



Bass High School

Year 11

Assessment Schedule 2019

Calendar

2019

JANUARY							FEBRUARY							MARCH							APRIL						
S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S
		1	2	3	4	5						1	2	31					1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
MAY							JUNE							JULY							AUGUST						
S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S
			1	2	3	4	30					1	1	2	3	4	5	6					1	2	3		
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
SEPTEMBER							OCTOBER							NOVEMBER							DECEMBER						
S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S	S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7			1	2	3	4	5						1	2	1	2	3	4	5	6	7
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28
29	30						27	28	29	30	31			24	25	26	27	28	29	30	29	30	31				

Term Dates

2018	Term 4:	Monday 15/10/2018	-	Wednesday 19/12/2018
2019	Term 1:	Wednesday 30/01/2019	-	Friday 12/04/2019
	Term 2:	Tuesday 30/04/2019	-	Friday 05/07/2019
	Term 3:	Tuesday 23/07/2019	-	Friday 27/09/2019
	Term 4:	Monday 14/10/2019	-	Wednesday 18/12/2019

Public Holidays

26 th January 2019	-	Australia Day
19 th April 2019	-	Good Friday
22 nd April 2019	-	Easter Monday
25 th April 2019	-	Anzac Day
10 th June 2019	-	Queens Birthday holiday



BASS HIGH SCHOOL

YEAR 11 2019

This is the beginning of a 'grand adventure' for the next two years.

Year 11 is a very important part of your H.S.C. study. Year 11 consists of the first three terms in 2019.

This booklet is designed to help you plan for the assessments in Year 11. It informs you of all the tasks, the date they are due, the weighting of each task and the outcomes being assessed in the tasks.

It is important to remember:-

- School Assessments contribute to you satisfactorily completing Year 11.
- You need to satisfactorily complete 12 units in Year 11.
- You may continue study into the H.S.C. year only if you have satisfactorily completed Year 11 in a subject.
- Do not miss any assessment tasks.
- Tasks not completed due to illness or misadventure must be supported by a Doctor's Certificate and a Misadventure form handed to your teacher immediately upon your return to school.
- Put all the tasks that you have due onto a calendar (use your Student Diary) so you do not forget when one is due.

Although your teachers wish you good luck, your success depends more on good management, commitment and consistent effort to your responsibilities.

Year 11 2019

Introduction to Year 11 Assessment

The Purpose of the Year 11 Assessment

Assessment is carried out by schools for the NSW Education Standards Authority (NESA). It consists of set assessment tasks in each subject. Year 11 Assessment is designed to give students experience/credit for:

- Preparing students for the H.S.C. Assessment Program.
- Aspects of their courses which are not tested by the H.S.C. Examination, e.g. practical skills, research skills, field studies and oral skills, etc.
- Their achievement in a Year 11 course, rather than relying only on performance in examinations.
- At the end of the Year 11 course schools must provide the NESA with an indication of each student's performance. Students will be reported as Satisfactorily/Not Satisfactorily completing each course studied.

The School Assessment

This will occur in each subject, through formal examinations, tests, assignments, essays, creative works, field study reports and other tasks. These will continue throughout the Year 11 course in order to diagnose student's strengths and weaknesses, to inform parents, and to prepare students for their H.S.C. assessment and examinations.

Students are reminded that failure to complete School Assessment tasks may mean that progress in the subject concerned may be found to be unsatisfactory. All assessment tasks contribute towards each student's achievement and should therefore be completed.

Vocational Courses and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

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

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

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

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have

an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

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

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

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

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

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

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

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

Recognition of Prior Learning (RPL)

For Students who believe they qualify for RPL in any HSC Course including VET courses.

What is RPL?

Recognition of Prior Learning (RPL) and credit transfer refer to the acknowledgement of evidence of a student's achievement of competencies or learning outcomes. They are processes that allow students to have their previous learning – both formal and informal – count towards Stage 5 (Year 9 or 10) or Stage 6 (HSC) VET courses and AQF VET qualifications.

Recognition of Prior Learning(RPL)

Recognition of Prior Learning (RPL) is an assessment process that assesses the individual student's formal, non-formal and informal learning to determine the extent to which that individual has achieved the competency standards.

What is credit transfer?

Credit transfer is a process that provides credit for a unit of competency previously achieved.

Recognition of Prior Learning (RPL) and credit transfer within VET courses

Students can be granted credit (recognition of prior learning or credit transfer) for:

- units of competency within AQF VET qualifications
- VET course outcomes and content as defined by the indicative hour requirements of Stage 5 or Stage 6 VET courses
- mandatory work placement requirements.

Students may be awarded recognition for:

- units of competency achieved in another VET course (whether the VET course is undertaken as a part of their Record of School Achievement (RoSA) or HSC, or as an independent activity outside of their RoSA or HSC)
- learning and experiences gained outside VET courses that are awarded through RPL.

Refer to Official Notice BOS 16/09 – Recognition of Prior Learning (RPL) and Credit Transfer within VET Courses

RPL and credit transfer for indicative hour requirements

Where a student is granted credit through RPL or credit transfer for units of competency in one or more VET courses, they are not required to undertake additional units of competency to meet the VET course indicative hour requirements.

RPL for work placement

RPL may be granted for mandatory work placement requirements. Students' outside employment (ie not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course. Refer to [ACE 8051 - Assessment, Certification Examination \(ACE\)](#) website for further advice.

Credit transfer cannot be granted for work placement as no formal learning and assessment program is deemed to be equivalent.

Applying for Recognition of Prior Learning (RPL) and credit transfer within VET courses

It is the responsibility of the student to initiate applications to the school/RTO delivering the VET course. Schools/colleges and Registered Training Organisations (RTOs) should support students in completing their application.

An RTO with the AQF VET qualification on their scope that RPL and/or credit transfer is being claimed against must be involved in the process.

Completed applications should be retained on record by the school or college and the RTO.

Reporting and credentialling credit granted through RPL/credit transfer within VET courses

The NSW Education Standards Authority (NESAs) has delegated to principals the authority to assess and approve applications for RPL or credit transfer for VET course outcomes and content as defined

by the indicative hour requirements for the Stage 5 or Stage 6 VET course and the mandatory work placement requirements.

Informing students of the result of their application

Principals should formally inform students of the outcome of their application for RPL or credit transfer for the VET course and what this outcome means for the student.

Recognition of Prior Learning (RPL) and credit transfer for students studying more than one VET course

Some units of competency may be included in a range of different VET courses in various industry areas. It is possible that a student may undertake different VET courses that include common units of competency.

Once a student has achieved a unit of competency in one Stage 5 or Stage 6 VET course (either via assessment, RPL or credit transfer) the unit should then be awarded as credit transfer in other VET courses. The indicative hours for the unit of competency should be counted towards the indicative hour requirements for each VET course. Students awarded RPL or credit transfer within a VET course are not required to undertake additional units of competency to meet the course requirements.

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

http://www.boardofstudies.nsw.edu.au/voc_ed/rpl.html

HSC: All My Own Work

All HSC students must complete the NESA mandatory course HSC: All My Own Work. This course is designed to help students understand important issues related to senior study and the HSC, including plagiarism, copyright, working with others and scholarship principles and practices. Students will generally undertake the course during school time and will be signed off with NESA as having Satisfactorily / Not Satisfactorily completing the course. Students who do not complete the course will not be eligible for the HSC.

The School's Responsibilities

The NESA requires that each school develop an Assessment Program for each subject course.

Schools are required to:

- Set tasks which will be used to measure student performance in each component of a course using course outcomes.
- Specify the mark value and weighting for each task.
- Inform students of the Year 11 Assessment requirements for each course.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

The assessment guidelines provided in this handbook were prepared from NESA subject guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject.

Students will receive more specific information from their subject teachers concerning what will be assessed how it will be assessed, and when it will be assessed.

Students may obtain advice regarding their Year 11 assessments from their subject teacher, the subject Head Teacher, or from their Student Advisor and Careers Advisor.

The School reserves the right to make any changes considered necessary after this handbook has been issued. The changes will be advised to the students concerned, giving at least two weeks notice.

Reporting to Students and Parents

Students will receive reports on individual assessment tasks, as well as formal reports following each examination.

Reports on individual assessment reports will include the mark obtained and constructive comment to assist the student.

Two formal school reports will be provided on a student's progress during the Year 11 assessment period. Each report will provide an indication of:

- The student's cumulative assessment mark, which is the score for the assessment tasks completed during the reporting period.
- The student's cumulative rank, based on the cumulative assessment mark for that period.

In addition, two interim reports will be provided to indicate a student's progress during Term 1.

Answers to Some Important Questions

When Will Assessment Begin?

The school's Assessment Program will commence at the beginning of Term 1 (in Year 11), and will conclude with the Yearly Exam (Term 3, Weeks 8 & 9).

How Much Notice Will Be Given of Each Task?

The Calendar of Year 11 Assessment Tasks provides students with an outline of the schedule of assessment tasks. Teachers in each subject will provide additional notice at least two weeks prior to the assessment task.

Where there is sufficient reason for the school to change the assessment date, students will be given adequate notice of the revised date (at least two weeks).

What Happens if You Are Sick or Unable To Complete a Task for Some Reason?

Students are expected to perform all the tasks that are part of their assessment program.

The Year 11 Assessment will not compensate for factors such as extended illness, misadventure or domestic problems which might affect the preparation or performance of a student throughout the course.

If a student is absent or unable to complete an assessment task for some valid reason it is the **student's responsibility** to approach the Head Teacher **immediately** to make appropriate arrangements and complete a Misadventure Form. The student or parent/caregiver should notify the school immediately of the student's absence.

A medical certificate must be provided in the case of illness and handed in with the Misadventure Form. This needs to occur upon the student's first return to school. Late medical certificates may not be accepted.

If the Head Teacher and the class teacher consider that the student had sufficient reason, supported by appropriate evidence, for not attempting or completing the task, a substitute assessment task will be arranged. Where a student does not complete the substitute task, or does not have sufficient reason, a zero mark will be recorded for this task.

In exceptional circumstances, where giving a substitute task may be unreasonable, difficult to arrange or not feasible, the Principal may authorise that an estimate is given for this task.

What If You Know In Advance That You Will Be Absent?

If a student knows that they will be absent with sufficient reason (e.g. a funeral or an operation), then the student should explain the circumstances on a Misadventure form before the absence to their class teacher. In this situation a substitute assessment task may be arranged.

What If You Have Been Absent From School?

Where a student has missed a lesson it is the student's responsibility to check with the class teacher to see if information relevant to a forthcoming assessment task has been provided.

How Many Assessment Tasks Must You do?

Students must complete all their Year 11 Assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in the HSC course, they will be deemed ineligible for their HSC in that course. These provisions are outlined later in this section. All school assessment tasks must be completed.

What Happens When You Hand in an Assessment Task?

Teacher will keep records of work completed or handed in. This will include:

- Issue of a receipt for assessable work not completed in class, or
- Marking a class list of those present and handing in assessable work.

In examinations, students will complete an examination attendance slip for each subject.

What Happens If You Hand Work in Late?

Unless a student provides a doctor's certificate for late submission of an assessment task, supported by a written statement from a parent or caregiver, and a Misadventure form, marks will be deducted at the rate of 10% of the total marks available, for each late day up to three days.

After three days neither the task nor a letter of explanation will be accepted and:

- A zero mark will be recorded.
- The student and parent/caregiver will be advised by the issuing of an 'N' Determination Warning letter.

What About Students Who Get Outside Help or Copy Other People's Work?

Penalties will be imposed for copying, plagiarism, cheating or disturbance in an examination. The Head Teacher will determine the penalty and the student and the parent/caregiver will be advised in writing.

Computer Failure?

If you are presenting work produced via computer and you experience a computer or printer failure the following **MUST** be done:

- Drafts of task must be supplied
- Saved work on electronic memory media must be supplied – either final in case of printer failure or initial drafts
- Rough notes must be supplied

Only after these initial procedures have been met on the due date, will the Head Teacher consider a student's request for unforeseen circumstances.

What If You Do Not Make a Serious Attempt?

If you do not make a serious attempt in an assessment task, or produce irrelevant or offensive material, you will be awarded a zero mark and issued with an 'N' Determination warning letter. Each case will be considered by the teacher in consultation with the Head Teacher.

What About Students Who Do Not Comply with Assessment Task Instructions?

Each case will be considered by the teacher, in consultation with the Head Teacher. If it is found that the assessment task seriously breaches the instructions given, a zero mark will be awarded.

Malpractice - Copying, Cheating, Talking during an Assessment Task.

All Assessment Tasks must be –

- **The student's own original work.** You cannot submit an identical task as another student. You may work on a task with a friend/relative, etc. but the final copy must be in your own words, i.e. it must be your original interpretation of the task. Failure to comply with this will lead to the award of a zero mark and a 'N' determination warning letter.
- **Completed by the student in the current assessment period.** You may not hand in a task or part of a task completed for another assignment in this or previous years. Students found to have committed this form of malpractice will be awarded a zero mark and issued with an 'N' determination warning letter.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice then a **zero mark** and a **'N' determination warning letter** will be given for the task.

The Head Teacher in consultation with the class teacher will establish if malpractice has occurred. Parents/Caregivers will be advised in writing.

If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and

the decision made will be final. If it is found that malpractice has occurred, no substitute task will be given.

Malpractice during a school exam or for an assessment task will result in a zero mark and could result in a 'N' determination for that subject.

Certification of Completion of Course Requirements:

- To complete a course satisfactorily you must fulfil all requirements of the syllabus, e.g. assignments, practical work, participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks.
- You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have:
 - followed the course developed or endorsed by the NESAs; and
 - applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved some or all of the course outcomes.
- If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. These letters are referred to as 'N' Determination Warning letters. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course.
- **If you maintain two (2) unredeemed 'N' determination warning letters in a course you will be regarded as not having met requirements of the course. It is imperative that you redeem yourself of these 'N' determinations by completing the work within the allocated time period.**
- You have the right to appeal to the school and then the NESAs against the Principal's determination. The Principal will advise you of this right and explain the appeal process.
- Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in at least 12 Preliminary units and at least 10 HSC units you will not be eligible for the award of a Higher School Certificate.

What About Students Who Change Schools or Repeat?

Students who transfer to this school before the final date of entry in Year 11 will be assessed by the school based on the tasks completed at this school. Information from the student's previous school may also be taken into account, including 'N' Determination warning letters.

In the case of students who transfer to this school between the final date for Year 11 entry and the date for submission of satisfactorily completing a course, their previous school will provide their assessment, including any N-Determinations.

Students who transfer from interstate or overseas will be assessed on the tasks completed at this school, following a four-week settling in period.

Students repeating a Year 11 Course will be given an assessment based on their repeat Year 11 Course only.

Appeal Process

If you have been deemed unsatisfactory in a course ('N' Determination) you may appeal this decision. A review panel at school will be convened.

The review will be conducted by a panel comprising:

- The Principal,
- The Head Teacher or their representative,
- An Independent Year 12 teacher.

The review will focus on the procedures for determining the assessment mark and will NOT involve reconsideration of the teacher's judgement of the student or the worth of a particular assessment task. The review may:

- Check that the weightings specified by the subject/school conform to NESAs Policy.
- Check that the weightings used conform to the school's written policy.
- Check for computational and clerical errors.
- Establish if there were anomalous factors to be considered, such as non-attempted tasks, illness/misadventure, etc.

A report, giving reasons for the decision, will be provided to the student and to the Board of Studies Teaching and Educational Standards.

Remember

- It isn't a case of good luck with the Year 11. Assessment.
- The amount of effort that you apply to your studies in each subject will prepare you for your H.S.C. Year.
- Students deemed unsatisfactory in a Year 11 course may not progress into the H.S.C. year of that course. Without 12 Year 11 units you may need to repeat the course or undertake the Year 11 course in another subject next year at TAFE or another school.
- The Subject Assessment guidelines provide general information about Year 11 Assessment in each subject.
- Each subject will provide more specific information to students.

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
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 feature 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

Sample N Determination Warning Letter



Bass High School
 Arundle Road
 Bass Hill NSW 2197
 Ph: 02 97263644
 Fax: 02 97240523
 Email: bass-h.school@det.nsw.edu.au

Tuesday, 12th February 2019

Dear

OFFICIAL WARNING – Non-completion of a Preliminary Course

This letter is to advise that your son, _____, is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in Biology.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the 1st official warning we have issued notifying you that _____ is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

- is not currently meeting one or more of these requirements. In particular, he is:
- Not Applying Themselves with Diligence

Opportunity to correct the problem

The following tasks or requirements need to be completed by _____ to correct the problem.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Plant & Animal Cells Activity	5%	11/2/2019	Complete with due diligence and submit for marking	25/2/2019

Action by parent/guardian

To support _____ in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Mr L Liang or Dr A Hadjichari.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mr L Liang
 Teacher
 Head Teacher Science

Dr Andrew Hadjichari
 Head Teacher Science
 Principal

**Acknowledgement of Official Warning
 Please return to the school office**

I have received the letter dated Tuesday, 12th February 2019 advising me that _____ is in danger of not meeting the course completion requirements for Biology, and am aware that this is the 1st official warning. I am aware that any course not satisfactorily completed will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____
 Student's signature: _____ Date: _____

BASS HIGH SCHOOL

MISADVENTURE FORM

This form **MUST** be completed by a student who is unable to attend/submit an assessment task, on the due date. On collection of this form, the procedures as set out in the Assessment Booklet must be followed in order for any consideration to be extended with regards to this task.

1. Complete and present this form to the appropriate Head Teacher. This should be done prior to the due date where applicable or on the first day of your return to school.
2. If approval is granted, this form together with any other relevant documents, must be attached to the assessment task on submission

Failure to submit this form promptly may adversely affect the result of your request. It should not be assumed that an application using this form will be successful, as the reasons advanced will be assessed on their merits.

Students Name: _____ Due Date: _____
Course/Class: _____ Teacher: _____
Assessment Task Missed: _____

Reason for consideration

Student Signature: _____ Date: _____
Supporting evidence: Yes / No Type of evidence: _____
Parent Signature: _____ Date: _____
Teacher Comment: _____ Date: _____
Teacher Signature: _____ Date: _____
Approval granted: Yes / No New Submission Date: _____

Head Teacher Signature: _____ Date: _____

Copy to:

Head Teacher
Student File (original)

		Agriculture 2U		
		Task 2 Date Due: Term 1, Week 7	Task 1 Date Due: Term 2, Week 7	Task 3 Date Due: Term 3, Week 8 & 9
Topic		Topic 1	Topics 1, 2 and 3	Topics 1 - 4
Task Type		Farm Case Study Report	Plant and Animal Enterprise Nutrition Practical Write-up/Investigation	Yearly Examination
Outcomes		P1.1 P1.2 P2.3 P3.1 P5.1	P2.2 P3.1 P4.1P5.1	P1.1 P1.2 P3.1 P4.1 P5.1 P2.1 P2.2 P2.3
Components		Weight %		
	Knowledge & Understanding of Agricultural Systems	40	10	15
	Knowledge & Understanding of Sustainable Agricultural Production & Marketing	40	10	15
	Skills: in effective research, experimentation & communication	20		15
Total:		100	20	45
				35

		Ancient History 2U			
		Task 1 Date Due: Term 1, Week 10	Task 2 Date Due: Term 2, Week 10	Task 3 Date Due: Term 3, Week 8 & 9	
Outcomes	Assessment Components	Weight %	Source based extended response	Research log and essay	Yearly Examination
1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2.	Research	25		25	
1.1, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2.	Source Analysis	25	25		
1.1, 4.2,	Essay / group work	10	5	5	
1.1, 2.1, 2.2, 3.1, 4.2.	Examinations	40			40
Total:		100	30	30	40

Biology 2U	Task 1	Task 2	Task 3	Weighting %
	Date Due: Term 1, Week 9	Date Due: Term 3, Week 4	Date Due: Term 3, Week 9	
Component	Depth Study (5hours) ENZYME	Depth Study (10 hours) FIELD STUDY	Yearly Examination	
	Module 1 Cells as The Basic of Life	Module 3 Biological Diversity	Module 1-4	
	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-8 BIO11-9	Outcomes assessed BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-10 BIO11-11	Outcomes assessed BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO11/12-8 BIO11-8 BIO11-9 BIO11-11	
Skills in working scientifically	20	30	10	60
Knowledge and Understanding	5	5	30	40
Total %	25	35	40	100

Business Studies 2U				Task 1	Task 2	Task 3
		Date Due: Term 1, Week 10	Date Due: Term 2, Week 8	Date Due: Term 3, Week 8 & 9		
Outcomes	Assessment Components	Weight %	Stimulus Test	Research: Business Case Study and Report Writing	Yearly Examination	
P1, P2, P4, P5, P6, P7, P8, P9, P10	Knowledge and understanding of course content	40				40
P4, P5, P6, P7, P8, P9	Inquiry and Research	20		20		
P2, P3, P5, P6, P7, P8, P9, P10	Stimulus Based	20	20			
P1, P3, P4, P5, P6, P7, P8, P9	Communication of Business Information, ideas and issues in appropriate form	20	10	10		
Total:		100	30	30		40

Chemistry 2U				Task 1	Task 2	Task 3	Weighting %
		Date Due: Term 1, Week 9	Date Due: Term 2, Week 8	Date Due: Term 3, Week 10			
Component	Outcomes assessed	Practical Test Module 1		Yearly Examination			
		CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH11-8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 CH11-11			
Skills in working scientifically		20	30	10		60	
Knowledge and Understanding		10	10	20		40	
Total %		30	40	30		100	

Community & Family Studies 2U		Task 1	Task 2	Task 3
Outcomes (P1-P17)	Assessment Components	Date Due: Term 1, Weeks 6-7	Date Due: Term 3, Week 1	Date Due: Term 3, Week 8 & 9
P1.1, P1.2, P3.2, P4.1, P4.2,	Resource Management	Influences task	Community	Yearly Examination
P1.2, P2.1, P2.3, P3.2, P4.1,	Individuals and Groups	25		25
P1.1, P1.2, P2.2, P2.4, P3.1,	Families and Communities		25	25
Total:		25	25	50

Earth & Environmental Science 2U		Task 1	Task 2	Task 3	Weighting %			
		Date Due: Term 1, Week 9	Date Due: Term 2, Week 8	Date Due: Term 3, Week 8 & 9				
Component	Outcomes assessed	Practical Test Modules 1 and 2	Outcomes assessed	Outcomes assessed	Outcomes assessed			
						EES11/12-3	EES11/12-1	EES11/12-1 to
						EES11/12-4	EES11/12-2	IEES11/12-7
						EES11/12-5	EES11/12-3	and
		EES11/12-6	EES11/12-4	EES11-8				
		EES11/12-7	EES11/12-5	EES11-8				
		EES11-8	EES11/12-6	EES11-11				
			EES11/12-7					
			EES11-9					
Skills in working scientifically		20	30	10	60			
Knowledge and Understanding		10	10	20	40			
Total %		30	40	30	100			

Economics 2U		Task 1	Task 2	Task 3	
		Date Due: Term 1, Week 9	Date Due: Term 2, Week 8	Date Due: Term 3, Week 8 & 9	
Outcomes (P1 - P12)	Components	Course Time %	Stimulus Test	Inquiry & Research and Economics Extended Response	Yearly Examination
P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	Knowledge and understanding	40			40
P1, P2, P4, P5, P6, P7, P8, P9, P10, P11, P12	Stimulus Based skills	20	20		
P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	Inquiry and Research	20		20	
P1, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	Communication of Economic information, ideas and issues	20	10	10	
Total:		100	30	30	40

English - Advanced 2U		Task 1	Task 2	Task 3	Weighting %
		Common Module: Reading to Write Imaginative text with reflection Date Due: Term 1, Week 10	Contemporary Possibilities Interactive ICT Multimodal Presentation Date Due: Term 2, Week 8	Yearly examination Critical response Date Due: Term 3, Weeks 8 & 9	
Outcomes assessed	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		
Components					
Knowledge and understanding of course content	15	20	15	50	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50	
Total %:	30	40	30	100	

English - Standard 2U	Task 1	Task 2	Task 3	Weighting %
	Common Module: Reading to Write	Contemporary Possibilities	Yearly Examination	
	Imaginative text with reflection	Interactive ICT Multimodal Presentation	Close Study of Literature	
Outcomes assessed	Date Due: Term 1, Week 10 EN11-3, EN11-5, EN11-9	Date Due: Term 2, Week 8 EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	Date Due: Term 3, Week 8 & 9 EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	Weighting %
Components				
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %:	30	40	30	100

English Extension	Task 1	Task 2	Task 3	Weighting %
	Imaginative response	Multimodal TED Talk	Yearly Examination	
	Date Due: Term 1, Week 10 Outcomes assessed EE11-2, EE11-3, EE11-6	Date Due: Term 2, Week 9 Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Date Due: Term 3, Week 8 & 9 Outcomes assessed EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
Components				
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %:	30	40	30	100

Drama		Task 1	Task 2	Task 3	
Nature of Task		Theatrical Styles: Group Performance Presentation of improvised group performance based on workshop activities, including log book research on theatrical styles investigated to inform performance and planning and reflection statement including evaluation of script development.	Written Extended Essay Extended essay based on workshop activities and activities in Theatrical Traditions and Performance Styles.	Presentation Individual Project: Performance / Design Presentation of monologue performance OR submission of design project, with log book including script development and/or interpretation, supporting research, drafts and planning.	
Timing		Date Due: Term 1, Week 9	Date Due: Term 2, Week 8	Date Due: Term 3, Week 9	
Outcomes assessed		P1.2, P1.3, P1.5, P2.4	P3.1, P3.2, 3.3	P1.4, P1.5, P2.2, P3.1, P3.2, P3.3	
Components	Weighting %				
Making		20		20	40
Performing		20		10	30
Critically Studying			30		30
Total %		40	30	30	100

Information Processes & Technology 2U				Task 1		Task 2		Task 3
				Date Due:	Date Due:	Date Due:	Date Due:	
Outcomes	Assessment Components	Weight %	HTML Web Development	Coding Game Design	Yearly Exam	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8 & 9
P1.1, P1.2, P2.1, P2.2, P3.1, P4.1	Introduction to Information Skills & Systems	20	10	5	5			
P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.2, P7.2	Tools for Information Processes	50	10	15	25			
P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.2, P7.2	Developing Information Systems	30	10	10	10			10
Total:		100	30	30	40			

Legal Studies 2U				Task 1		Task 2		Task 3
Outcomes	Assessment Components	Weight %	Media File & Stimulus based Legal systems/individuals	Research & in class essay (Individual & Technology)	Yearly Examination	Date Due:	Date Due:	Date Due:
P1, P2, P3, P4, P6, P7, P8, P9, P10	Knowledge and Understanding of course content	60	10	10	40	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8 & 9
P3, P4, P5, P6, P7, P8, P9, P10	Inquiry and Research	20		20				
P2, P3, P4, P6, P7, P8, P9, P10	Communication of Legal Studies information, issues and ideas in appropriate form	20	20					
Total:		100	30	30	40			

Mathematics Standard		Task 1	Task 2	Task 3	
		Term 1 Week 7-8	Term 2 Week 3-4	Term 3 Week 8 & 9	
Task Type		Assignment	Class Test	Yearly Examination	
Outcomes		MS11: 1-10	MS11: 1-10	MS11: 1-10	
Components		Weight %			
	Concept, Skills and Techniques	50	12.5	17.5	20
	Reasoning and Communication	50	12.5	17.5	20
Total:		100	25	35	40

Mathematics Advanced		Task 1	Task 2	Task 3	
		Term 1 Week 6-7	Term 2 Week 4 - 5	Term 3 Week 8 & 9	
Task Type		Assignment	Test	Yearly Examination	
Outcomes		MA11: 1-9	MA11: 1-9	MA11: 1-9	
Components		Weight %			
	Concept, Skills and Techniques	50	12.5	17.5	20
	Reasoning and Communication	50	12.5	17.5	20
Total:		100	25	35	40

Mathematics Extension 1		Task 1	Task 2	Task 3
		Term 1 Week 8-9	Term 2 Week 5	Term 3 Week 8 & 9
Task Type		Assignment	Test	Yearly Examination
Outcomes		ME11: 1-7	ME11: 1-7	ME11: 1-7
Components	Weight %			
	Concept, Skills and Techniques	15	15	20
	Reasoning and Communication	15	15	20
Total:		30	30	40

Modern History 2U					Task 1	Task 2	Task 3	
Outcomes	Assessment Components	Weight %	Oral Task	Research Task	Yearly Examination	Date Due:	Date Due:	Date Due:
						Term 1, Week 8	Term 2, Week 9	Term 3, Week 8 & 9
1.1, 1.2, 2.1, 3.1, 4.3, 5.2	Research	25		25				
1.1, 1.2, 3.1, 4.1, 5.1, 5.2, 6.1, 6.2	Source Analysis	25	20	5				
1.1, 1.2, 2.1, 5.1, 6.1, 6.2.	Oral / group work	10	10					
1.1, 1.2, 2.1, 4.1, 4.2, 6.1	Tests and Examinations	40						40
Total:		100	30	30				40

Music	Task 1	Task 2	Task 3	Weighting %
	Date Due: Term 1, Week 9 Aural Skills	Date Due: Term 2, Week 9 Composition and Musicological Discussion	Date Due: Term 3, Week 6 and/or 7 Performance and Viva Voce	
Nature of task	Responses to four aural excerpts using a range of concepts	Composition and musicological viva voce on how the concepts of music are used within the chosen topic and how they are applied to the composition	Solo or ensemble performances and viva voce with reference to the use of the concepts within each of the two performances	
Outcomes assessed	P4, P5, P7, P8	P2, P3, P6, P7, P8	P1, P4, P5, P6	
Components				
Performance			25	25
Composition		25		25
Musicology		10	15	25
Aural	25			25
Total %	25	35	40	100

Physics 2U	Task 1	Task 2	Task 3	Weighting %
	Date Due: Term 1, Week 9 Practical Investigation	Date Due: Term 2, Week 9 Depth Study Research and Presentation	Date Due: Term 3, Week 8 & 9 Yearly Examination	
Component	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in working scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

PD/Health/PE 2U

		Task 1			Task 2			Task 3		
		Date Due: Term 1, Week 9	Health Brochure	Date Due: Term 2, Week 9	Fitness Profile	Date Due: Term 3, Week 8 & 9	Yearly Examination			
Outcomes (P1-P17)	Assessment Components									
P2, P3, P4, P5, P6, P10, P11, P16.	Preliminary Core 2: Better Health for Individuals		25				15			
P7, P8, P9, P10, P11, P16, P17.	Preliminary Core 3: The Body in Motion				25			15		
P5, P12, P15, P16	Preliminary Option 1: First Aid							10		
P5, P10, P14, P16, P17	Preliminary Option 4: Outdoor Recreation							10		
Total:			25		25			50		

Visual Arts		Task 1	Task 2	Task 3	
Nature of task	Portfolio of Experimental Works Submission of 5–10 exploratory artworks. Accompanying VAPD including evidence of material with explanation of related artist's practice	Written Response Using research on selected artists as the basis for an in-class written response.	Submitted Artwork with Oral Presentation Submission of completed artwork(s). Oral Presentation on the relationship between the artist's work, the world, & the audience		
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8		
Outcomes assessed	P1, P3, P4, P5, P6	P8, P9	P1, P2, P4, P5, P6		
Components					Weighting %
Artmaking	20		30		50
Critical and Historical Study	10	30	10		50
Total %	30	30	40		100

CONTENT ENDORSED COURSE

English Studies Board Developed Course (Category B)	Task 1		Task 2	Task 3	Weighting %
	Mandatory Module: Achieving through English Written report		Multimodal presentation Elective Modules:	Collection of classwork All modules	
Outcomes assessed	Date Due: Term 1, Week 8		Date Due: Term 2, Week 9	Date Due: Term 3, Week 6 and 10	
	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	
Components					
Knowledge and understanding of course content	15	15	20	50	
Skills in:	15	15	20	50	
<ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 					
Total %:	30	30	40	100	

Sport, Lifestyle & Recreation/Rugby League 2U		Task 1	Task 2	Task 3
Outcomes	Weight%	Date Due: Term 2, Week 2	Date Due: Term 2, Week 10	Assessment from: Term 1 - Term 3, Week 8
1.1, 5.2, 5.5	30	Practical Activity/Test	Practical/ Theory/ Refereeing	Practical Coaching Performance
2.1, 2.2, 3.2	30	30	30	
1.3, 2.3, 3.3	40			40
Total:	100	30	30	40

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

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

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

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

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

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

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge).

Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the competencies achieved for the VET course undertaken.

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

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

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

ULTIMO 90072

BUSINESS SERVICES ASSESSMENT SCHEDULE

Preliminary Year 2019- HSC 2020

QUALIFICATION: BSB20115 Certificate II in Business

Training Package: BSB Business Services Version 2

NESA course code
2U X 2YR
26101
LMBR UI Code:
11BSB20115126101B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
Term 1	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment	240 Indicative Hours over 2 years
	BSBWOR204	Use business technology	E	E	15		
Term 2	BSBCUS201	Deliver a service to customers	E	M	15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	35 hrs. Work placement
	BSBCMM201	Communicate in the workplace	E	E	15		
Term 3	BSBINM202	Handle mail	E	E	10	Cluster C: It's in the Post Scenario, written task, case studies, self-assessment	35% Preliminary Exam
	BSBITU203	Communicate electronically	E	E	10		
Term 3	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15	Cluster D: Fast and On task Written task, teacher observation, portfolio of evidence, product assessment	35 hrs. Work placement
	BSBITU201	Produce simple word processed documents	E	E	20		
Term 3-4	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	Cluster E: Minding your own Business Written task, scenario, observation of practical work, portfolio of evidence	65% Trial HSC Exam
	BSBITU202	Create and use spreadsheets	E	E	20		
Term 5-6	BSBINM201	Process and maintain workplace information	E	M	20	Cluster F: Back to the Future Written task, case study, scenario	The final estimate exam mark will only be used as the HSC exam mark in the advent of misadventure. This mark should be derived from two exams.
	TLJP2029	Prepare and process financial documents	E	M	20		
Term 7	BSBINN201	Contribute to workplace innovation	E	M	15	Units of Competencies from the HSC focus areas will be included in the optional HSC examination	
	BSBIND201	Work effectively in a business environment	E	M	25		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total Hours 240		

ULTIMO 90072
Hospitality - Kitchen Operations Assessment Schedule
Preliminary Year 2019 - HSC 2020
QUALIFICATION: SIT20416 Certificate II in Kitchen Operations
Training package: SIT Tourism, Travel and Hospitality V1.1

NESA course code
2U x 2 YR
26511
IMBR code
11SIT20416126511B

Term	Unit Code	UNITS OF COMPETENCY	AQF CORE/ELECTIVE	HSC Status	HSC Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 Preliminary UOCs							
Term 1	SITXFSA101	Use hygienic practices for food safety	C	M	10	Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 HSC Indicative Hours over 2 years
	SITXWHS101	Participate in safe work practices	C	M	15		
	SITHCCC003	Prepare and present sandwiches	E	E	10		
Term 2 & 3	SITXFSA002	Participate in safe food handling practices	E	S	15	Cluster B - Introduction to the Commercial Kitchen Scenario, Written task, Observation of practical work	35 hrs. Work placement 35% Prelim Yearly Exam
	SITHCCC002	Prepare and present simple dishes	E	E	20		
	BBSUS201	Participate in environmentally sustainable work practices	E	E	15		
Term 3	SITHKOP101	Clean kitchen premises and equipment	C	S	10	Cluster C: Prepare and Cook Food Safety. Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
	SITHCCC101	Use food preparation equipment	C	S	20		
	SITXINV002	Maintain the quality of perishable items	C	E	5		
5 HSC UOCs							
Terms 4 & 6	SITHCCC005	Prepare dishes using basic methods of cookery	C	S	40	Cluster D: Quality Meals Written task & observation of practical work i Portfolio of evidence including service periods. NOTE: person with THREE year 's Industry Experience must be involved in assessment.	35 hrs. Work placement 65% Trail HSC Exam
	SITHCCC006	Prepares appetisers and salads	E	E	25		
	SITHCCC011	Use cookery skills effectively	C	E	20		
Terms 6 & 7	BSBWOR203	Work effectively with others	C	M	15	Cluster E - Written task Written task and reflection	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	SITHIND002	Source and use information on the hospitality industry	E	M	20		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total Hours 240		Units of Competencies from the HSC focus areas will be included in the optional HSC examination.	

ULTIMO 90072
Sport Coaching Assessment Schedule
Preliminary Year 2019 - HSC 2020
QUALIFICATION: SIS20513 Certificate 11 Sport Coaching R4
Training Package: SIS10 Sport, Fitness and Recreation (version 3.1)

NESAs course code
 2U x 2 YR
 50402
 LMBR UI Code:
 11SIS20513450402B

Term	Unit Code	UNITS OF COMPETENCY	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements
8 Preliminary UOCs							
Term 1-2	SISXCAL102A	Assist in preparing and conducting sport and recreation sessions Coach beginner or novice participants to develop fundamental motor skills	C	C	15	Cluster A - Introduction to Coaching Online Assessment, Group Planning, Practical Teaching, Evaluation and Student Questioning	240 Indicative Hours over 2 years
	SISSSCO202		C	C	20		
Term 2-3	SISSSC0101	Develop and update knowledge of coaching practices Communicate effectively with others in a sport environment	C	C	20	Cluster B - Sports Injury and(chosen Sport) Sports Injury Quiz and Health Professional Consultation, Sports Specific Quiz,Group Planning, Observation Sheet and Evaluation	240 Indicative Hours over 2 years
	SISSSDE201		C	C	15		
Term 4	SISSSPT201A	Implement sports injury prevention Teach the skills of rugby league for modified games	E	E	15	Cluster C - Organise daily work WHS Quiz, Written Questioning, Incident Report, WHS Action Plan and Portfolio, Maintenance Report and Evaluation.	35 hrs. Work placement
	SISSRGL204A		E	E	25		
8 HSC UOCs							
Term 4	SISXWHSI01	Follow work health and safety policies Organise and complete daily work activities	C	C	15	Cluster D - Athletics Written Questioning, Structured Activity - Case Study, Portfolio of Evidence /Direct observation of the Coaching Session	35 hrs. Work placement
	BSBWOR202A		C	C	15		
Term 5	SISXIND211	Develop and update sport, fitness and recreation industry knowledge Teach the fundamental skills of athletics	C	C	20	Cluster E - Basketball Online Coaching Course, Written Basketball Quiz, Written Planning, Practical Demonstration and Written Evaluation	35 hrs. Work placement
	SISSATHT201A		E	E	25		
Term 6 -7	SISSSBSB201A	Teach fundamental basketball skills Officiate games or competitions Develop and update officiating knowledge	E	E	25	Cluster E - Basketball Online Coaching Course, Written Basketball Quiz, Written Planning, Practical Demonstration and Written Evaluation	35 hrs. Work placement
	SISSSOF202		E	E	20		
Stand alone unit	SISSSOF101	Provide first Aid (to be delivered by an external RTO) Please ensure school retains the Statement of Attainment from the external RTO for each student	E	E	10	Credit transfer when this unit is delivered by another RTO	35 hrs. Work placement
	HLTAID003		E	E	20		
NESAs requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total 260				