal to the Head Teacher for a review of their ranking. All marks and their computations (in line with syllabus requirements) are checked.

Any queries about NESAs, assessments and marking protocols should be referred to the Head Teacher Secondary Studies and Deputy Principal Stage 6.

CAPA / LOTE FACULTY

ITALIAN BEGINNERS

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 7/8
Task Type		Responding to texts Conversation	Understanding text Production of a text	Preliminary Examination
Name of Unit		The Personal World	The Personal World	All units
Unit Overview		Students will be assessed on topics relating to themselves, friends & family	Students will be assessed on topics relating to friends, family, people, education & pastimes.	All units in the course may be assessed
Listening	30%	20%		10%
Reading	30%		20%	10%
Speaking	20%	10%		10%
Writing	20%		10%	10%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		1.1,1.2, 1.3,1.4, 2.1, 2.2,.2.3, 2.4, 2.5, 2.6	2.1, 2.2,.2.3, 2.4, 2.5, 2.6, 3.1, 3.2,3.3, 3.4	1.1,1.2, 1.3,1.4, 2.1, 2.2,.2.3, 2.4, 2.5, 2.6, 3.1, 3.2,3.3, 3.4

JAPANESE CONTINUERS

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 7/8
Task Type		Prepared Oral Presentation	Responding to stimulus texts	Preliminary Examination
Name of Unit		Self, Family & Friends	Daily Routine	Self, Family & Friends, Daily Routine, Neighbourhood
Unit Overview		Learning in this unit focuses on reviewing Japanese structures and vocabulary learnt in Stages 4 and 5 and extending students' ability to discuss themselves, their family and friends using more sophisticated structures.	Learning in this unit focuses on building students' ability to describe one's daily routine and common daily activities using an array of senior structures.	Learning in this unit focuses on reviewing previous units but also introducing the new unit on Neighbourhoods, building on students' ability to describe where one lives, what facilities there are and how they interact with this space.
Listening	30%		10%	20%
Reading	30%		20%	10%
Speaking	20%	15%		5%
Writing	20%	15%		5%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 4.3

MUSIC 1

Year 11		Task 1	Task 2	Task 3
Due Date		Term 2 Week 2	Term 2 Week 10	Term 3 Week 7/8
Task Type		Composition Task/Process Diary	Viva Voce/Performance Task	Performance Task/Aural Examination
Name of Unit		Methods of Notating Music	Popular Music	Music for Small Ensembles
Unit Overview		Students will examine and experiment with various methods of composing and notating music.	Students will learn about the history, features, key genres and styles of popular music.	Students will study repertoire from small musical groups including chamber music, jazz, rock/pop, vocal and diverse music ensembles.
Performance	25%		15%	10%
Composition	25%	25%		
Musicology	25%	5%	15%	5%
Aural	25%			25%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P2, P3, P7, P8, P10, P11	P1, P4, P5, P7, P9, P10, P11	P4, P5, P6, P7, P8, P9, P10, P11

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 5
Task Type		Digital Photography + Internet Research Assignment	Digital Photography + Journal Submission	Wet Photography (Photograms) + Preliminary Examination
Name of Unit		Framing the World	Exploring Environments + Still Life	Wet Photography (Darkroom) Portraits + Examination – All Units
Unit Overview		Students explore the fundamentals of photography and science. Digital Photography: Photographic Compositional Rules and Principles. Students will create a series of a minimum of ten photographs, using a variety of compositional techniques. + Critical Historical Study Research Assignment.	Digital Photography: Finding the Alphabet in the Environment + Still Life Photography.	Submission of 5 Portraits. + Formal written examination. All the units covered in the course may be assessed.
Making	70%	20%	30%	20%
Criticism & History	30%	10%		20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6, CH2, CH3	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5

VISUAL ARTS

Year 11		Task 1	Task 2	Task 3
Due Date		Term 2 Week 3	Term 3 Week 5	Term 3 Week 7/8
Task Type		Artmaking + Critical Historical Study	Artmaking	Preliminary Examination
Name of Unit		Exploring Representations	Mini Collection of Work	All Units
Unit Overview		Intensive Drawing, Painting and Clay Task. A series of rigorous experiments in VAPD + Critical Historical Study (Essay assignment – hand in).	Develop a Mini Collection of Work representative of either a “Social Issue” or a “Sense of Place”, using two expressive forms (can be 2D, 3D, 4D): Drawing / Painting / Sculpture / Photoshop / Video / Ceramics / Textiles.	Formal written examination. All the units covered in the course may be assessed.
Artmaking	50%	20%	30%	
Art Criticism & Art History	50%	20%		30%
Total Weighting	100%	40%	30%	30%
Outcomes Assessed		P3, P4, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10

ENGLISH FACULTY

ENGLISH STANDARD

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 7	Term 3 Week 7/8
Task Type		Imaginative Text with Reflection	Multimodal Presentation	Preliminary Examination
Name of Unit		Reading to Write	Contemporary Possibilities	All Modules
Unit Overview		In this module, students undertake the intensive and close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.	In this module, students extend their knowledge, of the ways that different communication technologies shape the ways that we read, navigate, understand and respond to digital, multimedia, multimodal and nonlinear texts. Students engage in a detailed study of one complex multimodal or digital text for example film, media or interactive narratives.	All modules studied in the course may be assessed.
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		EN: 11-1, 11-2, 11-3, 11-4, 11-9	EN: 11-1, 11-2, 11-3, 11-7, 11-9	EN: 11-1, 11-3, 11-5, 11-6, 11-9

ENGLISH ADVANCED

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 7	Term 3 Week 7/8
Task Type		Imaginative and Reflective Writing	Multimodal Presentation	Preliminary Examination
Name of Unit		Reading to Write	Narratives that shape our world	All Modules
Unit Overview		In this module, students undertake the intensive and critical reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.	In this module, students explore a range of narratives from the past and the contemporary era that illuminate and convey ideas, attitudes and values. They consider the powerful role of stories and storytelling as a feature of narrative in past and present societies.	All modules studied in this course may be assessed.
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modules	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		EA: 11-1, 11-2, 11-3 11-4, 11-9	EA: 11-1, 11-2, 11-3 11-6, 11-7	EA: 11-3, 11-4, 11-5 11-6, 11-8

ENGLISH EXTENSION

Year 11		Task 1	Task 2	Task 3
Due Date		Term 2 Week 1	Term 3 Week 2	Term 3 Week 9
Task Type		Imaginative response + Reflection	Critical Response	Multimodal Presentation
Name of Unit		Module: Texts, Culture and Value	Module: Texts, Culture and Value	Module: Texts, Culture and Value + Related Project
Unit Overview		Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.	Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. The module develops students' understanding of how and why cultural values are maintained and changed.	This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts. They develop an understanding of research methodologies suitable to support a range of interpretive, analytical and imaginative projects.
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		EE: 11-2, 11-3, 11-6	EE: 11-1, 11-2, 11-3, 11-5	EE: 11-1, 11-2, 11-3, 11-4, 11-5

ENGLISH STUDIES

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 10	Term 3 Week 7/8
Task Type		Multimodal Presentation	Collection of Classwork	Preliminary Examination
Name of Unit		Mandatory module Achieving through English: English in education, work and community	A study of TWO modules	All Modules
Unit Overview		Read, view, listen to and compose a wide range of texts including print and multimodal texts.	One substantial print text (for example a novel, biography or drama) One multimodal text (for example film or a television series).	All modules studied in the course may be assessed.
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively	50%	15%	15%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		ES: 11-1, 11-4, 11-5, 11-6	ES: 11-2, 11-6, 11-7, 11-8	ES: 11-1, 11-3, 11-4, 11-5, 11-7, 11-9, 11-10

HSIE FACULTY

ANCIENT HISTORY

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 7	Term 3 Week 7/8
Task Type		In-class test	Group presentation online submission	Preliminary Examination
Name of Unit		Investigating Ancient History – The Nature of Ancient History	Historical Investigation	All Units
Unit Overview		Students investigate the preservation, analysis, significance, display and repatriation of human remains. The Historical concepts and skills content is to be integrated as appropriate.	Through the interpretation of historical sources, students investigate key feature(s) of ancient societies to develop an understanding of the nature of the ancient past.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		AH11-5, AH11-6, AH11-7, AH11-10	AH11-2, AH11-5, AH11-8, AH11-9	AH11-1, AH 11-2, AH11-3, AH11-4, AH11-6

BUSINESS STUDIES

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 Week 7/8
Task Type		Individual Research Task	Group Research Task	Preliminary Examination
Name of Unit		Nature of Business	Business Management	All Units
Unit Overview		The focus of this topic is the role and nature of business in a changing business environment.	The focus of this topic is the nature and responsibilities of management in the business environment.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	5%	15%	20%
Stimulus-based skills	20%	5%		15%
Inquiry and research	20%	5%	15%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	10%	5%
Total Weighting	100%	20%	40%	40%
Outcomes Assessed		P:1, 2, 6, 7	P:4, 8, 9, 10	P:3, 5, 7, 8, 9, 10

ECONOMICS

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 8	Term 3 Week 7/8
Task Type		In Class Test	In Class Extended Response	Preliminary Examination
Name of Unit		Topic 2 Consumers and Business	Topic 3 Markets	All Units
Unit Overview		Investigate the way in which market prices are determined and the need and means available for governments to intervene in markets.	Investigate the operation of financial markets in Australia, the contemporary institutions and the controls existing in the market which influence market outcomes.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus-based skills	20%	5%	5%	10%
Inquiry and research	20%	5%	10%	5%
Communication of economic information, ideas and issues in appropriate forms	20%	10%	5%	5%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P1, P2, P8, P11	P3, P5, P8, P9, P12	P1, P2, P3, P5, P6, P7, P8, P10, P11, P12

GEOGRAPHY

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 Week 7/8
Task Type		In class exam/Geographical Skills	Geographical Investigation	Preliminary Examination
Name of Unit		Earth's Natural Systems	Geographical Investigation	All Units
Unit Overview		Students investigate the diverse landscapes of the Earth's surface and its distinctive physical features. Examine the cycles, interconnections and spatial patterns that form and change the Earth's integrated system.	Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	5%	10%	25%
Geographical tools and skills	20%	10%	5%	5%
Geographical inquiry and research including fieldwork	20%		20%	
Communication of geographical information, issues and ideas in appropriate forms	20%	10%	5%	5%
Total Weighting	100%	25%	40%	35%
Outcomes Assessed		GE:11-01, 05, 07	GE:11-02, 03, 05, 06, 07	GE:11-01, 03, 04, 08, 09

LEGAL STUDIES

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 Week 7/8
Task Type		Extended Response	Group Research Task	Preliminary Examination
Name of Unit		Part 1: The Legal System	Part 2: Individual and the Law	All Units
Unit Overview		Students develop an understanding of the nature and functions of law through the examination of the law-making processes and institutions.	Students investigate the way in which the law impacts on individuals by referring to legal and non-legal institutions, laws and media reports.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%		10%	10%
Total Weighting	100%	20%	40%	40%
Outcomes Assessed		P: 1, 2, 4, 8	P: 5, 6, 7, 9	P: 1, 2, 3, 9, 10

MODERN HISTORY

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 10	Term 3 Week 7/8
Task Type		Source-based Task (In-class)	Historical Investigation (Research)	Preliminary Examination
Name of Unit		Investigating Modern History / Case Studies	Historical Investigation	All Units
Unit Overview		In this unit, students investigate aspects of the history of the modern world using a range of sources.	Students design and conduct a historical investigation into an area of Modern History that holds personal interest.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	20%		20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%		20%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		MH11-4, MH11-5, MH11-6	MH 11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-9

SOCIETY & CULTURE

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 8	Term 3 Week 7/8
Task Type		Test of Limited Scope	Research Task	Preliminary Examination
Name of Unit		Depth Study: The Social and Cultural World	Depth Study: Personal and Social Identity	All Units
Unit Overview		The focus of this study is the interactions occurring between persons and within and between groups, both in the contemporary world and in societies across time.	The focus of this study is the process of socialisation, and the development of personal and social identity in individuals and groups in a variety of social and cultural settings.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	50%	15%	5%	30%
Application and evaluation of social and cultural research methods	30%		20%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	15%	
Total Weighting	100%	20%	40%	40%
Outcomes Assessed		P1, P3, P6, P9, P10	P1, P2, P5, P8, P10	P1, P3, P4, P7, P9

WORK STUDIES

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 9	Term 3 Week 4/5
Task Type		Research Task	Written Report	Yearly Examination
Name of Unit		Job Search, Career Planning and Interview skills	Workplace Issues: Changing Workplace	Career Planning: Self Employment
Unit Overview		This module focuses on assisting students to take responsibility for planning and implementing their career plan and revising it as required.	This module focuses on developing a deeper understanding of issues that are important to people in their working lives	This module focuses on students who may either conduct their own business/entrepreneurial activities together with their employment or run their own business activities.
Knowledge and understanding	30%	10%	10%	10%
Skills	70%	20%	20%	30%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		2, 5, 7	1, 5, 6, 7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8, 9

MATHS FACULTY

MATHEMATICS STANDARD

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 7	Term 3 Week 7/8
Task Type		In Class Test	Investigation (15%) & Validation Test (10%)	Preliminary Examination
Name of Unit		Formulae and Equations, Measurement and Energy (Pt 1), Perimeter, Area and Volume	Linear Relationships, Earning and Managing Money	All previous topics and: Interest and depreciation, Data Analysis, Time, Units of Energy and Mass, Budgeting and Household Expenses
Unit Overview		Students will: - Use concepts and apply techniques to the solution of problems in Formulae and Equations, Practicalities of Measurement, Perimeter, Area and Volume - Solve problems involving quantity measurement, including accuracy and the choice of relevant units.	Students will: - Model relevant financial situations using appropriate tools - Apply their knowledge of linear relationships to everyday contexts - Use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations - Apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts.	Students will: - Solve problems in all previous topics and Interest and depreciation, Data Analysis, Time, Units of Energy and Mass, Budgeting and Household Expenses - Apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts - Interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs.
Understanding, fluency and communication	50%	17.5%	12.5%	20%
Problem solving, reasoning and justification	50%	17.5%	12.5%	20%
Total Weighting	100%	35%	25%	40%
Outcomes Assessed		MS: 11-1, 11-2, 11-3, 11-4, 11-6, 11-9, 11-10	MS: 11-1, 11-2, 11-5, 11-6, 11-9, 11-10	MS: 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8 11-9, 11-10

MATHEMATICS ADVANCED

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 8	Term 2 Week 10	Term 3 Week 7/8
Task Type		In Class Test	Investigation (15%) & Validation Test (10%)	Preliminary Examination
Name of Unit		Methods in algebra, Number and surds, Functions and graphs	Trigonometry	All previous topics and: Functions and Relations, The Coordinate Plane, Differentiation, Exponential and Logarithmic Functions, Extending Calculus and Probability
Unit Overview		Students will: - Manipulate complex algebraic expressions - Use index laws and surds - Solve quadratic equations - Use algebraic and graphical techniques to solve problems - Use the concepts of functions and relations to model, analyse and solve a variety of problems - Communicate and interpret mathematics logically and concisely in a variety of forms.	Students will: - Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems - Use the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes - Use appropriate technology to investigate, organise, model and interpret information in a range of contexts - Provide reasoning to support conclusions which are appropriate to the context.	Students will: - Use the concepts and techniques of Functions and relations, The coordinate plane, Differentiation, Exponential and logarithmic functions, Extending calculus, Probability and previous topics to solve a variety of problems. - Communicate and interpret mathematics logically and concisely in a variety of forms.
Understanding, fluency and communication	50%	17.5%	12.5%	20%
Problem solving, reasoning and justification	50%	17.5%	12.5%	20%
Total Weighting	100%	35%	25%	40%
Outcomes Assessed		MA: 11-1, 11-2, 11-8, 11-9	MA: 11-1, 11-3, 11-8, 11-9	MA: 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9

MATHEMATICS EXTENSION I

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 8	Term 3 Week 7/8
Task Type		Investigation (15%) & Validation Test (10%)	In Class Test	Preliminary Examination
Name of Unit		Further Graphs, Polynomials	Combinatorics, Related Rates	Previous topics: Binomial Expansion and Pascal's Triangle, Further Trigonometry
Unit Overview		Students will: • Use algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses • Manipulate algebraic expressions and graphical functions to solve problems • Apply knowledge and skills relating to Polynomial functions • Use appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts • Communicate making comprehensive use of mathematical language, notation, diagrams and graphs.	Students will: • Use algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses • Use concepts of permutations and combinations to solve problems involving counting or ordering • Apply understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change • Communicate making comprehensive use of mathematical language, notation, diagrams and graphs.	Students will: • Use the concepts and techniques of Binomial expansion and Pascal's triangle, Further Trigonometry and previous topics to solve a variety of problems • Communicate making comprehensive use of mathematical language, notation, diagrams and graphs.
Understanding, Fluency and Communication	50%	12.5%	17.5%	20%
Problem Solving, Reasoning and Justification	50%	12.5%	17.5%	20%
Total Weighting	100%	25%	35%	40%
Outcomes Assessed		ME: 11-1, 11-2, 11-6, 11-7	ME: 11-1, 11-4, 11-6, 11-7	ME: 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7

MATHEMATICS ADVANCED (ACCELERATED) – HSC COURSE

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 7	Term 1 Week 9	Term 2 Week 6	Term 3 Week 4/5
Task Type		In Class Test	Investigation (15%) Validation Test (10%)	In Class Test	Trial Examination
Name of Unit		- Probability Distribution - Graphs and Equations - Curve-Sketching Using the Derivative	- Integration - Exponential and Logarithmic Functions	- Trigonometric Functions - Motion and Rates - Sequences and Series - Continuous Probability Distributions	All previous topics and: - Displaying and Interpreting Data - Series and Finance
Unit Overview		Students will: - Use concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions - Use detailed algebraic and graphical techniques to critically construct, model and evaluate arguments - Apply calculus techniques and appropriate differentiation methods to model and solve problems - Construct arguments to prove and justify results and provide reasoning to support conclusions	Students will: - Conduct an investigation to explore the concepts of integration, exponential and logarithmic functions in real life situations. - Use detailed algebraic and graphical techniques to critically construct, model and evaluate arguments - Apply calculus techniques and appropriate differentiation methods to model and solve problems relating to exponential and logarithmic functions - Choose and use appropriate technology effectively - Apply the concepts and techniques of indefinite and definite integrals in the solution of problems - Demonstrate their knowledge, skills and understanding of the concepts from the investigation in a validation test.	Students will: - Use detailed algebraic and graphical techniques to critically construct, model and evaluate arguments - Apply calculus techniques and appropriate differentiation methods to model and solve problems - Apply the concepts and techniques of indefinite and definite integrals in the solution of problems - Apply the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems - Solve problems using appropriate statistical processes.	Students will: - Solve problems using appropriate statistical processes - Model and solve problems and make informed decisions about financial situations using mathematical reasoning and techniques - Apply their knowledge, skills and understanding of all Mathematics Advanced topics to solve a variety of mathematical problems - Construct arguments to prove and justify results and provide reasoning to support conclusions. Note: Year 11 Preliminary content is also examinable.
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		MA11-7, MA11-8, MA11-9, MA12-1, MA12-3, MA12-5, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-3, MA12-6, MA12-7, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10	MA12-1, MA12-2, MA12-3, MA12-4, MA12-5, MA12-6, MA12-7, MA12-8, MA12-9, MA12-10

MATHEMATICS EXTENSION I (ACCELERATED) – HSC COURSE

Year 12		Task 1	Task 2	Task 3	Task 4
Due Date		Term 4 Week 9	Term 1 Week 10	Term 2 Week 7	Term 3 Week 4/5
Task Type		In Class Test	Investigation (15%) Validation Test (10%)	In Class Test	Trial Examination
Name of Unit		- Introduction to Vectors - Trigonometric Equations	Projectile Motion	- Further Calculus - Proof by Mathematical Induction - Differential Equations	- Vectors - Trigonometric Equations - Mathematical Induction - Further Calculus - Differential Equations - Projectile Motion - Binomial Distribution
Unit Overview		Students will: - Apply concepts and techniques involving vectors and projectiles to solve problems - Apply advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations - Evaluate and justify conclusions, communicating a position clearly in appropriate mathematical forms.	Students will: - Apply knowledge, skills and understanding to develop initial conditions for modelling long jump - Apply concepts and techniques involving vectors and projectiles to solve problems - Choose and use appropriate technology to solve problems - Use mathematical calculations to analyse their results - Evaluate and justify conclusions, communicating a position clearly in appropriate mathematical forms - Demonstrate their knowledge, skills and understanding of the concepts from the investigation in a validation test.	Students will: - Use calculus in the solution of applied problems, including volumes of solids of revolution and differential equations - Apply techniques involving proof or calculus to model and solve problems - Evaluate and justify conclusions, communicating a position clearly in appropriate mathematical forms.	Students will: - Apply their knowledge, skills and understanding of all Mathematics Extension 1 topics to solve a variety of mathematical problems - Evaluate and justify conclusions, communicating a position clearly in appropriate mathematical forms. Note: Year 11 Preliminary content is also examinable.
Understanding, fluency and communication	50%	10%	12.5%	12.5%	15%
Problem solving, reasoning and justification	50%	10%	12.5%	12.5%	15%
Total Weighting	100%	20%	25%	25%	30%
Outcomes Assessed		ME12-2, ME12-3, ME12-6, ME12-7	ME12-2, ME12-6, ME12-7	ME12-1, ME12-4, ME12-6, ME12-7	ME12-1, ME12-2, ME12-3, ME12-4, ME12-5, ME12-6, ME12-7

PDHPE FACULTY

COMMUNITY AND FAMILY STUDIES

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 7	Term 3 Week 7/8
Task Type		Research Method Report-Interviews	In-class Assessment Task	Preliminary Examination
Name of Unit		Resource Management	Individuals and Groups	All Units
Unit Overview		This module emphasises the fundamental importance of the skill of resource management, which is the use of resources to satisfy needs in order to achieve wellbeing.	This module explores the role that individuals and groups play in meeting the specific needs of individuals, families and communities.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	20%	20%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P4.1, P4.2, P6.1	P2.1, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2

HEALTH AND MOVEMENT SCIENCE

Year 11		Task 1	Task 2	Task 3
Due Date		Term 2 Week 2	Term 3 Week 2	Term 3 Week 7/8
Task Type		Collaborative Study	Class Task	Preliminary Examination
Name of Unit		Health for Individuals and Communities	Body and Mind in Motion	All Units
Unit Overview		This focus area explores the meanings of health from different perspectives. Students investigate the interplay of the determinants influencing health and the indicators used to measure and evaluate health status.	Students investigate how body systems influence and respond to movement and understand the interrelationships between these systems for efficient movement.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	20%	20%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10

SPORT, LIFESTYLE AND RECREATION

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 10
Task Type		Health Profile Analysis	Coaching Plan & Presentation	Design Training Program
Name of Unit		Fitness	Sports Coaching and Training	Online test and in-class practical assessment
Unit Overview		Students will develop the knowledge, understanding and skills necessary to design, implement and evaluate individual fitness programs. Students will examine the nature of fitness, the key elements of fitness program design and how fitness can be improved.	Students examine the roles and responsibilities of the coach, various aspects of training sessions and the role of psychology in coaching. This process will lead students to develop and instruct their own coaching program. Students also develop appropriate ways of evaluating their coaching and training performance.	Students will learn about the applications and benefits of resistance training. They will be introduced to the function of the major skeletal muscles and the anatomy and physiology of muscle conditioning for various training purposes.
Knowledge and understanding of course content	50%	20%	20%	10%
Skills in critical thinking, research, analysis and communicating	50%	10%	20%	20%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		1.2, 1.3, 3.3, 4.1	1.1, 3.1, 3.2, 4.2, 4.5	1.3, 2.1, 2.2, 2.3, 2.5, 4.4

SCIENCE FACULTY

BIOLOGY

Year 11		Task 1	Task 2	Task 3
Due Date		Term 2 Week 2	Term 3 Week 2	Term 3 Week 7/8
Task Type		Practical test	Depth Study	Examination
Name of Unit		Module 1: Cells as the Basis of Life Module 2: Organisation of living things	Module 4: Ecosystem dynamics	Module 1: Cells as the Basis of Life Module 2: Organisation of living things Module 3: Biological Diversity – A Trip to the Galapagos Module 4: Ecosystem dynamics
Unit Overview		Students are introduced to the study of microbiology and the tools that scientists use in this field. They are introduced to the models of transport systems and structures have been developed over time. Students will attempt a 75-minute practical test to assess the content covered in modules 1 and 2.	Research assignment based on a field study comprising of both in-class and out of class components. Students engage in the study of past ecosystems and create models of possible future ecosystems so that human impact on biodiversity can be minimised. The study of ecosystem dynamics integrates a range of data that can be used to predict environmental change into the future.	Students will attempt a Two-hour examination covering modules 1,2,3 and 4. The Examination Paper will consist of: Multiple Choice Short and Long Responses
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and understanding	40%	10%	10%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		BIO11-1, BIO11-2, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11- 11	Some or all of: BIO11-1, BIO11-2, BIO11-4, BIO11-5 BIO11-6 BIO11-7, BIO11-8, BIO11-9, BIO11-10 BIO11-11

CHEMISTRY

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 7/8
Task Type		Depth Study	Practical Task	Preliminary Examination
Name of Unit		Module 1	Modules 2 & 3	Modules 1, 2, 3 & 4
Unit Overview		Module 1: Properties and structure of Matter. Students analyse trends and patterns in relation to the properties of pure substances and use these to predict the properties of other pure substances.	Module 2: Introduction to Quantitative Chemistry. Students are introduced to the quantitative nature of chemistry. Module 3: Reactive Chemistry All chemical reactions involve the creation of new substances and associated energy transformations, which are commonly observable as changes in the temperature of the surroundings and/or the emission of light.	See previous tasks for descriptions of modules 1 – 3. Module 4: Drivers of Reactions Students investigate factors that initiate and drive a reaction. They examine the relationship between enthalpy and entropy in calculating the Gibbs free energy. They also examine the roles that enthalpy and entropy play in the spontaneity of reactions.
Skills in working scientifically	60%	15%	25%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
Total Weighting	100%	25%	35%	40%
Outcomes Assessed		CH11/12-1, CH11/12-2 , CH11/12-3 CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3 CH11/12-4, CH11/12-7, CH11-9	Some or all of: CH11/12-1, CH11/12-2, CH11/12-3 CH11/12-4, CH11/12-5, CH11/12-6 CH11/12-7, CH11-8, CH11-9 CH11-10, CH11-11

INVESTIGATING SCIENCE

Year 11		Task 1	Task 2	Task 3
Due Date		Term 2 Week 2	Term 3 Week 3	Term 3 Week 7/8
Task Type		Depth Study: Practical Based	Depth Study: Research/Fieldwork Based	Preliminary Examination
Name of Unit		Module 1 & 2	Modules 2 & 3	Modules 1, 2, 3 & 4
Unit Overview		Students explore the importance of observation and the collection of quantitative and qualitative data in scientific investigations. They conduct their own practical investigation, which is used to demonstrate the importance of making detailed and accurate observations, determining the types of variables and formulating testable scientific hypotheses. Students will then present their findings in the form of a written report.	Students recognise that many scientific models have limitations and are modified as further evidence comes to light. For this reason, scientific models are continually evaluated for accuracy and applicability by the global scientific community through the process of peer review. Students will construct, present and evaluate their own scientific models.	Students will attempt a two-hour examination covering modules 1,2,3 and 4. The Examination Paper will consist of: Multiple Choice Short and Long Responses.
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		INV11-1, INV11-2, INV11-3, INV11-4, INV11-5, INV11-6, INV11-7, INV11-8	INV11-1, INV11-2, INV11-3, INV11-4, INV11-9, INV11-10	Some or all: INV11-1, INV11-2, INV11-4, INV11-5, INV11-6, INV11-7, INV11-8, INV11-9, INV11-10, INV11-11

PHYSICS

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 7/8
Task Type		Practical Investigation and Working with Data	Research Task Depth Study	Preliminary Examination
Name of Unit		Kinematics and Dynamics	Kinematics, Dynamics, Waves and Thermodynamics	Modules 1–4
Unit Overview		These units cover content on motion and the laws that moving objects obey.	The units cover content on movement and the forces involved in movement as well as energy transfer through waves and heat flow.	Course content and scientific skills formal examination. The task covers content from each module studied in the course.
Skills in working scientifically	60%	20%	30%	10%
Knowledge and understanding of course content	40%	10%	10%	20%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		PH: 11/12-1, 11/12-2, 11/12-4, 11/12-7, 11-8, 11-9	PH: 11/12-1, PH11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-7, 11-8 or 11-9 or 11-10	Some or all of: PH: 11/12-1, 11/12-2, 11/12-3, 11/12-4, 11/12-5, 11/12-6, 11/12-7, 11-8, 11-9, 11-10, 11-11

TAS FACULTY

ENTERPRISE COMPUTING

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 2 Week 9	Term 3 Week 7/8
Task Type		Interactive Media and the UX Project	Networking Systems and Social Computing	Preliminary Examination
Name of Unit		Interactive Media And the UX Project	Networking Systems and Social Computing	All Units
Unit Overview		Students apply knowledge and skills to develop digital products that demonstrate the value of digital design and promote interactive media as a communication tool.	Students apply knowledge and skills to develop a project to understand networks using communication media.	All the units covered in the course may be assessed.
Knowledge and understanding of course contents	50%	10%	10%	30%
Knowledge and skills in the design and development of information systems	50%	15%	25%	10%
Total Weighting	100%	25%	35%	40%
Outcomes Assessed		EC: 11-04, 11-08, 11-09, 11-11	EC: 11-01, 11-03, 11-04, 11-06, 11-07, 11-09	EC: 11-01, 11-02, 11-03, 11-05, 11-06, 11-07, 11-08, 11-09, 11-10, 11-11

FOOD TECHNOLOGY

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 9	Term 2 Week 8	Term 3 Week 7/8
Task Type		Café Crusade Investigation & Practical	Nutrient Interrelationships Written Report	Preliminary Examination
Name of Unit		Food Availability and Selection	Nutrition	All Units
Unit Overview		This module examines the availability of food through history and how the selection of food is influenced by physiological, psychological, social and economic factors.	This module explores the concept of planning diets, to meet the requirements of particular individuals. This will assist in preparing foods that are nutritious and assessing their nutritional value.	All the units covered in the course may be assessed.
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	10%	10%	10%
Total Weighting	100%	30%	30%	40%
Outcomes Assessed		P: 1.1, 1.2, 4.1, 4.2, 4.3	P: 2.1, 3.2, 4.1, 4.3	P: 1.1, 1.2, 2.1, 2.2, 3.1, 4.4, 5.1

INDUSTRIAL TECHNOLOGY TIMBER

Year 11		Task 1	Task 2	Task 3
Due Date		Term 1 Week 10	Term 3 Week 5	Term 3 Week 7/8
Task Type		Practical and Portfolio	Practical and Portfolio	Preliminary Examination
Name of Unit		Desk Organiser	Hall Table	All Units
Unit Overview		Students will undertake a range of practical experiences which they will be assessed on. This also includes WHS. Students will also produce a portfolio documenting the production process.	Students will undertake a range of practical experiences which they will be assessed on. This also includes WHS. Students will also produce a portfolio documenting the production process.	Students will undertake a range of practical experiences which they will be assessed on. This also includes WHS. Students will also produce a portfolio documenting the production process.
Knowledge and understanding of course content	40%	10%	15%	15%
Knowledge and skills in the management, communication and production of projects	60%	20%	25%	15%
Total Weighting	100%	30%	40%	30%
Outcomes Assessed		P2.1, P3.2, P4.1, P4.2	P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3	All outcomes can be assessed.

VET COURSES



ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

Preliminary 2025 – HSC 2026

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 NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

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

Competency-based training is based on performance standards that have been set by industry. 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), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any 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/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

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

Include for Stage 6 (including early commencement of Stage 6):

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can 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 after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses 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 mandatory or recommended industry specific work placement.

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 and the course is suitable for their individual needs, knowledge and skills.

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
Achieved	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
Not Achieved	Competency not achieved / fail	Student has attempted all requirements for the assessment and has been assessed as not competent in one or more of the requirements of the competency
Continuing	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
Withdrawn	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
RPL	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
Credit Transfer	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
Did Not Start	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. WILL NOT BE REPORTED OR APPEAR ON THE USI



School Name: Prairiewood High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 – White card	Task 2 – Plan a career	Task 3 – Safe and sound	Task 4 – Bump in the light
			Week 6-8 Term 1 Date TBC	Week TBC Term 2-3 Date TBC	Week 8 Term 2 Date TBC	Week 10 Term 3 Date TBC
Code	Unit of Competency	HSC Examinable				
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL			
CUAIND314	Plan a career in the creative arts industry			Post WPL		
CUAWHS312	Apply work health and safety practice	X			X	
CUASOU331	Undertake live audio operations	X			X	
CUALGT311	Operate basic lighting	X				X
CUASTA212	Assist with bump in and bump out of shows					X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CUA30420 Certificate III in Live Production and Technical Services.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: **Prairiewood High School**

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Safety in the kitchen	Task 2 Service please	Preliminary EXAM
Code	Unit of Competency	HSC Examinable	Week 9 Term 2 Date TBC	Week 5 Term 3 Date TBC	Week 7-8 Term 3 Date TBC
SITXWHS005	Participate in safe work practices	X	X		
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXFSA006	Participate in safe food handling	X	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	X		X	
SITXCOM007	Show social and cultural sensitivity			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".



School Name: Prairiewood High School

Livestock – Assessment Schedule Year 11 – 2025

Assessment Task for AHC20122 Certificate II in Agriculture Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task Weather	Task Chemical s and Weeds	Task Environme ntally Sustainable	Task Farm Fencing	Task Electric Fencing	Task Handle Livestoc k	Task Livestock Observatio n
			Week 8	Week 3	Week 9	Week 5	Week 5	Week 10	Week 10
			Term 1	Term 2	Term 2	Term 3	Term 3	Term 3	Term 3
Code	Unit Name	HSC Examinable	Date 21/3/25	Date 16/5/25	Date 27/6/25	Date 5/9/25	Date 5/9/25	Date 19/9/25	Date 19/9/25
AHCWRK210	Observe and report on weather	√	X						
AHCCHM201	Apply chemicals under supervision	√		X					
AHCPMG201	Treat weeds			X					
AHCWRK211	Participate in environmentally sustainable work practices	√			X				
AHCINF205	Carry out basic electric fencing operations					X			
AHCINF206	Install, maintain and repair farm fencing						X		
AHCLSK205	Handle livestock using basic techniques							X	
AHCLSK204	Carry out regular livestock observation								X

Depending on the achievement of units of competency, the possible qualification outcome is a AHC20122 Certificate II in Agriculture.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Prairiewood High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIR30216 Certificate III in Retail			Task 1 Get ready for retail	Task 2 Operation safety
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Weeks TBC	Weeks TBC
			Term 1	Term 2
Code	Unit of Competency	HSC Examinable	Date TBC	Date TBC
SIRXIND001	Work Effectively in a Service Environment	✓	X	
SIRXCOM002	Work Effectively in a Team	✓	X	
SIRXWHS002	Contribute to Workplace Health and Safety	✓		X
SIRRINV001	Receive and Handle Retail Stock			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

Note: Please submit all Illness and Misadventure applications via the Google Form posted on your cohort Google Classroom



PHS Stage 6 Assessment / Examination Applications Due to Illness or Misadventure

SECTION I (STUDENT TO COMPLETE)

Student Name: _____ Roll Class: _____

Subject: _____ Subject Teacher: _____

Task Number: _____ Task Type: _____

Original Due Date: _____ Appeal Submission Date: _____

1. Reason for your application (Please tick):

- ☐ Absent on the day of an assessment task
- ☐ Illness during an assessment task
- ☐ Absent the day before an assessment task
- ☐ Other (Please specify): _____

2. Describe how your illness/misadventure prevented you from completing/submitting the task.

3. Have you attached a medical certificate or other evidence? YES / NO

4. Have you completed/submitted the task? (Please circle and complete)

YES Date of completed/submission: ____ / ____ / ____

NO Date this task will be completed/submitted: ____ / ____ / ____

Please submit the completed form to Head Teacher Secondary Studies

HT Secondary Studies Signature: _____ **Date:** _____

SECTION II (HEAD TEACHER TO COMPLETE)

1. Did the student speak to you upon their first day of returning to school to arrange a time to complete the task? YES / NO

2. Do you support this appeal? YES / NO

Mark for this task:		Mark for similar task:	
Rank for this task:		Rank for similar task:	
Professional Judgement mark:		Professional Judgement rank:	
Comment on the student performance in this task: 			
Head Teacher Proposed Recommendation: 			

HT Signature: _____ Date: _____

SECTION III (PANEL TO COMPLETE)

Panel Decision:

DP Signature: _____ Date: _____

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mrs C. Roberts
Postal Address: Locked Bag 46, Wetherill Park BC. NSW 1851 ABN : 94313031254
Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: prairiewoo-h.school@det.nsw.edu.au



RE: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Dear {Parents}

I am writing to advise that your {Son And Daughter} {First Name} {Surname} of Roll Class {Class} is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course {Incident Subject}.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Including this letter the number of official warning letters we have issued to your {Son And Daughter} for this course is {Incident History Count}.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for any course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Areas of concern are: {Incident N award NESA Reasons}.

A student who does not satisfy the Course Completion Criteria in any course is at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for {First Name} to satisfy Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved.

Please discuss this serious matter with {First Name} and contact the school if further information or clarification is needed.

Yours sincerely

Deputy Principal

Head Teacher {Incident Faculty}

To satisfy the Course Completion Criteria, the following task(s), requirements or outcomes need to be satisfactorily completed by {First Name}.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
{Task Name}	{% Weighting}	{Due Date}	{Action Required}	{Completion Date}

Please detach this section and return it to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

To: {School Principal}

{School Name}

{School Address}

{School Suburb} {School State} {School Postcode}

I have received the letter dated {Todays Date} indicating that {First Name} {Surname} of Roll Class {Class} is in danger of not having satisfactorily completed requirements for the {Incident Subject} Higher School Certificate course.

I am aware that this course may not appear on {First Name}'s Higher School Certificate Record of Achievement.

I am also aware that a final 'N' determination for this course may make {Him And Her} ineligible for the award of the Higher School Certificate.

Parent/Guardian's Signature: _____

Date: _____

Student's Signature: _____

Roll Call: _____

Date: _____

NSW Education Standards Authority (NESA) Higher School Certificate Determinations of Non-completion of Course Requirements

Principal warns student in writing, provides opportunities for catching up, allows time for problem to be corrected and issues follow-up warning letter(s).

Where a student has not met the NESA course completion requirements, Principal makes a determination of non-completion of course requirements and completes **Principal's Determination Form**.

Principal advises student and records the determination via Schools Online. Student (and Parent/Guardian, if student under 18) signs **Principal's Determination Form**. Principal provides the student with a copy of **Principal's Determination Form** and **Student Appeal Form**.

Student makes no appeal. All related documentation kept at school.
No further action.

Student appeals.
Student completed **Student Appeal Form** and submits it to the Principal.

Principal/Review Committee considers student's appeal and reviews determination.

Principal/Review Committee **declines** student appeal. Student advised.

Principal/Review Committee **upholds** student appeal. Student advised.
Adjust student's record via Schools Online.
No further action.

Student makes no appeal to NESA and signs appropriate student declaration on **School Review – Principal's Report Form**. All documentation kept at school.
No further action.

Student requests NESA review of appeal by signing and submitting appropriate declaration on **School Review – Principal's Report Form**. School submits the following documentation to NESA:

- Principal's Determination Form
- Student Appeal Form
- School Review Principal's Report Form
- Copies of all warning letters issued for subjects appealed
- Assessment Schedule for each subject appealed
- Any other evidence, eg teacher reports, record of interviews

NESA conducts review of student appeal.

NESA makes final decision.

NESA notifies student.

NESA notifies principal.

Prairiewood High School

Prairie Vale Road, Wetherill Park. NSW Principal: Mrs C. Roberts

Postal Address: Locked Bag 46, Wetherill Park BC. NSW 1851 ABN : 94313031254

Telephone: (02) 9725 5444 Fax: (02) 9604 6127 email: prairiewoo-h.school@det.nsw.edu.au



Date: _____

Formal Warning of Unsatisfactory Participation in Learning by a Student of Post-Compulsory Age

Dear _____ ,

This is to inform you of my concern that your son/daughter, _____ is not meeting requirements for Senior Studies and at this time is considered a non-serious candidate for the HSC. Should this situation continue, I may take steps to expel your son/daughter from Prairiewood High School, according to the procedures of the Department of Education and Training for suspension and expulsion from a particular school. The reasons for this are as follows:

- [] Failure to complete class work/homework/assigned tasks
- [] Excessive absences from school/lateness to school/fractional truancy
- [] Non-attendance/non-participation in one or more courses
- [] Failure to submit/non-serious attempt at one or more assessment tasks

Subject areas/courses causing concern: _____

Please contact the school office staff on 9725 5444 to arrange a suitable interview time when we can meet to discuss his/her unsatisfactory progress and the implementation of a program of improvement for him/her. I attach for your information a copy of the Department's procedure document on suspension and expulsion. These procedures include a section on expulsion from a particular school.

I seek your assistance in resolving this matter.

Yours sincerely,

Ms C. Roberts
Principal