



FIGTREE HIGH SCHOOL

PRELIMINARY COURSE

Assessment Procedures

and

Schedules

2024

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YEAR ADVISERS' TIPS

Welcome to the start of your Year 11 Courses, which will lead to the award of the Higher School Certificate. To be eligible for the award of the HSC, 12 units must be satisfactorily completed in the Preliminary Course and at least 10 units in the HSC year.

This booklet is important because it sets out assessment tasks for each subject, as well as guidelines to completing and submitting assessment work. You need to read this booklet carefully and be aware of the contents. Put this booklet in a safe place as you will need to refer to it during the year. Try not to leave your assessment tasks to the last minute as it is **your** responsibility to complete and hand in all tasks on or before the due date.

Ongoing support is available at school. **Seek advice or support early** if you feel you are experiencing difficulties with any classwork or assessments. Talk to your teachers and seek their feedback, discuss your work with peers or other teachers. If you feel you are becoming overwhelmed, you are probably not alone. Talk to a friend, your Year Adviser, the school counsellor or again, a trusted teacher. Talking through your feelings and getting help to plan your workload will go a long way towards a successful year.

Preliminary courses are delivered during Terms 1, 2 and 3. HSC courses commence in Term 4. As such, any changes to a student's pattern of study must be made by the end of Week 4, Term 1 of the Preliminary Course.

Preliminary examinations will be:

Term 3, Weeks 9 and 10: Monday 16 September to Friday 27 September 2024.

Semester 1 and Final reports will be issued to all students. Good luck with your studies in Year 11.

Mrs Hendeson and Mrs Karykides

ELIGIBILITY FOR THE HIGHER SCHOOL CERTIFICATE

The rules and requirements for eligibility for the Higher School Certificate are set out in the NSW Education Standards Authority publication, the *Assessment, Certification and Examinations (ACE) Manual*. It is available on the following website: <https://ace.nesa.nsw.edu.au/> .

To be eligible for the award of the Higher School Certificate a student must:

- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA recognised school outside NSW, or a TAFE NSW College
- Complete HSC: All My Own Work (or its equivalent) before they submit any work for Preliminary or HSC courses, unless they are only entered for Life Skills courses
- Satisfactorily complete courses in the patterns of study detailed over the page
- Sit for and make a serious attempt at the required HSC examinations
- Achieve the NESA HSC Minimum Standards for Literacy and Numeracy

CURRICULUM REQUIREMENTS OF THE HSC

A student must satisfactorily complete:

- a Preliminary pattern of study that includes at least 12 units
- an HSC pattern of study that includes at least 10 units

Both study patterns must include at least:

- 6 units of Board Developed Courses
- 2 units of a Board Developed Course in English
- 3 courses of two or more units (either Board Developed or Board Endorsed Courses)
- 4 subjects

HSC PATHWAYS

Most students follow a two year program of study in Years 11 and 12 leading to the award of the Higher School Certificate. The NSW Educational Standards Authority also provides access for those people who wish to combine their studies with employment or with other responsibilities, such as family care. The Pathways provisions listed below allow flexibility in obtaining the Higher School Certificate and provide equitable access for all.

Accumulation

A student may accumulate the HSC over a period of up to five years. The five year period commences in the first year they complete an HSC course. Preliminary courses may, but need not, be accumulated within this period. The student will receive a cumulative Record of Achievement for Preliminary and HSC courses completed each year. By the end of the period of accumulation, they must have met all Preliminary and HSC pattern of study requirements. In subjects that include extension courses, a student may accumulate by presenting the 2 unit course in one year and the extension course in a later year.

Repeating courses

A student may repeat one or more HSC courses, but they must do so within the five year accumulation period. In the calculation of the Australian Tertiary Admission Rank (ATAR), the most recent mark in a course will be used.

SATISFACTORY COMPLETION OF A COURSE

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 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 course outcomes.

Whilst the NSW Educational Standards Authority does not mandate attendance requirements, the Principal may determine that, as a result of absence, the course completion requirements may not have been met. Clearly, absences will be considered seriously. Students must have a pattern of attendance which reflects a genuine effort in all courses and reflects at least 85%.

Students who have not complied with the above requirements may not be regarded as having satisfactorily completed the course. The school will issue N Warning letters if a student is at risk of not satisfactorily completing a course. The Principal may then apply the "N" (non-completion of course requirements) determination in the relevant course(s).

SUBMISSION OF AN ASSESSMENT TASK

The following rules must be adhered to by all students:

Unless otherwise notified in the assessment notification, assessment tasks must be submitted at the beginning of the first timetabled lesson, in the relevant subject, on the date the assessment task is due. Students must submit the task themselves and remain in class for the entire lesson unless they have applied for and been granted special arrangements through the Deputy Principal. When an assessment task is being completed during class time, students must attend all their timetabled lessons from the start of the school day on the day of the assessment task.

If a student is late for school on the day an assessment task is due, they must report to the Deputy Principal with a note, signed by their parent/carer, explaining the reason for lateness. The student will be issued with a late note and should proceed directly to class. In relation to any problem that may arise regarding the assessment task, the validity of the reason for lateness will be determined by the Principal and Deputy Principal.

If a student becomes aware of **an upcoming absence** (overseas travel, representative sporting events, school representation), that clashes with an assessment task due date, the Head Teacher must be informed in advance, in writing, and an alternative task/date for submission may be negotiated. Illness/Misadventure forms should be used for this purpose.

If a student cannot attend school on the day of an assessment task (either submission or in class task) because of a valid reason (illness or misadventure) they must do the following:

1. Call the school and let the office know your name, the course in which you have an assessment task and the reason you will not be at school.
2. Complete the Illness/Misadventure form – Stage 1.
3. Appropriate documentation explaining the absence must be supplied. In the case of illness, the best form of documentation is a medical certificate.
4. Show the completed Illness/Misadventure form – Stage 1 and medical certificate/other documentation to the relevant Deputy Principal **before school** on the day they return. At this time the student must submit the task if it was to be completed at home. If the task was to be completed in class, discuss with the Head Teacher when they will do the task or a substitute task. A student must be prepared to do the task or a substitute task on the day they return, unless the documentation supplied provides a satisfactory reason for this not to be the case.

FAILURE TO COMPLETE OR SUBMIT AN ASSESSMENT TASK

Students have a responsibility to be present in class for all assessment tasks. These tasks take priority over other school activities. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task.

Extensions may only be granted if written application is made to the Head Teacher prior to the due date, giving a valid reason for the request. Illness/Misadventure forms, available from the Deputy Principal, should be used for this purpose. In the case of exceptional circumstances or unexpected illness, a written application may be made after the due date, which must include evidence such as a medical certificate. In all cases, extensions will **NOT** automatically be granted simply because an application is made. The Deputy Principal grants extensions in consultation with the relevant Head Teacher.

COMPUTER OR PRINTER BREAKDOWN WILL GENERALLY BE CONSIDERED AN UNSATISFACTORY EXCUSE FOR FAILURE TO SUBMIT TASKS ON TIME

Many students prepare, research and complete assessments on computer. Students are advised to keep print copies of drafts or work in progress. Given that students have a minimum of two weeks' notice of tasks, students must plan ahead and avoid the possibility of a computer/printer breakdown or malfunction at a time when a task is due. This will not be acceptable as an excuse for non-submission of work unless drafts are available with the Illness/Misadventure form—Stage 1, for consideration by the Deputy Principal. Students are advised to have final draft copies prepared and printed a day or two ahead of deadlines and so avoid these last minute stresses and problems.

CONSEQUENCES FOR BREACHING SCHOOL ASSESSMENT RULES

- When an assessment task is submitted after the due date and time and no extension has been granted, the task will be awarded zero and noted as either a genuine or non-genuine attempt, which may or may not satisfactorily complete course requirements.
- If a student submits a task on time but still scores zero, the attempt may be deemed by the teacher to be a non-serious attempt. If this occurs, it means that as far as 'satisfactory completion' of the course is concerned, the student is deemed not to have submitted the task at all. An N warning letter will be issued for this task.
- Students cannot attend school and use school facilities to complete assessment tasks if they are not marked as present on the roll. If a student is not registered as present on the roll, he/she will be considered to be absent or truanting.
- Students cannot absent themselves from timetabled classes to prepare for or complete assessment tasks. This type of action will firstly be treated as fractional truancy and dealt with accordingly, and secondly it will also be regarded as providing the student with an unfair advantage. A zero mark for the task will be recorded and an N warning letter will be issued for this task.

CONDUCT DURING ASSESSMENT TASKS

Students must follow the instructions of their teachers at all times during the conduct of an assessment task. They may not have with them any notes or texts without the specific approval of the teacher conducting the task. Neither may any notes be taken from an assessment task room without the approval of the teacher in charge. Students must not behave in a manner likely to disturb the work of any other student or upset the smooth running of the assessment session.

MALPRACTICE

All work submitted by a student as part or all of an assessment task must be the original work of that student. This aligns with **NESA's 'All My Own Work'** requirements for Stage 6 students. Students have a responsibility to maintain the security of any assessment tasks completed outside class. Copying the work of another student and/or permitting work to be copied are dishonest practices and will be dealt with as outlined below. The school's Personal Electronic Device procedures will apply in all circumstances.

Copying sections of Artificial Intelligence (AI) generated or other published works (electronic or hard copy) and representing this work as your own is called plagiarism. If the teacher detects work that can be proven to be plagiarised, the work will not be marked. Students' right of appeal will apply in these circumstances. Downloading sections of work from the internet and loading it directly into an assessment task is plagiarism and will break assessment rules.

In assessment tasks and examinations, any instances of illness, irregularities, alleged cheating or malpractice must be reported to supervising teachers during the progress of the examination where practicable or immediately after if appropriate.

CONSEQUENCES FOR MALPRACTICE

Proven cases of cheating or dishonest practices, including plagiarism, in any assessment task, including examinations, will incur a mark of zero. Parents will be notified and an N warning letter will be issued.

APPEALS

Students who have any concerns about the process used to mark an assessment task must follow this up with their teacher or the Head Teacher at the time of the return of the task. Students need to complete an Illness/Misadventure form – Stage 1 if they wish to appeal their assessment mark. If a student's Illness/Misadventure Claim is declined, students can request a review of this decision by completing the Assessment Appeal Form – Stage 2. If a student believes that their final assessment ranking is not correct, students are able to appeal and request a review of their assessment rank for the course. Students need to complete and submit the Assessment Appeal Form – Stage 2.

NON-DISCRIMINATING TASKS

If an assessment task does not sufficiently discriminate between students or has problems associated with its administration, a supplementary task may be set and weightings adjusted accordingly. Should this occur, a suitable date would be negotiated with students and the Principal notified.

NON-ASSESSED TASKS

In addition to assessment tasks, you will be given other tasks, including the midcourse examinations, that are an integral part of the learning process. If you fail to complete these tasks, you risk being deemed to have not satisfactorily completed the course, thus forfeiting your right to a school assessment mark and an HSC examination mark. N warning letters will be issued if a student is at risk of not meeting the course requirements.

PRINCIPAL'S DECISION

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

FREQUENTLY ASKED QUESTIONS

These questions and answers are not exhaustive but may help students to understand their responsibilities with regard to assessment procedures.

What happens if a task is to be handed in and I have not done it and do not have a satisfactory excuse for not doing the work?

You will receive zero. An 'N' award warning letter will be issued to the parent/carer.

What happens if I'm away on the day the assessment task is to be handed in?

You can get someone else to bring the hard copy task into school on the day the task is due but it must be handed to the Head Teacher of that subject before 10am. Before the start of the school day, the task can be emailed to the class teacher, Head Teacher or to the school email account figtree-h.school@det.nsw.edu.au, clearly indicating the class teacher's name and the course for which the assessment task is being submitted in the subject of the email. The hard copy of the assessment task must be submitted when you return to school.

If no one can bring your task into school, you or a family relative must call the school giving your name, the course in which you have the assessment task and the reason you are away. You must complete the Illness/Misadventure form – Stage 1. A medical certificate should accompany the form if you are sick. You should bring these and your completed assessment task on the day you return to school to the Deputy Principal. If the task was to be completed in class you must be prepared to do the task or a substitute task on the day you return.

What happens if I have a task in period 4 of a particular day, and I stay home to study, then come to school late?

You cannot take the morning off to study as this may give you an unfair advantage over other students. Refer to pages 6 - 8 of this booklet. A zero mark for the task will be recorded. It is important to be at school on time when you have an assessment task on that day.

What happens if my computer malfunctions, for example the printer won't work, the day before my work is due to be handed in to the teacher?

A computer malfunction is an unsatisfactory excuse. Students are strongly encouraged to use the Google Drive available to them on the DoE Student Portal to save assessment tasks and back up their work. You should always print a draft copy of your work and this may be handed in with an Illness/Misadventure form. The school library can be used to print off assessment tasks before school. Follow the correct procedure for handing in this form. It is not acceptable to hand in your work on a flash drive as such devices may corrupt the school's computer system. You need to be fully prepared by beginning assessment tasks well before the due date.

What happens if I want to appeal a mark I have been given?

You must complete an Illness/Misadventure form and submit it to the relevant Deputy Principal within **five** school days of receiving your mark.

ASSESSMENT SCHEDULES

**FIGTREE HIGH SCHOOL
ABORIGINAL STUDIES
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9 or 10
		Source Study – Aboriginality and the Land	Local Community Case Study – Final Report	Preliminary Examination
Knowledge and understanding of course content	40	20		20
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15	5	5	5
Research and inquiry methods, including aspects of the Local Community Case Study	20		20	
Communication of information, ideas and issues in appropriate forms	25	5	15	5
MARKS	100	30	40	30
OUTCOMES		P1.1, P1.2, P2.2	P4.1, P4.2, P4.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3

**FIGTREE HIGH SCHOOL
ANCIENT HISTORY
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 3 Week 2	Term 3 Week 9 or 10
		Source Analysis In Class Task	Historical Investigation	Preliminary Examination
Knowledge and understanding of course content	40	15		25
Historical skills in the analysis and evaluation of sources and interpretations	20	15		5
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20		15	5
MARKS	100	30	35	35
OUTCOMES		AH11-2, AH11-6, AH11-9	AH11-5, AH11-6, AH11-8, AH11-9	AH11-5, AH11-6, AH11-9, AH11-10

**FIGTREE HIGH SCHOOL
BIOLOGY
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9 or 10
		Practical Investigation and Research task	Depth Study: Ecosystem Dynamics	Preliminary Examination
Skills in working scientifically	60	25	25	10
Knowledge and understanding of course content	40	5	5	30
MARKS	100	30	30	40
OUTCOMES		BIO11-2, BIO11-3, BIO11-5, BIO11-8, BIO11-9	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-7, BIO 11-11	BIO11-4, BIO11-5, BIO11-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11

**FIGTREE HIGH SCHOOL
BUSINESS STUDIES
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 or 10
		Nature of Business In-Class Task	Business Research Task	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Stimulus – based skills	20	5		15
Inquiry and research	20		20	
Communication of business information, ideas, and issues in appropriate forms	20	10	5	5
MARKS	100	25	35	40
OUTCOMES		P1, P2, P8, P9	P2, P4, P7, P8	P5, P6, P8, P9, P10

**FIGTREE HIGH SCHOOL
CHEMISTRY
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9 or 10
		Research Task	Depth Study	Preliminary Examination
Knowledge and understanding of course content	40	5	10	25
Skills in working scientifically	60	15	30	15
MARKS	100	20	40	40
OUTCOMES		CH2, CH3, CH4, CH5, CH7, CH8	CH1, CH2, CH3, CH5, CH7, CH9	CH1, CH2, CH3, CH4, CH5, CH6, CH7, CH8, CH9, CH10, CH11, CH12, CH13, CH14, CH15

FIGTREE HIGH SCHOOL
COMMUNITY AND FAMILY STUDIES
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 7	Term 3 Week 9 or 10
		Resource Management Assessment	Leadership Analysis Assessment	Preliminary Examination
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
MARKS	100	35	35	30
OUTCOMES		P1.1, 1.2, P4.1, P4.2, 5.1	P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1

FIGTREE HIGH SCHOOL
DESIGN AND TECHNOLOGY
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 3 Week 6	Term 3 Week 9 or 10
		Designer Case Study	Preliminary Project	Preliminary Examination
Knowledge and understanding of course content	40	10	20	10
Knowledge and skills in designing, managing, producing and evaluating design projects	60	20	20	20
MARKS	100	30	40	30
OUTCOMES		P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3

FIGTREE HIGH SCHOOL

DRAMA

2024 PRELIMINARY COURSE ASSESSMENT PROGRAM

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 2 Week 2	Term 2 Week 10	Term 3 Week 7
		Presentation of Individual Performance Individual performance presentation demonstrating exploration of role/character development, log book research informing refinement of dramatic action	Written Extended Essay and script performance Extended essay based on workshop activities and activities in Theatrical Traditions and Performance Styles	Elements of Production Individual Project
Making	40	20	10	10
Performing	30	10	10	10
Critically Studying	30		10	20
MARKS	100	30	30	40
OUTCOMES		P1.3, P1.4, P1.6, P2.1 P2.4, P3.1	P1.4, P1.6, P2.1, P2.2, P2.3, P3.1	P1.1, P1.2, P1.3, P1.4, P2.1, P2.3, P2.4, P3.2, P3.3

FIGTREE HIGH SCHOOL

**EARTH AND ENVIRONMENTAL SCIENCE
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9 or 10
		Practical Investigation and Report	Depth Study	Preliminary Examination
Knowledge and understanding of course content	40	5	10	25
Skills in working scientifically	60	15	30	15
MARKS	100	20	40	40
OUTCOMES		EES11-3 EES11-4 EES11-5 EES11-8	EES11-1 EES11-2 EES11-3 EES11-7	EES11-8 EES11-9 EES11-10 EES11-11

**FIGTREE HIGH SCHOOL
ECONOMICS
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9 or 10
		Markets In-Class Task	Research Task: Labour markets	Preliminary Examination
Knowledge and understanding of course content	40	15	5	20
Stimulus-based skills	20	10		10
Inquiry and Research	20		20	
Communication of economic information, ideas and issues in appropriate forms	20	5	5	10
Weighting	100	30	30	40
OUTCOMES		P1, P3, P5, P7, P8, P10, P11	P2, P3, P5, P6, P8, P9, P10, P12	P1, P2, P3, P5, P6, P7, P8, P10, P11

**FIGTREE HIGH SCHOOL
ENGLISH ADVANCED
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9 or 10
		Reading to Write Unseen Paper and discursive or persuasive or imaginative plus reflection	Narratives that Shape our World Multimodal presentation	Preliminary Examination
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
MARKS	100	30	40	30
OUTCOMES		EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8

**FIGTREE HIGH SCHOOL
ENGLISH EXTENSION 1
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 3 Week 3	Term 3 Week 9 or 10
		Imaginative response/analytical writing	Multimodal Independent Research Project	Preliminary Examination
Knowledge and understanding of complex texts and of how and why they are valued	50	15	20	15
Skills in complex analysis, sustained composition and independent investigation	50	15	20	15
MARKS	100	30	40	30
OUTCOMES		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3 EE11-4, EE11-5

**FIGTREE HIGH SCHOOL
ENGLISH STANDARD
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9 or 10
		Reading to Write Unseen Paper and discursive or persuasive or imaginative plus reflection	Interactive presentation (multimodal presentation) Contemporary Possibilities	Preliminary Examination
Knowledge and understanding of course content	50	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	20	15
MARKS	100	30	40	30
OUTCOMES		EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8

**FIGTREE HIGH SCHOOL
ENGLISH STUDIES
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9 or 10
		Portfolio Mock Interview Mandatory Module: Achieving through English	Multimodal presentation Elective Module	Preliminary Examination
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
MARKS	100	30	30	40
OUTCOMES		ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9

**FIGTREE HIGH SCHOOL
EXPLORING EARLY CHILDHOOD
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 6
		Pregnancy and Childbirth Research Task	Toy Development and Analysis	Primary School Play and Learning Activity
Knowledge and understanding of course content	50	20	15	15
Skills in critical thinking, analysing and communicating	50	15	15	20
MARKS	100	35	30	35
OUTCOMES		1.1, 1.4, 2.1	1.3, 1.5, 2.4, 4.1, 4.2	1.2, 1.4, 1.5, 2.2

**FIGTREE HIGH SCHOOL
FOOD TECHNOLOGY
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9 or 10
		Food Availability: Case Study	Food Quality and Functional Properties Investigation and Preparation	Preliminary Examination
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	20	
MARKS	100	30	40	30
OUTCOMES		P1.1, P1.2, P4.2, P4.3	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P2.1, P2.2, P3.1

**FIGTREE HIGH SCHOOL
GEOGRAPHY
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 10	Term 3 Week 2	Term 3 Week 9 or 10
		Geographical Investigation (Mandatory Fieldwork Report linked to Jervis Bay Trip)	People, Patterns and Process Essay	Preliminary Examination
Knowledge and understanding of course content	40		10	20
Geographical tools and skills	20	10		10
Geographical inquiry and research, including fieldwork	20	20	20	
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	10
Weighting	100	35	35	40
Outcomes assessed by the task		GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-04, GE-11-05, GE-11-09	GE-11-01, GE-11-02, GE-11-04, GE-11-05, GE-11-07, GE-11-08, GE-11-09

**FIGTREE HIGH SCHOOL
INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS & FURNITURE TECHNOLOGIES
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 2 Week 1	Term 3 Week 4	Term 3 Week 9 or 10
		Industry Study	Major Project (Clock 25% + Folio 15%)	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in the management, communication and production of projects	60	20	30	10
MARKS	100	30	40	30
OUTCOMES		P1.1, P1.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1

**FIGTREE HIGH SCHOOL
LEGAL STUDIES
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 11	Term 3 Week 4	Term 3 Week 9 or 10
		Research Task	Written Response / Presentation	Preliminary Examination
Knowledge and understanding of course content	40	5	15	20
Analysis and Evaluation	20	5	5	10
Inquiry and Research	20	15	5	
Communication of legal information, issues and ideas in appropriate forms	20	5	5	10
MARKS	100	30	30	40
OUTCOMES		P1, P2, P4, P6, P7, P8, P9	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10

**FIGTREE HIGH SCHOOL
MATHEMATICS ADVANCED
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 or 10
		In-Class Task	Investigation Task	Preliminary Examination
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
MARKS	100	30	30	40
OUTCOMES		MA11-1, MA11-2, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9

**FIGTREE HIGH SCHOOL
MATHEMATICS EXTENSION 1
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 2 Week 2	Term 3 Week 3	Term 3 Week 9 or 10
		Investigation Task	In-Class Task	Preliminary Examination
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
MARKS	100	30	30	40
OUTCOMES		ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7

**FIGTREE HIGH SCHOOL
MATHEMATICS STANDARD
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9 or 10
		In-Class Task	Investigation Task	Preliminary Examination
Understanding, fluency and communication	50	18	12	20
Problem-solving, reasoning and justification	50	18	12	20
MARKS	100	36	24	40
OUTCOMES		MS11-5, MS11-6, MS11-8, MS11-10	MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-10

**FIGTREE HIGH SCHOOL
MODERN HISTORY
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 5	Term 3 Week 9 or 10
		In-class Task Sites and Sources Romanovs	Historical Investigation	Preliminary Examination
Knowledge and understanding of course content	40	10		30
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	5	10	5
MARKS	100	25	35	40
OUTCOMES		MH11-4, MH11-6, MH11-7, MH11-10	MH11-3, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9,	MH11-1, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9

**FIGTREE HIGH SCHOOL
MUSIC
2024 PRELIMINARY COURSE ASSESSMENT SCHEDULE**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 10	Term 3 Week 9 or 10
		Methods in Music Notation: Composition	Jazz Music: Performance and Musicology	Rock Music Preliminary Examination – Performance and Aural
Performance	25		15	10
Composition	25	25		
Musicology	25		25	
Aural	25			25
MARKS	100	25	40	35
OUTCOMES		P2, P7, P8	P3, P5, P10, P11	P1, P4, P6, P9

**FIGTREE HIGH SCHOOL
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 9	Term 3 Week 9 or 10
		Better Health for Individuals – Research and Analysis Task	Body in Motion – Research and Analysis Task	Preliminary Examination
Knowledge and understanding of course content	40	10	10	20
Skills in critical thinking, research, analysis and communicating	60	20	20	20
MARKS	100	30	30	40
OUTCOMES		P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17

**FIGTREE HIGH SCHOOL
PHOTOGRAPHY, VIDEO & DIGITAL MEDIA
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS (Syllabus)	WEIGHTINGS (Syllabus)	Task 1	Task 2	Task 3
		Term 2 Week 1	Term 2 Week 8	Term 3 Week 9 or 10
		Semester 1 Portfolio	Semester 2 Portfolio	Preliminary Examination
Making	70	35	35	
Critical and Historical Investigations	30			30
Total %	100	35	35	30
Outcomes assessed by the task		M1, M3, M6	M2, M4, M5	CH1, CH2, CH3, CH4, CH5

**FIGTREE HIGH SCHOOL
PHYSICS
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9 or 10
		Practical Investigation and Report	Depth Study	Preliminary Examination
Knowledge and understanding of course content	40	5	10	25
Skills in working scientifically	60	15	30	15
MARKS	100	20	40	40
OUTCOMES		PH1, PH2, PH3, PH4, PH5, PH6, PH7, PH8, PH9	PH1, PH2, PH3, PH4, PH6, PH7, PH9, PH10, PH11	PH6, PH7, PH8, PH9, PH10, PH11

**FIGTREE HIGH SCHOOL
SOCIETY AND CULTURE
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	TASK 1	Task 2	Task 3
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9 or 10
		Research Task	Analysing Data	Preliminary Examination
Knowledge and understanding of course content	50	5	20	25
Application and evaluation of social and cultural research methods	30	20	10	
Communication of information, ideas and issues in appropriate forms	20	10	5	5
Weighting	100	35	35	30
Outcomes assessed by the task		P1, P3, P6, P7, P8, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4, P5, P6, P10

**FIGTREE HIGH SCHOOL
SPORT, LIFESTYLE AND RECREATION
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING %	Task 1	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 6
		First Aid <i>Practical and Theory Examination</i>	Athletics <i>Practical Evaluation</i>	Movement Skill and Performance <i>Performance and Analysis</i>
Knowledge and Understanding	50	20	20	10
Skills	50	10	10	30
TOTAL MARKS	100	30	30	40
OUTCOMES		1.3, 2.5, 3.6, 4.2, 4.5	1.3, 2.3, 3.3, 4.4	1.3, 3.1, 4.1, 4.4

**FIGTREE HIGH SCHOOL
VISUAL ARTS
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Term 2 Week 2	Term 3 Week 2	Term 3 Week 9 or 10
		Charcoal Portrait	Contemporary Painting and In Class Response	Preliminary Examination
Artmaking	50%	20	30	
Critical and historical	50%		10	40
MARKS	100	20	40	40
OUTCOMES		P1, P3, P4	P2, P5, P6, P7, P9	P8, P10

**FIGTREE HIGH SCHOOL
WORK STUDIES
2024 PRELIMINARY COURSE ASSESSMENT PROGRAM**

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Term 1 Week 6	Term 2 Week 9	Term 3 Week 9 or 10
		Work Ready Portfolio	Team Enterprise Project	Preliminary Examination
Knowledge and understanding of course content	30	10	10	10
Knowledge and skills in designing, researching, analysing and evaluating	70	20	30	20
MARKS	100	30	40	30
OUTCOMES		1, 3, 4, 5, 7	2, 5, 6, 7, 8, 9	1, 2, 3, 4, 8

HSC ASSESSMENT ADVICE FOR VET COURSES



School Name: Figtree High

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) 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 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week 11 Term 1 Date 12/4/ 24	Week 11 Term 1 Date 12/4/ 24	Week 10 Term 2 Date 5/7/ 24	Week 10 Term 3 Date 27/9/ 24	Week Term Date
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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: Figtree High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services		Task 1 White card	Task 2 Plan a career *	Task 3 Safe and sound	Task 4 Bump in the light	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Term TBA	Term TBA	Term 2	Term 3	Week 9
Code	Unit of Competency	Date 2024	Date 2025	Date 2024	Date 2024	Date 2024
CPCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		Post WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

* **Examinable units to be confirmed by teacher.**

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: Figtree High School****Assessment Schedule Year 11 - 2024**

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
		Term 2 2024	<u>Term 3</u> 2024	Term 3 2024
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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

*** Examinable units to be confirmed by teacher.**

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".

HSC 2024 EVET Courses

CAMPUS

West Wollongong
Wollongong
Yallah
Shellharbour

Assessment for these courses will be provided by the TAFE course advisors.

For enquires about the assessment schedules for EVET courses at TAFE, contact the TAFE Illawarra TVET Unit directly on:

Online at: www.illawarra.tafensw.edu.au/tvet

Email: tvvet.sye@tafensw.edu.au

mary.ljubic@tafensw.edu.au

Phone:
131 601

Figtree High School

School Based Illness/Misadventure Claim Form – Stage 1

For an **Illness/Misadventure** claim, this form must be submitted before school to the **Deputy Principal** of the relevant course **on the day you return** to school. If you are **appealing the mark** awarded to you, this form must be submitted to the relevant **Deputy Principal** within **five school days** of receiving your mark.

STUDENT'S NAME..... YEAR/CLASS.....

COURSE NAME

TEACHER'S NAME TASK DUE DATE

- I was unable to complete/submit an assessment task on the due date because of unforeseen illness or misadventure as described below.
- I ask the school to
 - award me a mark based on this task or a substitute task OR
 - grant me an extension of time OR
 - give me an estimate
- I declare that all the information I have supplied is true.

Describe the unforeseen illness or misadventure, which prevented you from completing or submitting your assessment task on the due date. In the case of illness outline its nature, onset, duration and effect on your ability to complete or submit the task.

.....

.....

.....

.....

Give details of the action you took to report your illness/misadventure to the school.

- Contacted the school on the day the task was due Reported to HT on day of return
- Discussed illness/misadventure with class teacher Medical Certificate provided
- Other:

Attach your medical certificate and/or other documents to this form.

Student's signature Date Parent's signature

Deputy Principal Decision

Illness/Misadventure Claim: Accepted / Declined

Action

- award a mark based on this task OR a substitute task award an estimate mark (Principal Only)
- grant an extension of time – **new due date:** _____

If Declined – provide reasons for the decision

.....

.....

Deputy Principal	Head Teacher/ Class Teacher
Date	

If your Illness/Misadventure Claim is declined, you can appeal the decision by completing the Assessment Appeal Form – Stage 2. Your Deputy Principal has these forms.

Figtree High School

Assessment Appeal Form – Stage 2

This form only needs to be submitted if you want to appeal the decision that the Deputy Principal made about your Illness/Misadventure Claim OR you want to appeal the Assessment Rank that you have been awarded for a course. This form needs to be completed and submitted to the Principal within 5 days of being notified of the Deputy Principal's decision about your Illness/Misadventure Claim OR within 5 days of receiving your Assessment Rank.

STUDENT'S NAME..... YEAR/CLASS.....

COURSE NAMETEACHER'S NAME

STUDENT APPEAL – ILLNESS/MISADVENTURE CLAIM DECISION

- I completed and submitted the School Based Illness/Misadventure form to the Deputy Principal before school on the day I returned to school. *Attach your copy of the form to this Appeal form.*
- I am appealing the decision about my Illness/Misadventure Claim for the following reason/s:

.....
.....
.....
.....
.....

- I declare that all the information I have supplied is true.

STUDENT APPEAL – FINAL ASSESSMENT RANK AWARDED

- I would like to appeal the Assessment rank awarded to me for this course for the following reasons:

.....
.....
.....
.....

I declare that all the information I have supplied is true.

Student's signature Date Parent's signature

APPEAL DECISION

Illness/Misadventure Claim: Upheld / Declined **Assessment Rank:** Upheld / Declined
Reason/s:

.....
.....
.....
.....

Principal	Head Teacher
Date	

NESA – GLOSSARY KEY TERMS

This glossary contains key words that appear frequently in NSW Education Standards Authority syllabuses, performance descriptions and examinations. The purpose behind the glossary is to help students prepare better for the HSC by showing them that certain key words are used similarly in examination questions across the different subjects they are studying.

Account: Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse: Identify components and the relationship between them; draw out and relate implications

Apply: Use, utilise, employ in a particular situation

Appreciate: Make a judgement about the value of

Assess: Make a judgement of value, quality, outcomes, results or size

Calculate: Ascertain/determine from given facts, figures or information

Clarify: Make clear or plain

Classify: Arrange or include in classes/categories

Compare: Show how things are similar or different

Construct: Make; build; put together items or arguments

Contrast: Show how things are different or opposite

Critically (analyse/evaluate): Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce: Draw conclusions

Define: State meaning and identify essential qualities

Demonstrate: Show by example

Describe: Provide characteristics and features

Discuss: Identify issues and provide points for and/or against

Distinguish: Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate: Make a judgement based on criteria; determine the value of

Examine: Inquire into

Explain: Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract: Choose relevant and/or appropriate details

Extrapolate: Infer from what is known

Identify: Recognise and name

Interpret: Draw meaning from

Investigate: Plan, inquire into and draw conclusions about

Justify: Support an argument or conclusion

Outline: Sketch in general terms; indicate the main features of

Predict: Suggest what may happen based on available information

Propose: Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall: Present remembered ideas, facts or experiences

Recommend: Provide reasons in favour

Recount: Retell a series of events

Summarise: Express, concisely, the relevant details

Synthesise: Putting together various elements to make a whole

Source: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/exam-advice-resources/glossary-keywords>

Accessed 6/2/2024

Term 1 2024 Year 11 Assessment Planner

Fill in the dates of each school week below. Enter the assessment tasks for each course and then the exact due date as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (B)		Staff Development Day 1	Staff Development Day 2	Year 11 Students Return to School	
Week 2 (A)					
Week 3 (B)					
Week 4 (A)					
Week 5 (B)					
Week 6 (A)					
Week 7 (B)					
Week 8 (A)					
Week 9 (B)					Easter – Good Friday
Week 10 (A)	Easter Monday				
Week 11 (B)					

Term 2 2024 Year 11 Assessment Planner

Fill in the dates of each school week below. Enter the assessment tasks for each course and then the exact due date as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (A)	Staff Development Day	Students Return to School			
Week 2 (B)					
Week 3 (A)					
Week 4 (B)					
Week 5 (A)					
Week 6 (B)					
Week 7 (A)	King's Birthday Holiday				
Week 8 (B)					
Week 9 (A)					
Week 10 (B)					

Term 3 2024 Year 11 Assessment Planner

Fill in the dates of each school week below. Enter the assessment tasks for each course and then the exact due date as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1(A)	Staff Development Day	Students return to school			
Week 2(B)					
Week 3(A)					
Week 4(B)	Construction Work Placement	Construction Work Placement	Construction Work Placement	Construction Work Placement	Construction Work Placement
Week 5(A)	Construction and Hospitality Work Placement	Construction and Hospitality Work Placement	Construction and Hospitality Work Placement	Construction and Hospitality Work Placement	Construction and Hospitality Work Placement
Week 6(B)	Hospitality Work Placement	Hospitality Work Placement	Hospitality Work Placement	Hospitality Work Placement	Hospitality Work Placement
Week 7(A)					
Week 8(B)	Assessment Free Week	Assessment Free Week	Assessment Free Week	Assessment Free Week	Assessment Free Week
Week 9(A)	Preliminary Examinations	Preliminary Examinations	Preliminary Examinations	Preliminary Examinations	Preliminary Examinations
Week 10(B)	Preliminary Examinations	Preliminary Examinations	Preliminary Examinations	Preliminary Examinations	Preliminary Examinations

In Term 4 – the HSC courses commence