



Bass High School

**Higher School Certificate
Assessment Schedule**

Year 12 2020

For students, parents and teachers

Calendar 2020

January						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
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26	27	28	29	30	31	

August						
Su	M	Tu	W	Th	F	Sa
						1
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23	24	25	26	27	28	29
30	31					

September						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
Su	M	Tu	W	Th	F	Sa
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Term Dates

2019	Term 4:	Monday 14/10/2019	-	Wednesday 18/12/2019
2020	Term 1:	Wednesday 29/01/2020	-	Thursday 09/04/2020
	Term 2:	Tuesday 28/04/2020	-	Friday 03/07/2020
	Term 3:	Tuesday 21/07/2020	-	Friday 25/09/2020
	Term 4:	Monday 12/10/2020	-	Wednesday 16/12/2020

Public Holidays

26 th January 2020	-	Australia Day
10 th April 2020	-	Good Friday
13 th April 2020	-	Easter Monday
25 th April 2020	-	Anzac Day
8 th June 2020	-	Queens Birthday holiday



BASS HIGH SCHOOL

YEAR 12

2020

The last stage of your schooling has begun for you. Year 12 starts in term 4 and the work that you are now completing contributes to your Higher School Certificate mark.

This booklet is designed to help you plan for the school assessment component of your Higher School Certificate. It informs you of all the tasks due, the date and the weighting of each task.

It is important to remember:

- School Assessment marks contribute 50% of your final H.S.C. marks.
- If for any serious and acceptable reason you are not able to sit for your H.S.C. exams your H.S.C. mark will be determined from your assessment mark. A healthy assessment mark is good insurance.
- Do not miss any assessment tasks.
- Tasks not completed due to illness or misadventure must be supported by a Doctor's Certificate and shown to your teacher immediately upon your return to school.
- Put all the tasks that you have due onto a calendar so you do not forget when one is due.

Good management is more reliable than good luck. Make a commitment to put in your best effort from the very beginning.

The Higher School Certificate

Introduction to H.S.C. Assessment

The Purpose of H.S.C. Assessment

Schools carry out assessment for the NSW Education Standards Authority (NESA). It consists of set assessment tasks in each subject. The H.S.C. Assessment is designed to give students credit for:

- 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 H.S.C. course, rather than relying only on performance in an external examination.

Towards the end of the H.S.C. course schools must provide NESA with an assessment mark which is an indication of each student's performance throughout each course relative to all other students in that course.

The assessment marks provided by the school will be moderated (adjusted/scaled) according to the school's performance in the external H.S.C. examination in that course. For example, if students from this school receive a particular range of marks in the H.S.C. examination which are higher or lower than their range of assessment marks, their assessment marks will be adjusted accordingly. Each student's moderated assessment mark will appear on his or her H.S.C. results.

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 H.S.C. course in order to diagnose a 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; therefore all tasks should 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 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 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

The School's Responsibilities

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.
- Specify the mark value and weighting for each task.
- Inform students of the H.S.C. 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. They are 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 H.S.C. 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 tasks 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 H.S.C. assessment period – after the Half Yearly and the Trial H.S.C. Reports will provide an indication of:

- Achievement at the relevant examination, expressed as a percentage.
- Either assessment or exam rank

Each student's final School Assessment marks are confidential as they are subject to moderation.

Answers to Some Important Questions

When will assessment begin?

The school's Assessment Program will commence at the beginning of Term 4 (in Year 11), and will conclude with the Trial H.S.C.

How much notice will be given of each task?

The Calendar of H.S.C. 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 H.S.C. 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. Where possible the student or parent/guardian 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 H.S.C. Assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in a course, they may be deemed ineligible for their H.S.C. 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?

The 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 guardian 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 school 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/guardian will be advised by 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 advise the student and the parent/guardian in writing.

Computer Failure?

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

- Drafts of the task must be supplied
- Saved work on a storage medium 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 an N-Determination. Each case will be considered by the teacher in consultation with the Head Teacher and possibly by the Principal.

What happens if you fail to complete tasks worth 50% or more of course assessment marks?

If a student fails to complete assessment tasks that make up 50% or more of the total assessment marks in a course, the Principal will certify that the course has not been satisfactorily studied. The student will be permitted to sit for the H.S.C. examination in that course, but unless the student successfully appeals to NESAs the student will not be awarded either an assessment mark or an examination mark.

What about students who change schools?

Students who transfer to this school before the final date of H.S.C. entry in Year 12 will be assessed by the school based on the tasks completed at this school. Information from the student's previous school should be supplied and may also be taken into account. In the case of students who transfer to this school between the final date for H.S.C. entry and the date for submission of H.S.C. assessments, their previous school will provide their assessment. 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 an H.S.C. Course will be given an assessment based on their repeat H.S.C. Course only.

Do you have a right to have your rank in a particular subject reviewed?

After the last H.S.C. examination done by all students at this school, but before the last scheduled H.S.C. examination, students may ask the school to provide them with their order of merit as provided by NESAs. This gives the H.S.C. assessment rank of the student for each course attempted.

If the rank in a course varies greatly from a student's expectations based on feedback from each assessment task, the student may apply to the Principal, on a form available from the school, for a review of their assessment. The application must be received no later than the second day after the last scheduled H.S.C. examination. The review will be conducted by a committee comprising:

- The Principal or Deputy 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 NESAs.

Principal's Certification of Completion of Course Requirements:

- A student must make a genuine attempt at assessment tasks worth more than 50% of the available marks for that course.
- 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 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 called '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 receive 2 'N' determination warning letters that have not been redeemed in a course, you will be deemed to have not met requirements of the course. It is imperative that you redeem yourself of these 'N' determination letters by completing the work requested.
- If you receive 4 'N' determination warning letters in a course, you will be deemed to have not met requirements whether they are redeemed or not.
- You have the right to appeal to the school and then 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 12 Year 11 units and 10 Year 12 units you will not be eligible for the award of a Higher School Certificate.
- Please see the sample 'N' determination letter on following page.

Remember

- It isn't a case of good luck with the H.S.C. Assessment, rather good management and effort.
- Your H.S.C. Assessment mark and your rank will largely be determined by the amount of effort that you apply to your studies in each subject.
- The Subject Assessment guidelines provide general information about H.S.C. Assessment in each subject. Each subject will provide more specific information to students.

Sample N Determination Warning Letter



Mr & Mrs Bloggs
567 Perilous Place
Bass Hill NSW 2197

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

Tuesday, 22nd May 2018

Dear Mr & Mrs Bloggs

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

This letter is to advise that your son, Joseph, is in danger of not meeting the requirements for satisfactory completion of the HSC course in Ancient History.

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. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

? ? ? is not currently meeting one or more of these requirements. In particular, he is:

- Not Applying Themselves with Diligence
- Not Achieving Course Outcomes

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
Ancient History Half-Yearly Exam	15%	21/6/2018	Complete the exam to a reasonable standard by the due date	4/6/2018

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 Teacher or HT Teacher.

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

Yours sincerely

Teacher _____ Head Teacher HSIE _____ Principal _____

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

I have received the letter dated Tuesday, 22nd May 2018 advising me that ? ? ? is in danger of not meeting the course completion requirements for Ancient History, 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.

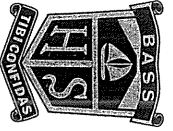
Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

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



Bass High School

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Mr & Mrs Bloggs
567 Perilous Place
Bass Hill NSW 2197

Tuesday, 22nd May 2018

Dear Mr & Mrs Bloggs

OFFICIAL WARNING – Non-completion of a Higher School Certificate Course

This letter is to advise that your son, Joseph, is in danger of not meeting the requirements for satisfactory completion of the HSC course in Ancient History.

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 Joseph 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. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Joseph is not currently meeting one or more of these requirements. In particular, he is:

- Not Applying Themselves with Diligence
- Not Achieving Course Outcomes

Opportunity to correct the problem

The following tasks or requirements need to be completed by Joseph 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
Ancient History Half-Yearly Exam	15%	21/5/2018	Complete the exam to a reasonable standard by the due date	4/6/2018

Action by parent/guardian

To support Joseph 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 Teacher or HT Teacher.

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

Yours sincerely

Teacher _____ Head Teacher HSIE _____ Principal _____

Acknowledgement of Official Warning
Please return to the school office

I have received the letter dated Tuesday, 22nd May 2018 advising me that Joseph is in danger of not meeting the course completion requirements for Ancient History, 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: _____

The Requirements of the Education Act 1990 and as prescribed by NSW Education Standards Authority (NESA) in relation to the New South Wales Higher School Certificate

- A. The *Education Act 1990* provides for the Higher School Certificate to be awarded by NESA to students who have:
- gained a RoSA (or other qualifications considered satisfactory by NESA)
 - attended a government school (or registered and accredited non government school)
 - participated, to NESA's satisfaction, in courses of study which have been determined to be appropriate
 - completed those courses to the NESA's satisfaction
 - undertaken the requisite examinations or other forms of assessment
 - complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or NESA.

NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

- B. The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:
- courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each Year,
 - those courses of study are to include a course of study in English,
 - those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA,
 - those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

These requirements are articulated in attachment 2.

Pattern of Study Requirements Checklist for the 2020 Higher School Certificate

NOTE: All requirements apply to BOTH Year 11 and HSC course patterns for the 2020 Higher School Certificate.

Do you, as a student who wishes to complete the Higher School Certificate in 2020, meet the following **PATTERN OF STUDY** requirements?

- At Least 12 Year 11 units of study
- At least 2 units of a Board Developed Course in English
- At least 4 subjects
- At least 6 units of Board Developed Courses
- A student may count a maximum of 6 Year 11 units and 6 HSC units from courses in Science
- No other Science course may be combined with Senior Science in the Year 11 pattern of study. In the HSC pattern of study a discontinued Year 11 science course may be replaced by Investigating Science.
- At least 3 courses of 2 unit value or greater (may be Board Developed and/or Board Endorsed Courses)
- Beginners Language course only if minimal previous study or knowledge of the language
- Board Endorsed Courses have current endorsement
- Students are not enrolled in Board Developed and/or Board Endorsed Course combinations which are the subject of Board exclusions

REMINDER

Students seeking a ATAR (Australian Tertiary Admission Rank) in 2020 must have 10 units of Board Developed HSC courses in 2020 and meet the University course requirements.

NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses, do not satisfy requirements for a ATAR.

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)

Ancient History 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 8	Date Due: Term 1, Weeks 9-10	Date Due: Term 2, Week 8	Date Due: Term 3, Week 3 & 4
Outcomes (AH12.1-AH12-10)	Components	Weight %	Cities of Pompeii & Herculaneum Section 1 - Source Based	Society Study Spartan - Ancient Sparta In class essay	Personality Study - Period Study - Julius Caesar & The Fall of the Roman Republic - Historical Analysis speech	Personality Study - Period Study - Julius Caesar & The Fall of the Roman Republic Trial Examination
AH12-1. 3, 4, 5,7,10	Knowledge of content	40	10	5		25
AH12-1,2,4,5,7,8,10	Historical skills	20	10		10	
AH12-1, 3,4,5,6,7	History Inquiry & Research	20		10	10	
AH12-1, 3, 5, 7, 8,9	Communication	20		5	10	5
Total:		100	20	20	30	30

Agriculture 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 9	Date Due: Term 1, Weeks 8	Date Due: Term 2 Week 6	Date Due: Term 3, Week 3 & 4
Topic			Plant/Animal Production	Farming for the 21st Century	Farm Product Study and Field Trip	All Topics
Task Type			Research Report	Presentation and Practical Task	First Hand Investigation and Report	Trial Examination
Outcomes			H3.1, H3.2, H3.3, H3.4	H2.1, H3.1, H3.2, H3.3, H3.4	H1.1, H2.1, H4.1, H5.1	H.1, H2.1, H2.2, H3.1, H3.2, H3.4, H4.1, H5.1
Components	Weight %					
	Knowledge and Understanding of Sustainable Agricultural Production & Marketing	40	20	10		10
	Knowledge and Understanding of Agricultural Systems	35		10	15	10
	Skills in effective research experimentation & communication	25			15	10
Total:			100	20	30	30

Biology 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 6	Date Due: Term 1, Week3	Date Due: Term 2 Week 2	Date Due: Term 3, Week 3 & 4
Topic			Building Protein Synthesis Model (Heredity)	Genetic Change	Infectious and Non Infectious Disease	Modules 5-8
Task Type			Practical Task	Literature Review Report	Depth Study	Trial Examination
Outcomes			BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO12-13	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO12-14	BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12-15
Components		Weight %				
	Skills In Working Scientifically	60	20	15	15	10
	Knowledge and Understanding	40	5	10	10	15
Total:		100	25	25	25	25

Business Studies 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 8	Date Due: Term 1, Weeks 8-9	Date Due: Term 2, Week 7	Date Due: Term 3, Week 3 & 4
	Components	Course Time%	Operations	Marketing	Financial Planning & Employee Relations(HRM)	Trial Examination
Outcomes (H 1 - H 13)			H 1, 2, 3, 4, 5, 6, 8, 9	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	Knowledge and Understanding	40		10	5	25
	•Communication of Business information, ideas & issues •Marketing	20		15	5	
	Inquiry and Research •Report writing	20	20			
	Stimulus based task •Financial Planning/Employee relations	20		5	10	5
Total:		100	20	30	20	30

Chemistry 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 7	Date Due: Term 1, Week 8	Date Due: Term 2 Week 7	Date Due: Term 3, Week 3 & 4
Topic			Module 5	Module 6	Module 7	Modules 5-8
Task Type			Planning and Performing a Practical Task	Secondary Source Investigation and Report	Performing and Reporting on a First Hand Investigation	Trial Examination
Outcomes			CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12	CH11/12-2 CH11/12-3 CH11/12-5 CH12-13	CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH12-12-15	CH11/12-1 CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-7 CH12-15
Components		Weight %				
	Skills In Working Scientifically	60	20	15	15	10
	Knowledge and Understanding	40	5	10	10	15
Total:			100	25	25	25

Community & Family Studies 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4 Week 10	Date Due: Term 1 Weeks 9 & 10	Date Due: Term 2 Week 2	Date Due: Term 3 Weeks 3 & 4
Outcomes (P1-P17)	Assessment Components	Weight %	Research Project	In class task	Parenting and Caring Assessment	Trial Examination
H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H6.1, H6.2	Research Methodology	25	15	5		5
H1.2, H2.1, H2.3, H3.2, H4.1, H4.2, H6.2	Groups in Context	25		15		10
H1.1, H1.2, H2.2, H2.4, H3.1, H3.2, H4.1, H4.2, H6.1	Parenting and Caring	35			25	10
H1.2, H2.1, H2.3, H3.2, H4.1, H4.2, H6.1, H6.2	Social Impact of Technology	15				15
Total:			100	15	20	40

Drama					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Individual Project or Presentation of Individual Project: Performance Hand-in/present work in progress including log book with ongoing drafts, research, investigation of ideas and reflection	Extended response essay: Studies in Drama and Theatre Topic In-class extended response essay based on workshops related to current Studies in Drama and Theatre Topic	Presentation Group Performance presentation of Group Performance under development, log book including preliminary script development, research, planning and reflection	Trial HSC Examination Written Examination Group Performance, interview and log book	
Timing	Term 1, Week 3	Term 2, Week 2	Term 2, Week 6	Term 3, Week 3 & 4	
Outcomes assessed	H1.2, H1.3, H1.5	H1.1, H1.3, H1.5, H3.1, H3.3	H1.1, H1.2, H1.3, H1.4, H2.1, H2.2, H2.3	H2.1, H2.2, H2.3, H3.1, H3.2, H3.3	
Components					Weighting %
Making	10	10	10	10	40
Performing			20	10	30
Critically Studying	10	10		10	30
Total %	20	20	30	30	100

Earth and Environmental Science 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 7	Date Due: Term 1, Week 8	Date Due: Term 2 Week 7	Date Due: Term 3, Week 3 & 4
Topic			Module 5	Module 6	Module 7	Modules 5-8
Task Type			Planning and Performing a Practical Task	Secondary Source Investigation and Report	Performing and Reporting on a First Hand Investigation	Trial Examination
Outcomes			EES11/12-1, EES11/12-4 EES11/12-5 ,EES11/12-6 EES11/12-7, EES12-12	EES11/12-2, EES11/12-3 EES11/12-5, EES12-13	EES11/12-2, ES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7,EES12-12-15	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4 EES11/12-7, EES12-15
Components		Weight %				
	Skills In Working Scientifically	60	20	15	15	10
	Knowledge and Understanding	40	5	10	10	15
Total:			100	25	25	25

Economics 2U			Task 1	Task 2	Task 4	Task 5
			Date Due: Term 4, Week 8	Date Due: Term 1, Week 7	Date Due: Term 2, Week 7	Date Due: Term 3, Weeks 3-4
Outcomes (H1 - H12)	Components	Weight %	Research Global Economy	Research Essay	Calculation Stimulus	Trial HSC
H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Knowledge and understanding * The Global Economy Australia's Place in-the Global Economy * Economic issues * Economic policies and Management	40	5	10		25
H1, 2, 3, 7, 8, 9, 11, 12	Stimulus based skills (Economic issues)	20			20	
H1, 2, 4, 8, 9, 11, 12	Inquiry and Research (Australia in the Global Economy)	20		15		5
H1, 3, 4, 6, 7, 8, 9, 10, 12	Communication of Economic information, ideas and issues. (Global Economy)	20	15		5	
Total:			100	20	25	30

English Standard					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Common Module -Texts and Human Experiences <i>Reading and Writing</i> Craft of Writing (10%)	Module B: Close Study of Text <i>Speaking and Viewing/</i> <i>Representing</i> Multimodal	Module A: Language Identity and Culture <i>Listening, Viewing and Writing</i> Craft of Writing (10%)	Trial HSC Examination Common Module (10%) Module A(5%) Module B(5%) Craft of Writing (5%)	
Timing	Term 1, Week 2 (2020)	Term 1, Week 10	Term 2, Week 9	Term 3, Week 3 & 4	
Outcomes assessed	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-6, EN12-7, EN 12-9	EN12-1, EN12-2 EN12-3, EN12-4 EN12-5, EN12-7	EN12-1, EN12-3, EN12-4, EN12-5, EN 12-6, EN12-8	EN12-1, EN12-3, EN12-5, EN12-6, EN12-7, EN12-9	
Components					Weighting %
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	30	20	25	25	100

English Advanced					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Common Module: Texts and Human Experiences <i>Reading and Writing</i> Craft of Writing (10%)	Module B: Critical Study of Literature <i>Speaking and Viewing/Representing</i> Multimodal presentation	Module A: Textual Conversations <i>Listening, Viewing and Writing</i> Craft of Writing (10%)	Trial HSC Examination Common Module (10%) Module A (5%) Module B(5%) Craft of Writing (5%)	
Timing	Term 1, Week 2 (2020)	Term 1, Week 10	Term 2, Week 9	Term 3, Week 3 & 4	
Outcomes assessed	EA12-1, EA12-3, EA12-5, EA12-6, EA12-7	EA12-1, EA12-3, EA12-4, EA12-5, EA12-8, EA12-9	EA12-1,EA12-3, EA12-4, EA12-5, EA12-6, EA12-8	EA12-1, EA12-3, EA12-4, EA12-5, EA12-6, EA12-7	
Components					Weighting %
Knowledge and understanding of course content	15	10	15	10	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	10	10	15	50
Total %	30	20	25	25	100

English Extension 1				
Component	Task 1	Task 2	Task 3	
	Imaginative response and reflection	Multimodal Presentation (Viva Voce)	Trial HSC Examination	
	Term 1, Week 5	Term 2, Week 6	Term 3, Week 3 & 4	
	EE12-2, EE12-4, EE12-5	EE12-1, EE12-2, EE12-3, EE12-4	EE12-2, EE12-3, EE12-4, EE12-5	
				Weighting %
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

English Extension 2 <i>(Implementation in Year 12 from Term 4, 2019)</i>				
Component	Task 1	Task 2	Task 3	
	Viva Voce)including written proposal)	Literature review	Critique of the creative process	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6	
	EEX12-1, EEX12-4, EEX12-5	EEX12-1, EEX12-2, EEX 12-3, EEX12-4	EEX12-2, EEX 12-3, EEX12-5	
				Weighting %
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

English Studies Board Developed Course (Category B)					
Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Mandatory Common Module: Texts and Human Experiences Viewing and Writing In class Task (Includes assessing related material)	Module F: MiTunes andText Reading and Writing	Elective Module K: The Big Screen Visual representation and spoken annotations	Elective Module L: Who do I think I am? English and the self. Portfolio of classwork All modules <u>ATAR Option:</u> Trial HSC Examination Mandatory module and Modules	
Timing	Term 4, Week 9(2019)	Term 1, Week 8	Term 2, Week 8	Term 3, Week 3 & 4	
Outcomes assessed	ES12-1, ES12-2 ES12-3, ES12-4 ES12-7, ES 12-8	ES12-3, ES12-5, ES12-6, ES12-7, ES12-9	ES12-1, ES12-4, ES12-5, ES 12-7, ES12-10	ES12-2, ES12-3, ES12-6	
Components					Weighting %
Knowledge and understanding of course content	15	10	10	15	50
Skills in: * comprehending texts * communication ideas * using language accurately, appropriately and effectively	15	10	10	15	50
Total %	30	20	20	30	100

History Extension 1U				Task 1	Task 3	Task 3
				Date Due: Term 2, Week 8	Date Due: Term 2, Week 7	Date Due: Term 3, Week 3 & 4
Outcomes (H1- H13)	Components	Weight %	Course Hours	Proposal, Process Log and Annotated Sources	History Project	Trial Examination
HE12-2, 3, 4	Knowledge and understanding of significant historical ideas and processes	40	Constructing History • Key Questions • Case Studies 40hrs	10		30
HE12-2, 3, 4	Skills in designing, undertaking and communication historical inquiry and analysis	60	History Project	20	40	
Total:		100		30	40	30

Information Processes & Technology 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 1, Week 10	Date Due: Term 2, Weeks 9-10	Date Due Term 3, Weeks 3	Date Due: Term 3, Week 3 & 4
Outcomes (H 1 - H 5)	Components	Weight %	Group Project Management	Class Test	Database Project	Trial Examination
H1.1, 1..2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.1, 5.2, 6.1; 6.2; 7.1; 7.2	Knowledge and understanding of course content	60	10	10	20	20
H1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 5.2	Knowledge and skills in the design and development of information systems	40	10	10	10	10
Total:		100	20	20	30	30

Legal Studies 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 8	Date Due: Term 1, Weeks 9-10	Date Due: Term 2, Week 9	Date Due: Term 3, Week 3 & 4
	Components	Course Time %	Media Crime Human Rights	Consumer Option	Family Option 2	Trial Examination
Outcomes (H 1 - H 13)			H 1, 2, 3, 4, 5, 7, 8	H1, 2, 4, 5, 6, 7, 8, 9, 10	H1, 2, 4, 5, 6, 7, 8, 9, 10	H1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	Knowledge and Understanding	60	30			30
	Inquiry and Research	20		20		
	Communication	20			20	
Total:		100	30	20	20	30

HSC Mathematics Standard 1			Task 1	Task 2	Task 3
			Term 1 Week 4	Term 2 Week 3	Term 3 Week 3 & 4
Task Type			Test Open Book	Assignment	Trial Examination
Outcomes			MS1-12 : 1-10	MS1-12: 1-10	MS1-12: 1-10
Components		Weight %			
	Concept, Skills and Techniques	50	17.5	17.5	15
	Reasoning and Communication	50	17.5	17.5	15
Total:		100	35	35	30

HSC Mathematics Standard 2			Task 1	Task 2	Task 3
			Term 1 Week 4	Term 2 Week3	Term 3 Week 3 & 4
Task Type			Test Open Book	Assignment	Trial Examination
Outcomes			MS2-12: 1-10	MS2-12: 1-10	MS2-12: 1-10
Components		Weight %			
	Concept, Skills and Techniques	50	17.5	17.5	15
	Reasoning and Communication	50	17.5	17.5	15
Total:		100	35	35	30

HSC Mathematics Advanced			Task 1	Task 2	Task 3
			Term 1 Week 4	Term 2 Week 3	Term 3 Week 3 & 4
Task Type			Test Open Book	Assignment	Trial Examination
Outcomes			MA12: 1-10	MA12: 1-10	MA12: 1-10
Components		Weight %			
	Concept, Skills and Techniques	50	17.5	17.5	15
	Reasoning and Communication	50	17.5	17.5	15
Total:			35	35	30

Mathematics Extension 1			Task 1	Task 2	Task 3
			Term 1 Week 4	Term 2 Week 8-9	Term 3 Week 3 & 4
Task Type			Test Open Book	Assignment	Trial Examination
Outcomes			ME12: 1-7	ME12: 1-7	ME12: 1-7
Components		Weight %			
	Concept, Skills and Techniques	50	17.5	17.5	15
	Reasoning and Communication	50	17.5	17.5	15
Total:			35	35	30

Mathematics Extension 2			Task 1	Task 2	Task 4
			Term 1 Week 4	Term 2 Week3	Term 3 Week 3 & 4
Task Type			Test Open Book	Assignment	Trial Examination
Outcomes			MEX12:1-8	MEX12:1-8	MEX12:1-8
Components		Weight %			
	Concept, Skills and Techniques	50	17.5	17.5	15
	Reasoning and Communication	50	17.5	17.5	15
Total:			100	35	30

Modern History 2U						
Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Research and presentation Power & Authority in the Modern World 1919-1946	Historical Analysis National Studies:	Oral Presentation Peace and Conflict	Trial HSC Examination		
	Term 4, Week 8	Term 1, Week 9	Term 2, Week 6	Term 3, Week 3 & 4		
	Outcomes assessed MH12.3, MH12-4, MH12-6, MH12-7, MH12-9	Outcomes assessed MH12-2, MH12.3, MH12-4, MH12-5, MH12-8, MH12-9	Outcomes assessed MH12.2, MH12-5, MH12-7, MH12-8,	Outcomes assessed MH12.3, MH12-4, MH12-5, MH12-7, MH12-9		
Knowledge and understanding of course content	5	10	10	15	40	
Historical skills in the analysis and evaluation of sources and interpretations		5	5	10	20	
Historical inquiry and research	10	5	5		20	
Communication of historical understanding in appropriate forms	5	5	5	5	20	
Total %	20	25	25	30	100	

Music 2U - Music 1 Course			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 9	Date Due: Term 1, Weeks 9-10	Date Due: Term 2, Week 8	Date Due: Term 3, Week 3 & 4
Outcomes (H1 - H 13)	Components	Weight %				
H1, 5, 9, 10, 11	Performance Core	10	Performance 10			
H3, 7	Composition Core	10			Composition 10	
H6, 8	Musicology Core	10	Research 5		Research 5	
H 2, 4	Aural Core	25				Trial Examination 25
H1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	Electives 1, 2 and 3	45		Elective 15	Elective 15	Elective 15
Total:		100	15	15	30	40

PD/Health/PE 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 8	Date Due: Term 1, Weeks 9-10	Date Due: Term 2, Week 10	Date Due: Term 3, Week 3 & 4
Outcomes (H1 - H 17)	Components	Weight %	Sport Medicine in class task	In class task	Factors Affecting Performance Assess & Improving Performance task	Trial Examination
H1, 2, 3, 4, 5, 14, 15, 16	Health Priorities in Australia	30		15		15
H7, 8, 9, 10, 11, 16, 17	Factors Affecting Performance	30			15	15
H8, 16, 17	Sports Medicine	20	15			5
H7, 8, 9, 10, 11, 16, 17	Improving Performance	20			15	5
Total:		100	15	15	30	40

Physics 2U			Task 1	Task 2	Task 3	Task 4
			Date Due: Term 4, Week 9	Date Due: Term 1, Week 10	Date Due: Term 2, Week 8	Date Due: Term 3, Week 3 & 4
Topic			Advanced Mechanics	Electromagnetism	Nature of Light	Modules 5-8
Task Type			Practical Task	Problem Solving Task	Depth Study Literature Review and Investigation	Trial Examination
Outcomes			PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH12-12	PH11/12-1 PH11/12-5 PH11/12-7 PH12-13	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH12-14	PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-6 PH12-12-15
Components		Weight %				
	Skills In Working Scientifically	60	20	10	15	15
	Knowledge and Understanding	40	5	15	10	10
Total:			100	25	25	25

Visual Art	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Development of the Body of Work Submission of artworks in progress. VAPD with annotated research and critical evaluation of material and conceptual intentions.	Extended Response Extended written research response. Critical and historical interpretation(s) of a selected artist/s.	Development of the Body of Work Submission of artworks under development. VAPD including a written account of artmaking practice.	Trial HSC Examination Art Criticism and Art History Written Examination Resolving the Body of Work: artworks undergoing refinement	
Timing	Term 4, Week 5	Term 1, Week 5	Term 2, Week 5	Term 3, Week 3 & 4	
Outcomes assessed	H1, H2, H3, H4, H9	H8, H9, H10	H1, H2, H3, H4, H6, H8	H2, H4, H5, H6 H7, H8, H9, H10	
Component					Weighting %
Artmaking	15		25	10	50
Art Criticism and Art History	15	15	10	10	50
Total %	30	15	35	20	100

CONTENT ENDORSED COURSES

Sport, Lifestyle & Recreation - Rugby League 2U		Task 1	Task 2	Task 3
		Date Due: Term 4, Week 6	Date Due: Term 2, Week 6	Date Due: Term 3, Week 8
Components	Weight %	First Aid Assessment	Coaching/Refereeing	Gym Skills Test & Assignment
Theory	40	10	15	15
Practical	60	10	25	25
Total:	100	20	40	40

VOCATIONAL EDUCATION COURSES

ULTIMO 90072 BUSINESS SERVICES ASSESSMENT SCHEDULE Preliminary Year 2019- HSC 2020 QUALIFICATION: BSB20115 Certificate II in Business Training Package: BSB Business Services (Vvrsion 3)							NESA course code 2U X 2YR 26101 LMBR UI Code: 11BSB20115226101B
TERM	UOC CODE	Unit of Competency	AQF Core/ Elecive	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
7 Preliminary UOCs							
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	BSBSUS201	Participate in environmentally sustainable work practices	E	E	15	Cluster C: It's in the Post Scenario, written task, case studies, self-assessment	35% Preliminary Exam
	BSBINM202	Handle mail	E	E	10		
	BSBWOR202	Organise and complete daily work ctivities	E	E	15		
7 HSC UOCs							
Term 3-4	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	Cluster D: Fast and On task Written task, teacher observation, portfolio of evidence, product assessment	35 hrs. Work placement 65% Trial HSC Exam
	BSBITU211	Produce digital text documents	E	E	20		
Term 5-6	BSBITU212	Create and use spreadsheets	E	E	15	Cluster E: Minding your own Business Written task, scenario, observation of practical work, portfolio of evidence	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.
	BSBINM201	Process and maintain workplace information	E	M	20		
	TLIP2029	Prepare and process financial documents	E	M	20		
Term 7	BSBINN201	Contribute to workplace innovation	E	M	15	Cluster F: Back to the Future Written task, case study, scenario	
	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		Units of Competencies from the HSC focus areas will be included in the optional HSC examination	

ULTIMO 90072
Hospitality - Kitchen Operations Assessment Schedule
Preliminary Year 2019 - HSC 2020
 QUALIFICATION: SIT20416 Certificate 11 in Kitchen Operations
 Training package: SIT Tourism, Travel and Hospitality (version 1.2)

NESA course code
 2U x 2 YR
 26511
 LMBR 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%
Term 1	9 Preliminary UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHCCC011 Use cookery skills effectively	240 HSC Indicative Hours over 2 years
	SITXFSA101 SITXWHS101 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	Cluster A - Getting Ready for Work Written task/scenario, case study & observation of practical work	35% Prelim Yearly Exam 35 hrs. Work placement
Term 2 & 3	SITXFSA002 BSBSUS201	Participate in safe food handling practices Participate in environmentally sustainable work practices	E E	S E	15 10	Cluster B - Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	65% Trail HSC Exam
	SITHCCC002	Prepare and present simple dishes	E	E	15		
Term 3	SITHKOP101 SITHCCC101 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	Cluster C: Maintain a Clean & Safe Kitchen Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	35 hrs. Work placement
	5 HSC UOCs						
Terms 4 & 6	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepares appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	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.	
	Terms 6 & 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	Cluster E - Working Effectively with Others Written task and reflection
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 R2 Training Package: SIS10 Sport, Fitness and Recreation (version 3.1)							NESA course code 2U x 2 YR 50402 LMBR UI Code: 11SIS20513450402B	
Term	Unit Code	UNITS OF COMPETENCY	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements	
6 - 9 Preliminary UOCs								
Term 1-2	SISXWHS101 BSBWOR202A	Follow work health and safety policies	C	C	15	Cluster A - Organise daily work WHS Quiz, Written Questioning, Incident Report, WHS Action Plan and Portfolio, Maintenance Report and Evaluation.	240 Indicative Hours over 2 years	
		Organise and complete daily work activities.	C	C	15			
Term 2-3	SISXCAI102A	Assist in preparing and conducting sport and recreation sessions	C	C	15	Cluster B - Introduction to Coaching Online Assessment, Group Planning, Practical Teaching, Evaluation and Student Questioning.		
	SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills	C	C	20			
	SISSSC0101	Develop and update knowledge of coaching practices	C	C	20			
	SISSSDE201	Communicate effectively with others in a sport environment	C	C	15			
5-8 HSC UOCs								
Term 3-4	SISSSPT201A SISSRGL204A	Implement sports injury prevention	E	E	15	Cluster C -Sports Injury and Rugby League Sports Injury Quiz and Health Professional Consultation, Sports Specific Quiz,Group Planning, Observation Sheet and Evaluation.		35 hrs. Work placement
		Teach the skills of rugby league for modified games	E	E	25			
Term 5	SISXIND211 SISSATH201A	Develop and update sport, fitness and recreation industry knowledge	C	C	20	Cluster D - Athletics Written,Questioning, Structured Activity - Case Study, Portfolio of Evidence /Direct observation of the Coaching Session		
		Teach the fundamental skills of athletics	E	E	25			
Term 6 -7	SISSBSB201A SISSSOF202 SISSSOF101	Teach fundamental basketball skills	E	E	25	Cluster E - Basketball Online Coaching Course, Written Basketball Quiz, Written Planning, Practical Demonstration and Written Evaluation		
		Officiate games or competitions	E	E	20			
		Develop and update officiating knowledge	E	E	10			
Stand alone unit	HLTAID003	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	C	C	20	Credit transfer when this unit is delivered by another RTO		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total 260			This course is a VET Board Endorsed Course and does not count towards the ATAR. No HSC exam in this course. No HSC exam in this course		