



Whitebridge
High School

YEAR 12 ASSESSMENT SCHEDULES

2019/2020

Course schedules
and expectations

WHITEBRIDGE COMMUNITY OF
SCHOOLS - WORKING
TOGETHER

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Whitebridge High School HSC Assessment Procedures

The following is an outline of the assessment procedures that will be used to determine the HSC Assessment rank for Whitebridge High School.

1. The Higher School Certificate Results

- a. Schools are required to provide an assessment of a student's achievement in all HSC courses to the NSW Education Standards Authority (NESA). This assessment will appear as a separate component on the Result Sheet together with the HSC examination mark, and Performance Band, i.e. Band 1 (lower end) to Band 6 (top end).
- b. The mark used to determine the percentile band for each subject is comprised of 50% exam mark (HSC) and 50% moderated School Assessment Mark. School Assessments are moderated by the performance of the school's candidature in the HSC for each subject separately.

2. The School Assessment

- a. Assessment tasks are used to assess outcomes across the entire syllabus, and therefore do not need to mirror the HSC examination.
- b. The assessment submitted by the school is a measure of a student's achievement at the end of that course, relative to other students studying that course.
- c. Within each course, a mark is allocated to each nominated task e.g. fieldwork, depth studies, assignments, tests, practical work and essays. The total of these marks is used to rank the students in each course.
- d. The school will give the students information, which will show their order of merit in each course, i.e. their rank, but not the unmoderated mark submitted.

3. Reporting Final Assessment

- a. The school's assessment marks in each course will be adjusted, by NESA, to fit the same scale as the external examination results obtained by the school. This process is called moderation and it ensures that the assessments given by the school are comparable with those awarded in the same course in other schools in the state.
- b. After moderation the school's ranking based upon the assessed mark will not change.

4. Appealing School's Ranking

- a. NESA will provide a rank order for each course, which is available to students at any time after the final HSC examination held at the school.
- b. If students consider their ranking in the school's order for a particular course is inconsistent with feedback on their performance during the course they may request a review. This review, conducted at the school level, will focus on the procedures for determining the final assessment mark and will not involve reconsideration of teachers judgements of the worth of individual tasks or assignments. This request must be made within three days of the release of NESA's Assessment Ranking list.

5. The Student's Responsibility – Assessment Program

- a. The Assessment is considered to be as important as the HSC examination and all students are required to attempt all Assessment Tasks.
- b. Tasks, which are not performed or submitted at the nominated time on the set day, will be awarded a zero mark, unless the Assessment Committee accepts the Student's written explanation as valid. This committee will comprise the class teacher, Head Teacher of the subject and the Principal, or his/her nominee.
- c. A doctor's certificate or documentary evidence will be required in the case of illness.
- d. Students who miss a task must complete an "ILLNESS, ACCIDENT, OR MISADVENTURE APPLICATION FORM" and submit it to the Head Teacher of the subject on the first day they attend school after the task date. Holidays that are taken at a time when an assessment task is scheduled will not be considered as an "Illness/Misadventure".
- e. Students presenting a valid reason may be required to attempt an alternative task or may be assessed on other evidence.
- f. Computer / Printer failure will not be accepted as an excuse for noncompletion of a task.

NB: It is the student's responsibility to approach the teacher to make arrangements to undertake a similar task or test as soon as possible, usually the next day.

Application is made via "ILLNESS, ACCIDENT, OR MISADVENTURE APPLICATION FORM" form. (See Attachment 3 for a copy of the form.) Students who have prior knowledge that they will be absent on the set task date must advise the Head Teacher not later than 2 school weeks before the due date, where this is practicable, so that alternative arrangements can be made.

- g. Students must genuinely attempt MORE THAN 50% of the available marks of a course. When zero marks for non attempts are awarded for the equivalent of more than 50% of the total assessment mark, the Principal cannot certify that the course has been satisfactorily studied. In such circumstances, the course will not be included in the result notice and it may mean that the student is ineligible for the award of the Higher School Certificate.
- h. All assessments tasks are to be completed by the student only unless contrary directions are given for particular tasks i.e. work submitted is to be the student's own work.
- i. Students are to follow the principles and practices of good scholarship learnt in the All My Own Work course that was completed by all students at the end of Stage 5.
- j. Students are to follow the 2020 HSC Rules & Procedures booklet, published to all HSC students, when they are completing any assessment requirement for the HSC.

- k. Tasks are due for performance, oral submission or presentation in the designated lesson time for that subject unless otherwise specified. It is the student's responsibility to present themselves at the commencement of that lesson for the task otherwise they will be deemed as absent. If there is a change to the assessment schedule students will be given 2 weeks notification of such changes, where practicable, or the change will be made through negotiation between the students affected and the class teacher.
 - l. Not all tasks given to students will be assessment tasks. For example, some homework and assignments will contribute to each student's assessed mark indirectly through skills gained and demonstrated in assessment tasks and examinations.
 - m. Any student found cheating in an Assessment task will receive a zero for that task.
 - n. Students are required to make a serious and genuine attempt at all assessment and class tasks. Tasks that are deemed to be a 'non-serious' attempt by the Head Teacher will be marked as a 'non-attempt' and penalised accordingly.
 - o. Attendance. Each student is expected to attend all timetabled lessons for the subject. During class lessons each student should apply themselves with diligence and sustained effort to all learning activities. Any period of absence will be noted by the class teacher and recorded as part of the school administrative process.
- Class tasks not completed and lessons not attended mean that a student is not following the course developed by NESA. The class teacher, through the Head Teacher, will advise parents of unsatisfactory attendance patterns through warning letter notifications. Unsatisfactory attendance is a valid reason for the school to decide that the student has not 'achieved some or all of the course outcomes'.
- p. Any students who wish to make inquiries or who have any problems regarding assessment procedures should see the Deputy Principal or Head Teacher Secondary Studies who is responsible for NESA matters.

FORMAL WRITTEN EXAMINATION PROTOCOL

Evacuation Procedure

If the signal for evacuation of the school occurs during an exam the following procedures must be followed:

- Do not leave until instructed by the supervisor.
- Do not take bags, notepaper, exam papers or any other item from the exam room.
- Upon the supervisor's instructions students will leave the exam room in a single file, spaced 2 metres apart.
- Students must not talk during the evacuation process.
- The students will proceed to a safe location as directed by the supervisor and following instructions will be placed in the area in 2 metre intervals.

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- Students will not attempt to communicate with anyone during the evacuation procedure.
- Students will raise their hand and speak only to the supervisor if they have a question.
- When students are advised they may return to the exam room, doing so in the order of departure and maintaining the 2 metre intervals.
- Once seated in the exam room normal exam protocols will be in place.

Examination Expectations

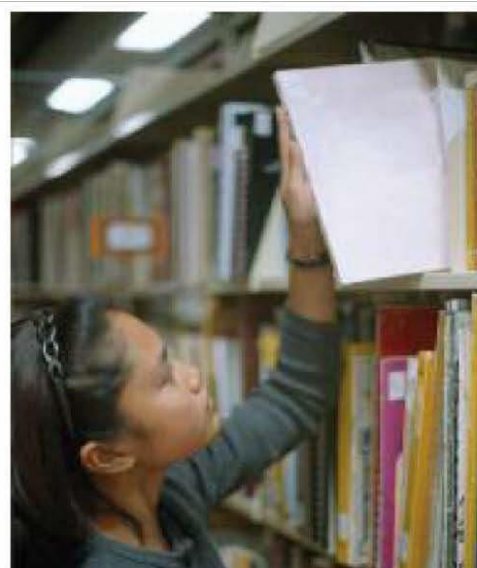
Students are expected to:

- Wear full school uniform to all examinations
- Be present 15 minutes prior to the examination starting time as no extra time will be provided for students who arrive late. Misadventure for lateness, absenteeism will be managed by the course Head Teacher and your respective Deputy Principal
- Please do not bring your mobile phone into the examination area. There are possible penalties for having a mobile phone in an examination; in the HSC, the student name will be recorded and a report will be made to NESA, for contravening the 'Malpractice Warning'.
- Written material will not be permitted into the examination area, unless specified differently.
- Remain in the examination venue (e.g. Hall or Learning Centre) until the end of the examination
- Liaise with the respective course Head Teacher if there is a possibility you will be absent for an examination. This need to be completed before the commencement of the examination.
- Raise their hand, and respectfully request access to a provision during the examination (e.g. to use the toilet)
- Please attempt to remember your NESA number. This maybe required from Year 10 through to Year 12. This does not change while you are enrolled at Whitebridge High School or at any school in NSW.
- Write your NESA number on any examination paper/answer booklet wherever required
- In any examination required, begin a new question/response in a new booklet. Follow each individual examination instructions.
- Please remove any hats and caps
- Water only in a clear bottle, which is placed on the ground next to your desk
- You are not bring liquid paper into the exam room.
- Asthma puffers are to be placed on desks
- Please bring plenty of spare pens and pencils, which can be placed in a clear 'snap lock' bag
- If you're undertaking an examination, please bring a NESA approved calculator. Please speak to your teacher if you're unsure if your calculator is NESA approved.
- As of the 2019 HSC examinations, all watches are to be placed on the desk at which you are you are seated.
- All spectacle cases are to be placed on the floor next your desk
- When leaving the examination area, please do so respectfully and responsibly, these includes minimal conversation and disruption
- Students who have been granted Disability Provisions or Special Provisions will be made aware of their provisions by their respective Deputy Principal well before their first examination.

All My Own Work

HSC Assessment and Submitted Works – NESA Advice to Students

Students



HSC Assessments and Submitted Works

Advice to Students

HSC assessment tasks and projects are likely to be among the most challenging learning you will undertake during your time at school.

This pamphlet will help you complete your assessment tasks and external exams honestly and with confidence.

It covers all assessment tasks, exams, projects, practical works, independent research projects and performances.

Why have assessment tasks in the HSC?

HSC assessment tasks will:

- help you learn, expand your knowledge and encourage you to challenge yourself
- show how much you have learnt and where you need to improve
- prove you have satisfactorily completed a course
- contribute to your final HSC mark.

Assessment tasks allow you to show what you know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give you the chance to address any weak areas in your knowledge before you sit your external HSC exams.

Make a good start

All students entered for one or more Preliminary or HSC courses must have satisfactorily completed the *HSC: All My Own Work* program, or its equivalent. This program helps you to follow good principles and practices in assessments and examinations. You will find *HSC: All My Own Work* on the Board's website. Talk to your Year Adviser about special arrangements related to this program if you are undertaking only Life Skills courses.

In addition, there is very important information you **must read** in a booklet called *Rules and Procedures for Higher School Certificate Candidates*. Your school will give you a copy, and it is also on the Board's website.

When you sign your HSC Confirmation of Entry form, you are telling the Board of Studies that you have read, understood and agreed to follow the rules in the *Rules and Procedures* booklet.

In a subject with a submitted project or practical work, such as Design and Technology, Music 2 or English Extension 2, you will also have to certify that the work you submit to the Board for marking is your own, and acknowledge any assistance you received. Your teacher and Principal will also have to say whether they believe the work is authentically yours.

How can I best manage my assessment tasks?

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

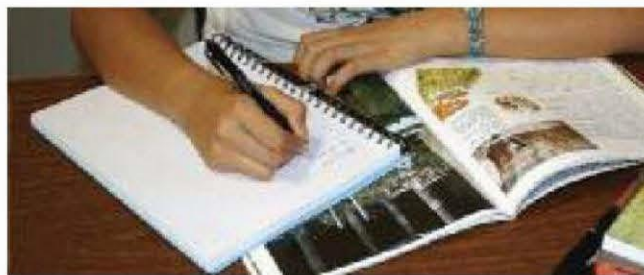
What is cheating in HSC assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.

The above are examples of plagiarism.



What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your HSC results. The following are common questions about plagiarism.

Q Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A Definitely yes!

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A Yes. You are using someone else's thoughts and words without acknowledgement.

Q Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

A Yes. This is plagiarism.

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works this usually will be in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

Why does honesty matter in the HSC?

Honesty is very important in all aspects of life and is an essential part of academic research.

The Higher School Certificate is a well-respected and widely recognised educational credential. Many students use the HSC to enter employment and further education.

Cheating is absolutely unacceptable in the HSC as it undermines the integrity of the qualification.

You must take careful note of 'Honesty in HSC Assessment – the Standard', on page 4. It includes warnings about the consequences of cheating in the HSC.

Why do people cheat and what are the consequences?

Some people cheat because they are under pressure. They can be under pressure because they have not organised their time and feel they have to take shortcuts to meet the course requirements. Others are under pressure because they are trying to achieve unrealistic academic goals. It is important to speak to your parents and teachers if you feel this kind of pressure.

Some people cheat because they don't understand the seriousness of what they are doing and tell themselves it doesn't matter. Some people cheat accidentally because they do not understand plagiarism.

The Board of Studies treats cheating very seriously. It investigates allegations of cheating and penalises students caught cheating in HSC written examinations and in projects or practical works.

Detected malpractice will limit a student's marks and jeopardise their HSC.

One or more of the following will apply:

- reduced marks for part or all of the examination
- zero marks for part or all of the examination
- an interview with a 'malpractice' panel at the Board of Studies
- loss of one or more courses towards the HSC award
- damage to your ability to apply for entry to TAFE or university courses or scholarships.

Cheating in school assessment tasks is dealt with at school. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged. Schools may use procedures similar to the Board's rules, such as signed declarations of authenticity.

Cheating in school assessment tasks also has serious consequences. You may receive zero marks for the task, and depending on the task, you may lose that course from your HSC award. Your school may refuse to certify practical works or projects as 'authentic work' before sending them to the Board of Studies. Your school may take further disciplinary action. Apart from anything else, if you are caught cheating you are likely to lose the trust of your fellow students and your own self-respect.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing the HSC.



Honesty in HSC Assessment – the Standard

This standard sets out the Board of Studies NSW requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject-specific documentation. Use or

inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The Board of Studies NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the Board of Studies NSW will report matters to the Independent Commission Against Corruption.

A summary of student rights and responsibilities in HSC assessment

You have the following rights:

- to be informed of the assessment policies of your school and the Board of Studies
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

You have the following responsibilities:

- to become familiar with and follow the assessment requirements set by your school and the rules in the *Rules and Procedures for Higher School Certificate Candidates* booklet
- to complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline
- not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

Further help

If you are unsure about anything you have read in this guide ask a teacher or your Year Adviser for help.

All the Board of Studies rules and resources mentioned here are available on the Board's website at www.boardofstudies.nsw.edu.au

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For

example, university websites often have good general advice on these topics that can also apply to your HSC assessments, written examinations and practical works or projects.

Another good source is the HSC Online website run by Charles Sturt University and the Department of Education and Training. This site has special advice and resources for study skills and plagiarism.

Planning Calendar

Students should use this calendar to record and plan their own, unique assessment timetable.

Week	1	2	3	4	5	6	7	8	9	10	11
Term 4, 2019											
Oct 14 Dec 18											
Term 1, 2020											
Jan 28 Apr 9											
Term 2, 2020											
Apr 27 July 3											
Term 3, 2020			Trial HSC								
July 20 Sep 25											
	HSC										

Assessment Schedules

Ancient History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source analysis Cities of Vesuvius: Pompeii and Herculaneum	Essay Ancient Societies	Historical analysis Historical Period	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 3/4	
	Outcomes assessed AH12-6 AH12-9 AH12-10	Outcomes assessed AH 12-1 AH12-2 AH 12-8 AH12-9	Outcomes assessed AH12-5 AH12-6 AH12-8 AH12-9	Outcomes assessed AH12-2 AH12-3 AH12-7 AH12-9	
Knowledge and understanding of course content	5	10	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		5	5	20
Historical inquiry and research		10	10		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Biology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Data Analysis Genetics	Practical Practical Investigation	Depth Study Research Disease	Trial HSC Examination	
	Term 4 Week 7	Term 1 Week 5	Term 2 Week 2	Term 3 Weeks 3/4	
	Outcomes assessed BIO12-1 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12	Outcomes assessed BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7	Outcomes assessed BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-14 BIO12-15	Outcomes assessed BIO12-1 BIO12-2 BIO12-3 BIO12-4 BIO12-5 BIO12-6 BIO12-7 BIO12-12 BIO12-13 BIO12-14 BIO12-15	
Skills in Working Scientifically	15	15	10	20	60
Knowledge and understanding	5	5	20	10	40
Total %	20	20	30	30	100

Business Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task Operations	Extended Response Marketing	Case Study Finance	Trial HSC Examination	
	Term 4, Week 8	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3/4	
	H1, H2, H5, H7	H3, H5, H6, H7, H8, H9	H4, H6, H7, H8, H9, H10	H2, H3, H4, H5, H6, H9, H10	
Knowledge and understanding of course content	10	10	10	10	40
Stimulus-based skills		5	5	10	20
Inquiry and research	5	5	5	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	20	25	25	30	100

Chemistry

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and Data Processing	Practical and Data Processing	Depth Study	Trial HSC Examination	
	Module 5	Module 6	Module 7 / 8	Modules 5, 6, 7 & 8	
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 10	Term 3 Week 3/4	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	CH12-1	CH12-2	CH12-1	CH12-2	
	CH12-4	CH12-3	CH12-2	CH12-3	
	CH12-5	CH12-5	CH12-3	CH12-4	
	CH12-6	CH12-13	CH12-4	CH12-5	
	CH12-7		CH12-7	CH12-6	
	CH12-12		CH12-15	CH12-7	
				CH12-12	
				CH12-13	
				CH12-14	
				CH12-15	
Skills in Working Scientifically	15	20	15	10	60
Knowledge and Understanding	10	5	5	20	40
Total %	25	25	20	30	100

Community and Family Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Independent Research Project (IRP):	Extended response ALARM scaffold	Investigation of specific groups	Trial HSC Examination	
	Ongoing term 4/ Final product - Term 4 2019 Week 9	Term 2, 2020 Week 1	Term 2 2020 Week 9	Term 3 week 3/4 2020	
	Outcomes Assessed H4.1, H4.2, H5.1	Outcomes Assessed H2.1, H3.2, H5.1, H5.2	Outcomes Assessed H1.1, H2.2, H2.3, H3.1, H3.3, H5.1, H6.2	All Outcomes Assessed	
Knowledge & understanding of course content		5	10	25	40%
Skills in critical thinking, research methodology, analysing and communicating	20	15	20	5	60%
Total %	20%	20%	30%	30%	100%

Earth and Environmental Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Processing and Analysis	Depth Study	Processing and Analysis	Trial HSC Examination	
	Fossil Formation and Stratigraphy	Geological Natural Disasters	Climate		
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 10	Term 3 Week 3/4	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	EES12-1	EES12-1	EES12-1		
	EES12-2	EES12-5	EES12-6	ESS12-1	
	EES12-3	EES12-6	EES12-7	ESS 12-2	
	EES12-5	EES12-7	EES12-14	ESS 12-3	
	EES12-6	EES12-13		ESS 12-4	
	EES12-7			ESS 12-5	
	EES12-12			ESS 12-6	
				ESS 12-7	
				ESS 12-12	
				ESS 12-13	
				ESS 12-14	
				ESS 12-15	
Skills in Working Scientifically	15	15	15	15	60
Knowledge and Understanding	10	5	10	15	40
Total %	25	20	25	30	100

Engineering Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Engineering Report Collaborative	Presentation	Research Task & Report	Trial HSC Examination	
	Term 1 Week 3 2020	Term 2 Week 9 2020	Term 3 Week 1 2020	Term 3 Week 3/4 2020	
	Outcomes Assessed H1.1, H3.2, H4.1, H4.2, H5.1, H5.2	Outcomes Assessed H1.1, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	Outcomes Assessed H1.1, H3.2, H4.1, H4.2, H5.1, H5.2,	Outcomes Assessed H1.2, H2.1, H2.2, H3.1, H3.3, H4.1, H4.2, H4.3, H6.1, H6.2	
Knowledge & understanding of course content		15	20	25	60%
Knowledge and Skills in the research, problem solving, and communication related to engineering practice	10	10	15	5	40%
Total %	10%	25%	35%	30%	100%

English Advanced

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, 2019 Week 10	Term 2, 2020 Week 2	Term 3, 2020 Week 1	Term 3, 2020 Weeks 3-4	
	Reflective essay	Comparative essay Mod C - Imaginative Writing response (10%)	Visual essay Mod C - Persuasive response (10%)	Trial HSC Examination Common Module Module A Module B Module C (5%)	
	Common Module: Texts and Human Experiences	Module A: Textual Conversations Module C: Craft of Writing	Module B: Critical Study of Literature Module C: Craft of Writing	Common Module: Texts and Human Experiences Module A, Module B, Module C	
	EA12-1, EA12-2, EA12-5, EA12-7	EA12-1, EA 12-2, EA12-3, EA12-4, EA12-5, EA12-6, EA12-9	EA12-2, EA12-3, EA12-5, EA12-7, EA12-8	All outcomes	
Knowledge and understanding of course content	10	15	15	10	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	15	15	50%
Total %	15%	30%	30%	25%	

English Standard

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, 2019 Week 10	Term 1, 2020 Week 11	Term 2, 2020 Week 10	Term 3, 2020 Weeks 3-4	
	Reflective Essay	Discursive speech Mod C - Imaginative Writing response (10%)	Multimodal Response (Visual Essay) Mod C - Persuasive Response (10%)	Trial HSC Examination Common Module Module A Module B Module C (5%)	
	Common Module: Texts and Human Experiences	Module A: Language, Identity and Culture Module C: Craft of Writing	Module B: Close of Study of Literature Module C: Craft of Writing	Common Module: Texts and Human Experiences Module A, Module B, Module C	
	EN12-3, EN12-4, EN12-5, EN12-6, EN12-7	EN12-3, EN12-4, EN12-5, EN12-6, EN12-8	EN12-1, EN12-2, EN12-3, EN12-5	EN12-1, EN12-2, EN12-3, EN12-4, EN12-5, EN12-9	
Knowledge and understanding of course content	10	15	15	10	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	5	15	15	15	50%
	15%	30%	30%	25%	

English Extension 1

Components	Task 1	Task 2	Task 3	Weighting %
	Term 1, 2019 Week 7	Term 2, 2019 Week 8	Term 3, 2019 Week 3-4	
	Imaginative Writing Portfolio and Reflection	Critical response with related texts and presentation	Trial HSC	
	Common Module: Literary Worlds	Elective 2: Worlds of Upheaval	Common Module and Elective	
	EE12-1, EE12-2, EE12-3, EE12-4	EE12-1, EE12-3, EE12-5	EE12-2, EE12-4, EE12-5	
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%	

English Extension 2

Components	Task 1	Task 2	Task 3	Weighting %
	Task 1	Task 2	Task 3	
	Viva Voce including written proposal	Literature Review	Critique of Creative Process	
	2019 Term 4, Week 10	2020 Term 2, Week 6	2020 Term 3, Week 1	
	Outcomes assessed EEX12-1, EEX12-4, EEX12-5	Outcomes assessed EEX12-1, EEX12-2, EEX12-3, EEX12-4	Outcomes assessed EEX12-2, EEX12-3, EEX12-5	
Skills in extensive independent research	15	20	15	50
Skills in sustained composition	15	20	15	50
Total %	30	40	30	100

English Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 4, 2019 Week 9	Term 1, 2020 Week 7	Term 2, 2020 Week 10	Term 3, 2020 Weeks 3/4	
	Multimodal Presentation and Reflection	Research and Presentation	Writing Portfolio	Trial HSC Examination	
	Common Module: Texts and Human Experiences	On the Road: English and the Language of Travel	Across ALL modules, including The Big Screen: English and Filmmaking	Common Module MiTunes and Text: English and the Language of Song	
Knowledge and understanding of course content	10	10	20	10	50%
Skills in: • comprehending texts • communicating ideas • Using language appropriately, accurately and effectively	10	10	20	10	50%
Total %	20%	20%	40%	20%	

Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study/Research Task: Australian Food Industry	Research/Food preparation: Food Manufacture	Case Study: Nutrition	Trial HSC Examination	
	Term 4, 2019 Week 8	Term 1, 2020 Week 8	Term 2 Week 5 2020	Term 3 Week 3/4 2020	
	Outcomes Assessed H1.4, H3.1,	Outcomes Assessed H1.1, H1.4, H1.3, H4.2	Outcomes Assessed H2.1, H3.2, H5.1	Outcomes Assessed H1.1, H1.2, H1.3, H1.4, H2.1, H4.2, H5.1	
Knowledge & understanding of course content		5%	5%	30%	40%
Knowledge & skills in designing, researching, analysing & evaluating	10%	15%	5%		30%
Skills in experimenting with & preparing food by applying theoretical concepts	10%	10%	10%		30%
Total %	20%	30%	20%	30%	100%
Total %	25	20	25	30	100

Geography

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response Ecosystems at Risk	Skills/tools assignment	Fieldwork and research report Urban Places	Trial HSC All topic	
	Term 1, Week 3	Term 1, Week 9	Term 2, Week 6	Term 3, Week 3-4	
	H1, H2, H5, H8, H9	H10, H11, H13	H1, H3, H9, H10	H1, H4, H5, H7, H13	
Knowledge and understanding of course content	15		10	15	40
Geographical tools and skills		15		5	20
Geographical inquiry and research, including fieldwork	5		10	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	5	5	5	20
Total %	25	20	25	30	100

History Extension

Component	Task 1	Task 2	Task 3	Weighting %
	Historical Process (proposal, process log, annotated sources)	Essay (includes all components of History Project)	Trial HSC Examination	
	Term 1, Week 5	Term 3, Week 1	Term 3, Week 3/4	
	Outcomes assessed HE 12-1, HE12-2	Outcomes assessed HE12-2 HE12-3 HE12-4	Outcomes assessed All outcomes	
Knowledge and understanding of significant historical ideas and processes	15	10	15	40
Skills in designing, undertaking and communicating historical inquiry and analysis	15	30	15	60
Total %	30	40	30	100

Industrial Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Presentation	Report	Written Report	Trial HSC Examination	
	Term 4 Week 8 2019	Term 1 Week 8 2020	Term 3 Week 1 2020	Term 3 Week 3/4 2020	
	Outcomes Assessed H2.1, H6.2, H7.1, H3.2	Outcomes Assessed H1.1, H1.2,	Outcomes Assessed H3.1, H3.2, H3.3, H4.1, H4.2, H5.2,	Outcomes Assessed H1.1, H3.1, H4.3, H7.2	
Knowledge & understanding of course content	5	10	5	20	40%
Knowledge and Skills in the design, management, communication and production of a major project	20	20	10	10	60%
Total %	25%	30%	15%	30%	100%

Legal Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study Crime	Research / prepared response	Research Task Human rights	Trial HSC Exam All topics	
	Term 4, Week 10	Term 1, Week 9	Term 2, Week 7	Term 3, Week 3/4	
	H1, H4, H7, H9	H1, H6, H7, H9	H2, H3	All outcomes	
Knowledge and understanding of course content	15	5		20	40
Analysis and evaluation			10	10	20
Inquiry and research		10	10		20
Communication of legal information, ideas and issues in appropriate forms	10	10			20
Total %	25	25	20	30	100

Mathematics Standard 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	Assignment/ investigation	Portfolio	Trial HSC Examination/Final Examination	
	Term 4, Week 9 2019	Term 1, Week 10, 2020	Term 2, Week 9, 2020	Term 3, Weeks 3-4, 2020	
	Outcomes assessed MS1-12-3 MS1-12-4 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-2 MS1-12-7 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 MS1-12-6 MS1-12-8 MS1-12-9 MS1-12-10	Outcomes assessed MS1-12-1 to MS1-12-10	
Understanding, Fluency and Communicating	15	10	12.5	12.5	50
Problem Solving, Reasoning and Justification	10	15	12.5	12.5	50
Total %	25	25	25	25	100

Mathematics Standard 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	Assignment/ Investigation	In-class test	Trial HSC Examination	
	Term 4, Week 9, 2019	Term 1, Week 10, 2020	Term 2, Week 9, 2020	Term 3, Weeks 3-4, 2020	
	Outcomes assessed MS2-12-3 MS2-12-4 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-2 MS2-12-7 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-8 MS2-12-9 MS2-12-10	Outcomes assessed MS2-12-1 to MS2-12-10	
Understanding, Fluency and Communicating	15	7.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total %	25	20	25	30	100

Mathematics Extension 1

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	In-class test	Assignment/ Investigation	Trial HSC examination	
	Term 4, Week 10, 2019	Term 1, Week 11, 2020	Term 2, Week 10, 2020	Term 3, Weeks 3-4, 2020	
	Outcome(s) assessed ME12-1 ME12-2 ME12-3 ME12-7	Outcome(s) assessed ME12-1 ME12-4 ME12-5 MEX12-7	Outcome(s) assessed ME12-1 ME12-2 ME12-4 ME12-6 ME12-7	Outcome(s) assessed ME12-1 to ME12-7	
Understanding, Fluency and Communicating	15	12.5	7.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total %	25	25	20	30	100

Mathematics Extension 2

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	Assignment/ Investigation	In-class test	Trial HSC examination	
	Term 4, Week 9, 2019	Term 1, Week 10, 2020	Term 2, Week 8, 2020	Term 3, Weeks 3/4, 2020	
	Outcome(s) assessed MEX12-1 MEX12-4 MEX12-7 MEX12-8	Outcome(s) assessed MEX12-1 MEX12-4 MEX12-7 MEX12-8	Outcome(s) assessed MEX12-1 MEX12-2 MEX12-3 MEX12-7 MEX12-8	Outcome(s) assessed MEX12-1 to MEX12-8	
Understanding, Fluency and Communicating	15	7.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total %	25	20	25	30	100

Mathematics Advanced

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-class test	Assignment/ Investigation	In-class test	Trial HSC Examination	
	Term 4, Week 9, 2019	Term 1, Week 10, 2020	Term 2, Week 9, 2020	Term 3, Weeks 3-4, 2020	
	Outcomes assessed MA12-1 MA12-2 MA12-4 MA12-5 MA12-10	Outcomes assessed MA12-3 MA12-6 MA12-9 MA12-10	Outcomes assessed MA12-3 MA12-4 MA12-7 MA12-8 MA12-10	Outcomes assessed MA12-1 to MA12- 10	
Understanding, Fluency and Communicating	15	7.5	12.5	15	50
Problem Solving, Reasoning and Justification	10	12.5	12.5	15	50
Total %	25	20	25	30	100

Modern History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Source based task Power and Authority in the Modern World 1919–1946	Research essay National Studies	Presentation Peace and Conflict	Trial HSC Examination	
	Term 4, Week 9	Term 1, Week 8	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 All outcomes	
Knowledge and understanding of course content	10	5	10	15	40
Historical skills in the analysis and evaluation of sources and interpretations	10			10	20
Historical inquiry and research		15	5		20
Communication of historical understanding in appropriate forms	5	5	5	5	20
Total %	25	25	20	30	100

Music

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Viva Voce & Elective 1 An Instrument and its Repertoire	Aural & Elective 1 Music of the 20 th & 21 st Centuries	Viva Voce & Elective 1 Own Choice Topic	Core Performance & Aural Paper Trial HSC Examination	
	Term 4 2019 Week 8	Term 1 2020 Week 8	Term 2 2020 Week 8	Term 3 2020 Week 3/4	
	H2, H4, H5, H6, H10, H11 Elective: H1-H9	H4, H5, H6, H7, H8, H10, H11 Elective: H1-H9	H3, H5, H7, H8, H10, H11 Elective: H1-H9	H1, H2, H4, H5, H6, H7, H8, H9, H10, H11	
Performance				10	10
Aural		10		15	25
Composition			10		10
Musicology	10				10
Electives	15	15	15		45
Total %	25	25	25	25	100

Numeracy

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research and presentation task	Portfolio	Investigation	Portfolio	
	Term 4, Week 8 2019	Term 1, Week 7, 2020	Term 2, Week 7, 2020	Term 3, Week 5, 2020	
	Outcomes assessed N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.4 N6-2.5 N6-3.1 N6-3.2	Outcomes assessed N6-1.1 N6-1.2 N6-1.3 N6-2.2 N6-2.5 N6-3.1 N6-3.2	Outcomes assessed N6-1.1 N6-1.2 N6-1.3 N6-2.2 N6-2.5 N6-3.1 N6-3.2	Outcomes assessed N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.4 N6-2.5 N6-3.1 N6-3.2	
Knowledge and Understanding	15	12.5	10	12.5	50
Skills	10	12.5	15	12.5	50
Total %	25	25	25	25	100

Society & Culture

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Presentation Personal Interest Project – Process	Research Task Social and Cultural Continuity and Change	Essay Depth Study	Trial HSC Examination Written Paper	
	Term 4, Week 8	Term 1, Week 6	Term 2, Week 8	Term 3, Week 3/4	
	H6, H7, H8	H2, H3, H5	H1,H9, H10	H1, H2, H3, H4, H5, H6	
Knowledge and understanding of course content	5	10	15	20	50
Application and evaluation of social and cultural research methods	10	10		10	30
Communication of information, ideas and issues in appropriate forms	5	5	10		20
Total %	20	25	25	30	100

PDHPE

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core 1 Writing task Health Priority Areas	Option Research and writing task	Core 2 Research and writing task	Trial HSC Examination	
	Term 4 Week 7	Term1 Week 6	Term 2 Week 8	Term 3 Week 3/4	
	H1 H3 H14 H15	H13 H17	H11 H7 H8	H1-5 H7-11 H14-17	
Knowledge and understanding	10	10	10	10	40
Skills	10	15	15	20	60
	20%	25%	25%	30%	

Physics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical and Data Processing	Depth Study	Data Processing	Trial HSC Examination	
	Module 5	Module 6 / 8	Module 7	Modules 5, 6, 7 & 8	
	Term 4 Week 8	Term 1 Week 8	Term 2 Week 8	Term 3 Week 3/4	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	PH12-2	PH12-1	PH12-3	PH12-2	
	PH12-4	PH12-3	PH12-4	PH12-3	
	PH12-5	PH12-4	PH12-14	PH12-4	
	PH12-6	PH12-7		PH12-5	
	PH12-12	PH12-13		PH12-6	
		PH12-15		PH12-7	
				PH12-12	
				PH12-13	
				PH12-14	
				PH12-15	
Skills in Working Scientifically	10	25	10	15	60
Knowledge and Understanding	10	5	10	15	40
Total %	20	30	20	30	100

Sport, Lifestyle and Recreation Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Module 1 Skills and Rules	Module 2 First Aid	Module 3 Skills and Officiating	Module 4 Sports Admin	
	Term 4 Week 8	Term1 Week 8	Term 2 Week 8	Term 3 Week 3/4	
	2.1 2.2 2.3 3.1	1.3 3.6	1.1 4.2	1.6 4.1 4.2	
Knowledge and understanding	10	10	15	15	50
Skills	10	10	15	15	50
	20%	20%	30%	30%	

Visual Arts

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Development of the Body of Work Submission of artworks in progress and VAPD	Written Research Task Case Studies	Resolving the Body of Work Submission of artworks	Trial HSC Examination Written examination	
	Term 1 Week 4	Term 2 Week 3	Term 3 Week 7	Term 3 Week 3/4	
	Outcomes assessed H1 H3 H4	Outcomes assessed H7 H8	Outcomes assessed H1 H2 H4 H6	Outcomes assessed H7 H8 H9	
Artmaking	20		30		50
Art Criticism & History		20		30	50
Total %	20	20	30	30	100

Software Design and Development

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Presentation	Report	Major Software Project	Trial HSC Examination	
	Term 4 Week 10	Term 1 Week 9	Term 2 Week 10	Term 3 Week 3/4	
	Outcomes assessed H 1.2 H 3.1 H 4.1 H 5.2 H 5.3 H 6.1	Outcomes assessed H 1.1 H 2.1 H 3.2 H 4.1	Outcomes assessed H 4.2 H 5.1 H 5.2 H 6.3 H 6.4	Outcomes assessed H 1.1 - H 6.4	
Knowledge and understanding of Course Content	5	15	5	25	50
Knowledge and Skills in the Design and Development of Software Solution	10	10	25	5	50
Total %	15	25	30	30	100

Construction



Tamworth RTO 90162

School Name: Whitebridge High School

Student Competency Assessment Schedule

COURSE: HSC 2020 Construction Pathways

Assessment Events for Certificate II in Construction Pathways CPC20211			Event 3	Event 4	Event 5		HSC Trial Exam	Work Placement 2
			Tiling	Basic Levelling	Major Project	Holistic		
			Date: 6/12/19 Week: 9 Term:4 2019	Date: 13/3/20 Week: 9 Term:1 2020	Date: 21/9/20 Week: 3 Term:3 2020	Date: 21/9/20 Week: 1 Term:3 2020	Week: 3/4 Term:3 2020	Date: 29/11/19 Week: 7 Term:4 2019
Code	Unit of Competency							
CPCCWF2001A CPCCWF2002A	Handle wall and floor tiling materials Use wall and floor tiling tools and equipment	Select 1 Field	X					
CPCCCM2006	Apply basic leveling procedures			X			X	
CPCCCN2005A	Use construction tools and equipment				X		X	
CPCCCM1012A CPCCCM1013A CPCCCM1015A CPCCCM2001A CPCCOHS2001A CPCCCM2005A	Work effectively and sustainably Plan and organise work Carry out measurements and calculations Read and interpret plans and specifications Apply OHS requirements, policies and pros Use construction tools and equipment					X	X	
CPCCCM1014A	Conduct workplace communication						X	X

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II in Construction Pathways CPC20211.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.

* Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Metals & Engineering



Tamworth RTO 90162

School Name: Whitebridge High

COURSE: HSC Engineering MEM10105

Student Competency Assessment Schedule. Year 2020

Assessment Events for Certificate I in Engineering MEM10105		Event 4	Event 5	Event 6	Event 7	Event 8	Work Placement *	Trial Exam*
		Technical Drawing	Work with others	Manual PRODUCTION	Quality systems and procedures	Use workshop machines for basic operations		
		Week: 9 Term: 1 2020	Week:8 Term: 2 2020	Week:2 Term:2 2020	Week:1 Term:3 2020	Week: 10 Term:4 2019		
Code	Unit of Competency							
MEM09002B	Interpret technical drawing	X						
MEM16007A MEM16005A	Work with others in a manufacturing, engineering or related environment <i>Operate as a team member to conduct manufacturing, engineering or related activities (optional)</i>		X X					
MEM15024A	Apply quality procedures			X				
MEM15002A	Apply quality systems			X				
MEM03001B	Perform manual production assembly				X			
MEM03003B	Perform sheet and plate assembly				X			
MEM07032B	Use workshop machines for basic operations					X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Engineering MEM10105 or a Statement of Attainment towards a Certificate I in Engineering MEM10105

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.

***Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

School Name: Whitebridge High

COURSE: HSC 2020 Hospitality SIT20316 Strategy B

Student Competency Assessment Schedule

Assessment Events for Certificate II in Hospitality SIT20316 (HSC) – HSC examinable units		Topic Quizzes All units Theory online Completed as per scope and sequence	Event 2 Working in Industry Week: 9 Term: 1	Event 3 Source and present Week: 1 Term: 1	Event 4 Source and Use Info Week: 7 Term: 2	Event 5 Sustainability Week: 7 Term: 3	Event 6 Portfolio Final Week: 8 Term: 3	Work Placement * Week: 4 Term: 1	Trials* Week: 3/4 Term: 3
Code	Unit of Competency								
SITHFAB007	Serve Food and Beverage (HSC)		√				√		√
SITHFAB004	Prepare non-alcoholic beverages (HSC)		√				√		√
BSBWOR203	Work effectively with others (HSC)	√	√				√		√
BSBCMM201	Communicate in the workplace	√					√		
SITXCOM001	Source and present	√		√			√		
SITXCOM002	Show social and cultural sensitivity	√					√		
SITXCCS003	Interact with customers	√	√				√		
SITHIND002	Source and use information on the hospitality industry (HSC)	√			√		√		√
BSBSUS201	Participate in environmentally sustainable work practices	√				√	√		
HLTAID003	Provide First Aid						√		
SITHIND003	Use Hospitality skills effectively		√				√	√	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards a Certificate II in Hospitality SIT20316.

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA/reporting requirements.

*Selected units only to be confirmed by your teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Skills For Work



School Name:

Tamworth RTO 90162

Student Competency Assessment Schedule

SCHOOL: Whitebridge High School

COURSE: Higher School Certificate 2019 - 2020 - Certificate II Skills for work and Vocational Pathways

Assessment Events for FSK20113 Certificate II in Skills for Work and Vocational Pathways		Event 5	Event 6	Event 7	Event 8
		Week 8 Term 4	Week 8 Term 1	Week 8 Term 2	Week 7 Term 3
Code	Unit of Competency				
FSKRDG10	Read and respond to routine workplace information	X			
FSKRDG09	Read and respond to routine standard operating procedures	X			
BSBWOR204	Use business technology		X		
FNSFLT202	Develop and use a savings plan		X		
FSKNUM15	Estimate, measure and calculate with routine metric measurements for work			X	
FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work			X	
BSBWOR204	Create and use spreadsheets				X
FSKWTG07	Write routine formal workplace texts				X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II Skills for Work and Vocational Pathways(FSK20113) or a Statement of Attainment towards a Certificate II in Skills for Work and Vocational Pathways(FSK20113)

* Units to be delivered within the course will be confirmed by your teacher.

** Recommended delivery of FSK20113 is through project based learning and in alignment with Industry framework units of competency.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". This means a course mark is not allocated.

Requirements of the Education Act – Higher School Certificate

THE REQUIREMENTS OF THE EDUCATION ACT 1990 AND AS PRESCRIBED BY NESA IN RELATION TO 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 School Certificate (or other qualifications considered satisfactory by the Board)
 - attended a government school (or registered and accredited non-government school)
 - participated, to the Board's satisfaction, in courses of study which have been determined to be appropriate
 - completed those courses to the Board'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 Board.

The Board 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 the Board, 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:
- (a) courses of study of a general description determined by the Minister on the recommendation of the Board are to be provided for each student in each Year,
 - (b) those courses of study are to include a course of study in English,
 - (c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Board,
 - (d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Board and approved by the Minister.

These requirements are articulated in attachment 2 over page.

Patterns of Study Checklist

PATTERN OF STUDY REQUIREMENTS CHECKLIST FOR THE 2019 HIGHER SCHOOL CERTIFICATE

Reference: NESA *Assessment, Certification and Examination (ACE) Manual*
http://www.boardofstudies.nsw.edu.au/hsc_assessment_policies/#ace-manual

Do you meet the following PATTERN OF STUDY requirements?

- At least 10 HSC 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 Preliminary units and 7 HSC units from courses in Science
- No other Science course may be combined with Senior Science in the preliminary pattern of study. In the HSC pattern of study a discontinued preliminary science course may be replaced by Senior 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 an ATAR (Australian Tertiary Admission Rank) in **2020** must have 10 units of Board Developed HSC courses and meet the University course requirements and Category A and B Group patterns NB: Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses, do not satisfy requirements for an ATAR.

Schools should note that additional Departmental curriculum requirements (eg, sport, religious education, 25 hours of PD/H/PE etc) or conditions of enrolment at school are not requirements for Higher School Certificate credentialing as determined by NESA as the Statutory Higher School Certificate Credentialing Authority.

1. Schools will need to ensure that Board requirements are met in cases of accumulation, acceleration, repetition, recognition of prior learning and in any cases of unsatisfactory completion of course requirements.
2. It should be recognised that students following a special program of study will be eligible for the award of the Higher School Certificate. The completion of a transition-planning process for each student is a condition of access to a special program of study involving Life Skills courses for Stage 6. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of the student in Life Skills courses for Stage 6 is the result of an individual transition-planning process.

Illness & Misadventure Application Form



WHITEBRIDGE HIGH SCHOOL

ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION FORM YEARS 10, 11 AND 12

- Must be submitted before the due date when misadventure is known beforehand e.g. Sport, family holidays.
- Must be submitted within two (2) school days after return to school
- A misadventure form is not to be used as an explanation for absence, a separate note should be given to the roll teacher, or a phone call/email/SMS should be made to the school office.

STUDENT NAME:	<input type="text"/>	YEAR:	<input type="text"/>
SUBJECT & CLASS:	<input type="text"/>	DATE TASK DUE:	<input type="text"/>
TASK DESCRIPTION:	<input type="text"/> <i>(Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test)</i>		
ABSENCE REASON:	<input type="text"/> <i>(Sickness, bereavement, dental, school business, sports event, other)</i>		

IN THE SPACE EXPLAIN WITH SUFFICIENT DETAIL THE EVIDENCE THAT SUPPORTS YOUR CASE FOR CONSIDERATION TO SIT FOR THE TASK, SIT FOR A SUBSTITUTE TASK, OR BE AWARDED AN ESTIMATED ASSESSMENT MARK

(Continued overleaf if necessary)

SUPPORTING DOCUMENTATION FOR ILLNESS:

ROSA Yrs 10 and 11: ☐ MEDICAL CERTIFICATE ATTACHED (Optional)

HSC Yr 12: ☐ MEDICAL CERTIFICATE ATTACHED (Compulsory)

STUDENT SIGNATURE:	<input type="text"/>	DATE:	<input type="text"/>
GUARDIAN SIGNATURE:	<input type="text"/>	DATE:	<input type="text"/>
DATE TASK SUBMITTED:	<input type="text"/>		

LEARNING CENTRE LEADER RECOMMENDATION: ☐ ACCEPTED ☐ REJECTED

TEACHER:	<input type="text"/>	DATE:	<input type="text"/>
LEARNING CENTRE LEADER:	<input type="text"/>	DATE:	<input type="text"/>
PRINCIPAL:	<input type="text"/>	DATE:	<input type="text"/>

COPY TO: ☐ FILE ☐ Original to Student ☐ Learning Centre Leader