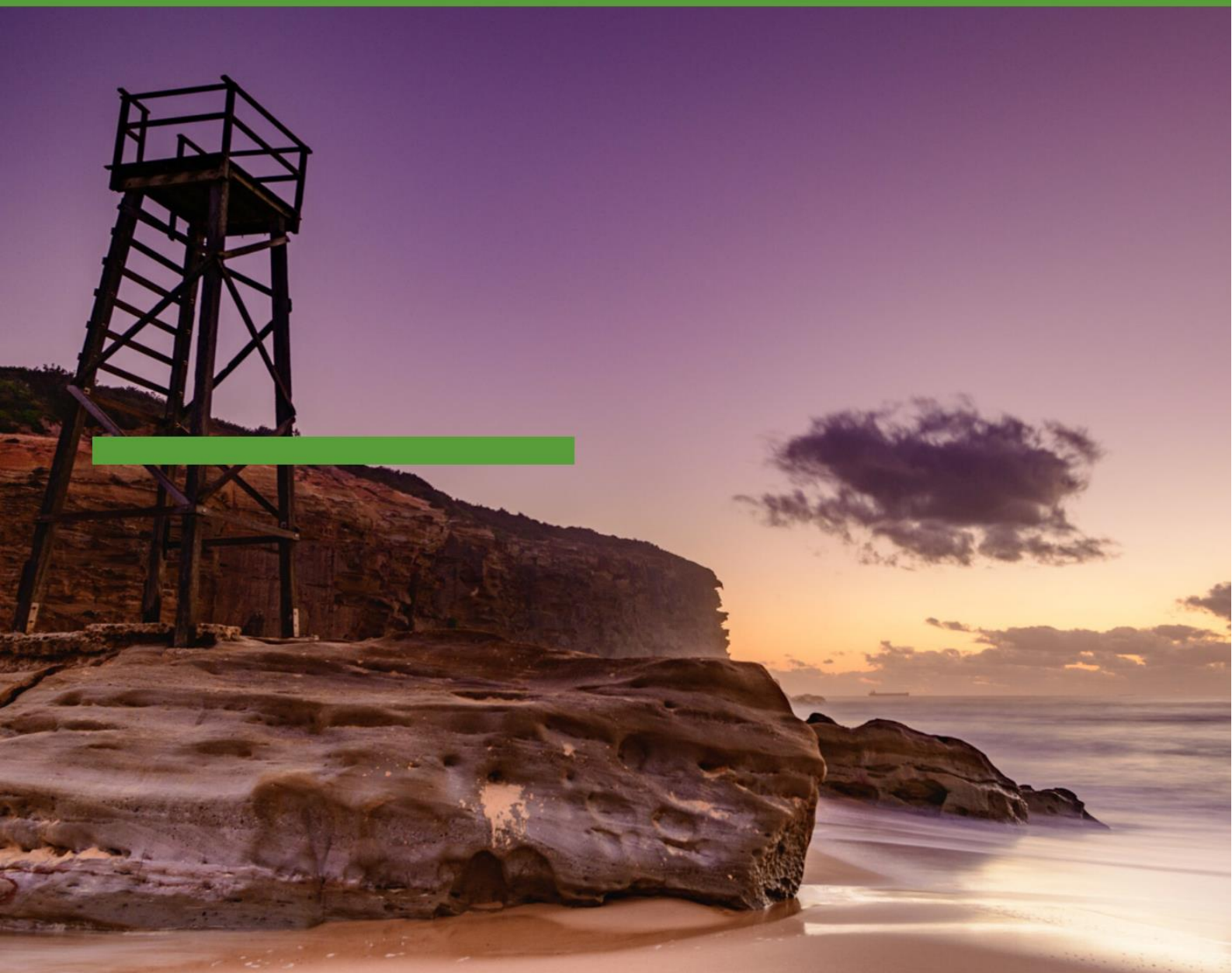


WHITEBRIDGE HIGH SCHOOL ASSESSMENT SCHEDULES



**YEAR 11
2020**

**COURSE
SCHEDULES &
EXPECTATIONS**

Table of Contents

Forward	4
Common Grade Scale for Higher School Certificate Courses	8
Student Assessment Planning Calendar	9
Ancient History	11
Biology	12
Business Studies	12
Chemistry	13
Community & Family Studies (CAFS)	13
Dance	14
Engineering Studies	14
English Advanced	15
English Extension 1	16
English Standard	17
English Studies	18
Food Technology	19
Geography	19
Industrial Technology Timber	20
Legal Studies	20
Mathematics Standard	21
Mathematics Advanced	21
Mathematics Extension 1	22
Numeracy	22
Music	23
Modern History	23
PDHPE	24
Physics	24
Sports, Lifestyle & Recreation Studies (SLR)	25
Society & Culture	25
Software, Design & Development	26
Textiles and Design	26
Visual Arts	27
Construction (Certificate II in Construction Pathways)	28
Hospitality (Certificate II in Hospitality)	29
Metals & Engineering (Manufacturing & Engineering – Introduction)	30
Skills for Work (Certificate II Skills for Work and Vocational Pathways)	31
Illness, Accident or Misadventure Application Form	33

Forward

Please read in conjunction with **Whitebridge High School Assessment Policy**.

The Assessment Policy is located on the school's website as well as through the Year Adviser and Deputy Principal.

The Certificate

Upon satisfactory completion of the Preliminary HSC Course program of study a student will be awarded a HSC Preliminary Course Record of Achievement. The certificate shows all Preliminary HSC courses satisfactorily completed.

The attainment of this Certificate is a prerequisite for study of the HSC Courses.

Requirements

The program of study requirements are that:

- the student's attendance, conduct and progress will be satisfactory;
- the student will study a permitted combination of courses;
- the student will study courses as approved by NESA;
- the student will complete the requirements of each course including any necessary oral, aural, practical, field work or project work;
- the student will have performed all tasks required as part of the assessment program; the student will sit for, and make a genuine attempt at, any examination set as part of the course and will sit for the final Preliminary Examination.

The Courses

Two types of courses are approved for study in the HSC Preliminary Course:

- Board Developed Courses - are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content. NESA also develops Higher School Certificate examinations for most of these courses.
- Board Endorsed Courses - all of which count towards the HSC and are listed on your Record of Achievement. However, Board Endorsed Courses do not count towards the calculation of the Australian Tertiary Admission Rank (ATAR).

All courses are based on units of study, where each unit requires two hours per week. Most courses are two unit courses. Some one unit courses are also offered.

School-Based Assessment

The assessment marks awarded will be based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than may be measured by an examination, although it must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the Preliminary course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It increases the accuracy of the final assessment of each student's achievement by using multiple measures.

It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

For VET courses, assessment is via competency in performing work-related tasks. This contributes towards a VET qualification but not towards an HSC mark.

The Responsibilities of the NSW Education Standards Authority

NESA produces a syllabus, a statement of course rules, a list of prescribed texts, works and projects and an assessment guide for respective courses. To allow access by students, parents and other members of the public to these documents, NESA provides information on their website.

The NESA Higher School Certificate rules and requirements are covered in the Assessment, Certification and Examination (ACE) Manual. This and many other NESA publications, including syllabi, can be found on the NESA website: www.educationstandards.nsw.edu.au

The School's Responsibilities

In accordance with NESA requirements, this school has developed an assessment program for each course.

We have:

- identified the student tasks which best measure the components of a course;
- specified values to be applied to each of the tasks to maintain the relative importance of each component;
- scheduled the various tasks throughout the course;
- prepared information for students setting out the requirements of each course.

We will:

- notify students of approved calculators and other requirements as designated by NESA;
- notify the mark value awarded for each task in relation to the total number of marks for the course;
- keep records of the students' performance on each task and provide information to the students on their progress.

Reporting Results

For each assessment task attempted, students will receive significant feedback on their performance, either by a mark or rank. As well, during the course, the school will provide information to students, which will show their cumulative rank order at that point in time. This will occur in the form of a school report, which will be issued at the end of the HSC Preliminary Course.

The Teaching/Learning Process

Capping the number of formal written examination tasks that mimic the HSC examination to one per course.

Satisfactory Completion of a Course (Course Completion Criteria)

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves 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.

While NESA does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

Students' Responsibilities and Procedures

1. Students are expected to complete all tasks and sit for all examinations set as part of the assessment program at the specified time.
2. Some tasks will be performed in class; others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student.
3. Ample notice will be given to allow students to organise their workload to allow submission dates to be met. It will not be accepted as a valid reason for consideration, that pressure of work made meeting the deadline(s) impossible.
4. If an assessment task is due to be submitted on a set date, it must be presented on that date. See Whitebridge High School Assessment Policy booklet for information on Late Submission of tasks and Misadventure/Illness and Appeal procedures.
5. HSC: All My Own Work Program - a mandatory prerequisite for the HSC (completed prior to commencement of Year 11 work).

Malpractice or Non-Serious Attempts

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 RoSA, Preliminary HSC and HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is 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 NESA 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.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

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. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. Based on the Head Teacher's determination, the student concerned will be referred to the Assessment Appeals Committee.

Students determined to have been involved in malpractice in relation to any assessment task, including examinations, may expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Disability Provisions

The NESA NSW assesses applications from students with special assessment needs in order to provide eligible students with practical support in NESA NSW assessments and examinations. Applications may be made by students for the RoSA, Preliminary HSC and Higher School Certificate according to procedures determined by the NESA NSW. The coordinators of these applications are the Head Teacher Welfare and the Learning Support Teacher. They will be able to provide Year 9 - 12 students with Disabilities Provisions Application forms and Information Guides. Students who wish to apply for disabilities provisions should see a member of the Learning Support Team.

Parents are encouraged to contact the Head Teacher Welfare or the Learning Support Teacher with any questions regarding the process. Parents will also be provided with the part of the form to be completed by any relevant specialists. It is most important that parents carry out this request in order to support the application with statements from medical professionals. The due date is always the last day of Term 1 for pre-existing conditions, except for applications based on chronic fatigue syndrome, post-viral syndrome, Ross River fever or glandular fever, which should be submitted in July of the examination year, with teacher comments and medical documentation also dated July.

For more details, refer to the NESA NSW website on <http://www.boardofstudies.nsw.edu.au/disability-provisions/> or contact the school.

When an application is submitted, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication. Schools are responsible for determining and approving disability provisions for all school-based assessment tasks. NESA only determines disability provisions for the Higher School Certificate examinations. Students and parents should be aware that there is no guarantee NESA will grant the same provisions as those given at school. Supporting documents, e.g. medical reports that confirm diagnosis of a particular condition; hearing and vision tests; timed essays should be submitted with the application. Supporting documentation should be less than 12 months old except where an existing medical condition/ diagnosis will not change with time, e.g. permanent vision loss, diabetes. Provisions for emergencies (eg a broken arm) may be sought up to the day of the examination. If all the necessary information is not provided, some requested provisions will be declined due to insufficient evidence.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/ misadventure appeals, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time. However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.

Students may need provisions for:

- a permanent condition, such as diabetes or reading difficulty
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

NESA does not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language.

Where a student has a condition that might manifest itself during an examination session (e.g. epilepsy or asthma), the occurrence of an episode during the examination will be covered by the illness/misadventure provisions.

Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual examinations.

Common Grade Scale for Higher School Certificate Courses

The Common Grade Scale describes performance at each of five grade levels.

Grade A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
Grade B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
Grade C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
Grade D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
Grade E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

Student Assessment Planning Calendar

Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2020 28 Jan - 9 April											
Term 2 2020 27 April - 3 July											
Term 3 2020 20 July - 25 Sept									Preliminary Final Exams		
Term 4 2020 12 Oct - 18 Dec	HSC Courses begin										

Ancient History

Component	Task 1	Task 2	Task 3	Weighting %
	Multimedia Presentation Investigating Ancient History	Historical Investigation	Yearly Examination	
	Term 1, Week 9	Term 3, Week 3	Term 3, Week 9/10	
	Outcomes assessed AH11-1, AH11-5, AH11-6, AH11-7, AH11-9	Outcomes assessed AH11-6, AH11-7, AH11-8, AH11-9	Outcomes assessed AH11-1, AH11-4, 11AH-5, AH11-6	
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	30	40	100

Biology

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Investigation	Depth Study Presentation	Formal Written Examination	
	T1 Week 7	T3 Week 2	T3 Week 9/10	
	Outcomes assessed BIO 11-2, BIO 11-3 BIO 11-4, BIO 11-6 BIO 11-7, BIO 11-8	Outcomes assessed BIO 11-1, BIO 11-4 BIO 11-5, BIO 11-6 BIO 11-7 BIO 11-10	Outcomes assessed All outcomes	
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	20	30	10	60
Total %	25	35	40	100

Business Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Business Management Research Task	Group task – Market Day	Yearly examination	
	Term 2 , Week 1	Term 2 , Week 9	Term 3 , Week 9/10	
	Outcomes assessed P1, P3, P5,	Outcomes assessed P2, P4, P6, P7	Outcomes assessed P1,P2,P3,P4,P5, P6,P7,P8,P9,P10	
Knowledge and understanding of course content	15	5	20	40
Stimulus-based skills		15	5	20
Inquiry and research	10		10	20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	30	40	100

Chemistry

Component	Task 1	Task 2	Task 3	Weighting %
	Practical & Data Processing Task Class task based on assignment	Depth Study	Yearly Exam Final Examination	
	Term 1, Week 11	Term 2, Week 8	Term 3, Week 9/10	
	Outcomes assessed 11-4, 11-5, 11-6 , 11-8, 11-9	Outcomes assessed 11-1, 11-2, 11-3 , 11-7	Outcomes assessed 11-1, 11-2, 11-3, 11-4 11-5, 11-6, 11-8, 11-9 11-10, 11-11	
Knowledge and understanding of course content	5	5	30	40
Skills in working scientifically	25	25	10	60
Total %	30	30	40	100

Community & Family Studies (CAFS)

Component	Task 1	Task 2	Task 3	Weighting %
	Wellbeing case study Core 1: Resource Management	Analysis of leadership role Core 2: Individuals and Groups	Yearly Examination Core modules	
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
	Outcomes Assessed P1.1 P4.1 P4.2 P 5.1 P6.1	Outcomes Assessed P2.1 P2.3 P4.2	Outcomes Assessed All Outcomes	
Knowledge & understanding of course content	5	10	25	40
Skills in critical thinking, research methodology, analysing and communicating	25	25	10	60
Total %	30	35	35	100

Dance

Component	Task 1	Task 2	Task 3	Weighting %
	Performance & Written Task	Composition Task	Yearly Exam	
	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed P2.2, 2.3, 2.4, 2.5, 4.1, 4.3, 4.5	Outcomes assessed P1.1, 3.1, 3.2, 3.4, 3.6	Outcomes assessed P1.2, 1.3, 2.1, 2.6, 3.3, 3.5, 4.2, 4.4	
Performance	30		10	40
Composition		30	10	40
Appreciation	10		10	20
Total %	40	30	30	100

Engineering Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Class test on Module 1- Fundamentals.	Engineering report –	Formal Written examination	
	T2 Week 4	T3 Week 2	T3 Week 9/10	
	Outcomes assessed P1.1, P1.2, P2.1, P2.2, P3.1, P3.3	Outcomes assessed P3.2, P4.1, P4.2, P5.2	Outcomes assessed P1.2, P2.1, P3.1, P3.3, P4.1, P4.2, P4.3	
Knowledge & understanding of course content	20	10	30	60
Knowledge and Skills in the design, management, communication and production.	10	20	10	40
Total %	30	30	40	100

English Advanced

Component	Task 1	Task 2	Task 3	Weighting %
	Writing Portfolio and reflection Common Module: Reading to Write	Multimodal presentation – visual essay Module A: Narratives that Shape our World	Extended analytical response Module B: Critical Study of Literature	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed EA11-1, EA11-2, EA11-3, EA11-4, EA11-9	Outcomes assessed EA11-3, EA11-5, EA11-6, EA11-7.	Outcomes assessed EA11-1, EA11-3, EA11-5, EA11-8	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

English Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative Writing Portfolio and reflection	Multimodal Presentation (Research Project)	Extended Response (Yearly examination)	
	Term 2, Week 3	Term 3, Week 2	Term 3, Week 9/10	
	Outcomes assessed EE11-2, EE11-3, EE11-6	Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Outcomes assessed EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
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 Standard

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative Recreation Common Module: Reading to Write	Multimodal presentation – visual essay Module A: Contemporary Possibilities	Extended analytical response Module B: Close Study of Literature	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed EN11-1A, EN11-2A, EN11-3B, ES11-4B, EN11-9E	Outcomes assessed EN11-1A, EN11-2A, EN11-5C, EN11-7D	Outcomes assessed EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

English Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Research and presentation “How to Succeed in the Workplace” Mandatory Module: Achieving through English	Multimodal presentation Module H: Part of a Family	Portfolio & Reflection Module G: Local Heroes	
	Term 1, Week 11	Term 2, Week 10	Term 3, Week 7	
	Outcomes assessed ES11-1, ES11-4, ES11-5, ES11-6, ES11-10	Outcomes assessed ES11-1, ES11-3, ES11-4, ES11-6, ES11-8, ES11-9	Outcomes assessed ES11-1, ES11-2, ES11-4, ES11-5, ES11-6, ES11-8, ES11-9	
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100

Food Technology

Component	Task 1	Task 2	Task 3	Weighting %
	Research Task	Nutrition Investigation and Meal Preparation	Yearly Exams	
	Term 2 Week 1	Term 3 Week 2	Term 3 Week 9 and 10	
	Outcomes assessed P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	Outcomes assessed P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	Outcomes assessed P1.1, P1.2, P 2.2, P4.4, P 5.1	
Knowledge & understanding of course content			40	40
Knowledge and Skills in the design, researching, analysing and evaluating.	20	10		30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Total Weighting	30	30	40	100

Geography

Component	Task 1	Task 2	Task 3	Weighting %
	Fieldwork <i>Awabakal Nature Reserve EEC</i>	Research <i>Senior Geography Project</i>	Exam Yearly Exam	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed <i>P2, P3, P9, P12</i>	Outcomes assessed <i>P7, P8, P9, P10, P11, P12</i>	Outcomes assessed <i>P1,P2,P3,P4,P5,P9,P10</i>	
The characteristics and spatial distribution of environments	5	10	5	20
The processes that form and transform the features and patterns of the environment	5		15	20
Investigate geographically	10	10		20
Communicate geographically	10	10	20	40
Total %	30	30	40	100

Industrial Technology Timber

Component	Task 1	Task 2	Task 3	Weighting %
	Industry Case Study Business Study report & Presentation	Submit project Submit Practical work and folio – project	Yearly Examination Formal exam	
	Term 2 Week 1	Term 3 Week 2	Term 3 Week 9 and 10	
	Outcomes assessed P1.1, P1.2, P4.1, P5.1, P6.2, P7.1, P7.2	Outcomes assessed P2.1, P3.1 P3.2, P4.1, P4.2, P4.3, P5.2	Outcomes assessed P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge & understanding of course content	20	20	40	80
Knowledge and Skills in the design, management, communication and production.		20		20
Total Weighting	20	40	40	100

Legal Studies

Component	Task 1	Task 2	Task 3	Weighting %
	Type of Task Media File	Type of Task Research Task/Presentation	Type of Task Yearly Exam	
	Term 1, Week 9	Term 2, Weeks 9/10	Term 3, Weeks 9/10	
	Outcomes assessed P1, P4, P8	Outcomes assessed P2, P3, P5, P6, P7, P9	Outcomes assessed P1, P2, P5, P10	
Knowledge and understanding	10	15	35	60
Research	5	10	5	20
Communication	10	10		20
Total %	25	35	40	100

Mathematics Standard

Component	Task 1	Task 2	Task 3	Weighting %
	In-class test	Assignment/ investigation	Yearly Examination	
	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed MS11-1, MS11-2, MS11-5, MS11-6, MS11-10	Outcomes assessed MS11-2 , MS11-7 MS11-9 , MS11-10	Outcomes assessed MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8 MS11-9, MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Mathematics Advanced

Component	Task 1	Task 2	Task 3	Weighting %
	In-class test	Assignment/ Investigation	Yearly Examination	
	Term 1, Week 10,	Term 2, Week 9	Term 2, Week 9/10	
	Outcomes assessed MA11-1, MA11-2, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	Outcomes assessed MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-6 MA11-7, MA11-8 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Mathematics Extension 1

Component	Task 1	Task 2	Task 3	Weighting %
	In-class test	Portfolio Task	Assignment/ Investigation	
	Term 1, Week 11,	Term 3, Week 5	Term 3, Week 9/10	
	Outcomes assessed ME11-1 , ME11-2 ME11-6, ME11-7	Outcomes assessed ME11-1 , ME11-2 ME11-3, ME11-6 ME11-7	Outcomes assessed ME11-1, ME11-2 ME11-3, ME11-4 ME11-5, ME11-6 ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Numeracy

Components	Task 1	Task 2	Task 3	Weighting %
	Assignment	Investigative Task	Portfolio	
	Term 1, Week 11	Term 2, Week 9	Term 3, Week 8	
	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 N6-2.1, N6-2.2, N6-2.3 N6-2.4, N6-2.5, N6-3.1 N6-3.2	Outcomes assessed N6-1.1, N6-1.2, N6-1.3 N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-3.1 N6-3.2	
Knowledge and Understanding	15	20	15	50
Skills	15	20	15	50
Total %	30	40	30	100

Music

Component	Task 1	Task 2	Task 3	Weighting %
	Performance Musicology	Composition Musicology	Performance Aural	
	T2 Wk2/3	T2 Wk 9/10	T3 Wk 6/7	
	Outcomes assessed P1, P4, P5, P6	Outcomes assessed P3, P4, P5, P6, P7, P8	Outcomes assessed P1, P4, P6	
Performance	10		15	25
Aural			25	25
Composition		25		25
Musicology	10	15		25
TOTAL	20	40	40	100

Modern History

Component	Task 1	Task 2	Task 3	Weighting %
	Source based task Decline and fall of the Romanov Dynasty	Historical investigation An individually prepared research task	Yearly examination Assessing all topics from the Preliminary course	
	Term 1 , Week 7	Term 2 , Week 8	Term 3 , Weeks 9 and 10	
	Outcomes assessed 11.6, 11.7, 11.9	Outcomes assessed 11.8, 11.9, 11.10	Outcomes assessed 11.1, 11.2, 11.3, 11.4, 11.5	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

PDHPE

Component	Task 1	Task 2	Task 3	Weighting %
	Core 1 In class	Core 2 in class	Yearly Exam	
	Term 1, Week 10	Term 2, Week 7	Term 3 Week 9/10	
	Outcomes assessed P5, P15	Outcomes assessed P9, P17	Outcomes assessed P4, P5, P6, P7, P8	
Knowledge and understanding	15	20	25	60
Skills	15	10	15	40
Total %	30	30	40	100

Physics

Component	Task 1	Task 2	Task 3	Weighting %
	Analysis Task	Practical Task (including Depth Study)	Yearly Examination	
	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 9/10	
	Outcomes assessed PH11-4, PH11-5 PH11-6, PH11-8 PH11-9	Outcomes assessed PH11-1, PH11-2 PH11-3, PH11-4 PH11-7, PH11-10 PH11-11	Outcomes assessed PH11-1, PH11-2 PH11-3, PH11-4 PH11-5, PH11-6 PH11-7, PH11-8, PH11-9, PH11-10 PH11-11	
Skills in working scientifically	25	25	10	60
Knowledge and understanding of course content	10	10	20	40
TOTAL	35	35	30	100

Sports, Lifestyle & Recreation Studies (SLR)

Component	Task 1	Task 2	Task 3	Weighting %
	Topic and Skills Test- In class	Topic and Skills Test- In class	Exam	
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9/10	
	Outcomes assessed 1.1, 3.1, 5.2	Outcomes assessed 2.3, 4.1, 4.4	Outcomes assessed 1.3, 1.6, 3.6	
Knowledge and understanding	10	10	30	50
Skills	20	20	10	50
Total %	30	30	40	100

Society & Culture

Component	Task 1	Task 2	Task 3	Weighting %
	Research based task <i>Social and Cultural World</i>	Mini-PIP <i>An individually prepared research task</i>	Yearly examination <i>Assessing all topics from the Preliminary course</i>	
	Term 1 , Week 9	Term 3 , Week 2	Term 3 , Weeks 9 and 10	
	Outcomes assessed P1, P3, P6, P9, P10	Outcomes assessed P1, P2, P3, P5, P8, P10	Outcomes assessed P1, P3, P4, P7, P8, P9	
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	10	15	5	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
Total	30	30	40	100

Software, Design & Development

Component	Task 1	Task 2	Task 3	Weighting %
	Project Planning Presentation	Software Project	Yearly Examination	
	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9–10	
	Outcomes assessed P1.1, P1.2, P1.3, P3.1, P4.1, P5.1, P5.2, P6.1	Outcomes assessed P1.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P6.3	Outcomes assessed P1.1 – P6.3 inclusive	
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of software solutions	10	30	10	50
Total %	20	40	40	100

Textiles and Design

Component	Task 1	Task 2	Task 3	Weighting %
	Journal of textiles techniques Generation and communication of ideas, design modification, manipulative skills, evaluation of ideas management of time and resources	Garment construction Corset Experimental procedures, product design, fabric choice, manipulative and management skills, communication methods and recording information	Yearly Exam	
	Term 1, Week 10	Term 3, Week 6	Term 3, Week 10	
	Outcomes assessed P2.2, P2.3	Outcomes assessed P4.1, P2.2	Outcomes assessed P3.1, P3.2, P6.1	
Knowledge & understanding of course content	20	5	25	50
Knowledge and Skills in the design, management, communication and production of a	20	25	5	50

major project				
Weighting Total	40	30	30	100

Visual Arts

Component	Task 1	Task 2	Task 3	Weighting %
	VAPD and B.O.W Short Answer Questions	VAPD and B.O.W Essay	Formal Examination	
	Term 2 Week 4	Term 3 Week 7	Term 3 Week 9	
	Outcomes assessed P.1, P.2, P.3, P.4, P.5, P.6, P.8, P.9.	Outcomes assessed P.1, P.2, P.3, P.4, P.5, P.6, P.8, P.9.	Outcomes assessed P.2, P.3, P.8, P.9, P.10.	
Art Making	20	30		50
Critical and Historical	10	10	30	50
Total %	30	40	30	100

COURSE: Preliminary 2020 CPC20211 Certificate II in Construction Pathways_R5
Preliminary/120hr outcome: Statement of Attainment towards Cert II in Construction Pathways

Student Competency Assessment Schedule

Assessment Events for Construction Certificate II in Construction Pathways		Event No. 1		Event No. 2		Event No. 3		Work Placement
		Safe Work		Carpentry		Communication		
		Date:28/2/20 Week: 5 Term: 1 2020		Date:25/9/20 Week: 10 Term 3 2020		Date: 3/6/20 Week: 10 Term: 2		Date:25/5-7/6/20 Week: 5/6 Term: 2
Code	Unit of Competency							
CPCCWHS1001	Prepare to work safely in the construction industry	✓						
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry.	✓		✓				
CPCCCA2011A	Handle carpentry materials			✓				
CPCCCA2002B	Use carpentry tools and equipment			✓				
CPCCJN2001A	Assemble components			✓				
CPCCJN2002B	Prepare for off-site manufacturing processes			✓				
CPCCCM1014	Conduct workplace communication			✓		✓		
CPCCCM1015	Carry out measurements and calculations			✓				
CPCCCM2001	Read and interpret plans and specifications			✓				

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

Assessment Events for Hospitality Food and Beverage Delivery Strategy B SIT20316 Certificate II Hospitality		Topic quiz	Event No. 1	Event No. 6	Event No. 5	Work Placement	Yearly Exam*
		Online	Café Culture	E-Portfolio check 1	Resource Management		
		These quizzes combined with event assessments will determine outcome of units	Date: 18/9/20 Week: 9 Term 3 2020	Date: 28/8/20 Week: 6 Term: 3 2020	Date: 19/6/20 Week: 8 Term: 2 2020	Date: 1/6/20 – 5/6/20 Week: 6 Term: 2	Date: TBA Week: 9/10 Term: 3 2020
Code	Unit of Competency						
SITXWHS001	Participate in safe work practices	Term 1 Wk 6	✓				
SITXFSA001	Use hygienic practices for food safety	Term 1 Wk 11	✓	Portfolio check and feedback on students skill and knowledge development			✓
SITHFAB005	Prepare and serve espresso coffee	Term 2 Wk 4	✓				
SITHFAB007	Serve Food and Beverage	Term 3 Wk 4					
SITHFAB004	Prepare and serve non-alcoholic beverages	Term 3 Wk 10					
BSBSUS201	Participate in Environmentally sustainable work practices	Term Wk			✓	✓	✓

The possible Preliminary outcome of the course is a Statement of Attainment towards a **SIT20316 Certificate II in Hospitality**. Assessments are competency based. Students' will need to be able to consistently 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". A course mark is not allocated.

COURSE: Preliminary 2020 Manufacturing & Engineering – Introduction

Student Competency Assessment Schedule

Preliminary outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Assessment Events for Certificate I in Engineering MEM10119		Cluster 1	Cluster 2	Cluster 3
		Welcome to the Industry Date: 9/4/20 Week: 10 Term: 1 2020	Right tool, Right job Date: 3/7/20 Week: 10 Term: 2 2020	Engineering in Practice Date: 25/9/20 Week: 10 Term: 3 2020
Code	Unit of Competency			
MEM13015	Work safely and effectively in manufacturing and engineering	✓		
MEM16006	Organise and communicate information	✓		
MEM11011	Undertake manual handling	✓		
MEM18001	Use hand tools		✓	
MEM18002	Use power tools/hand held operations		✓	
MEM12024	Perform computations			✓
MEM16008	Interact with computer technology			✓
MEM07032	Use workshop machines for basic operations			✓

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a **Certificate I in Engineering MEM10119** or a Statement of Attainment towards a **Certificate I in Engineering MEM10119**. 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". * Indicates no mark is collected for external assessment.

School Name: Whitebridge High School

COURSE: Preliminary 2019 - Certificate II Skills for Work and Vocational Pathways

Student Competency Assessment Schedule

Assessment Events for Certificate II Skills for Work & Vocational Pathways FSK 20113		Event 1 Career Wise	Event 2 Community Give-back	Event 3 Active Sports Program
Code	Unit of Competency	Week: 10 Term: 1- 2020	Week: 9 Term 2 - 2020	Week: 8 Term: 3-2020
FSKLRG11	Use routine strategies for work-related learning	X		
FSKLRG10	Use routine strategies for career planning	X		
FSKOCM07	Interact effectively with others at work	x	x	
FSKOCM04	Use oral communication skills to participate in workplace meetings		X	
FSKWTG09	Write routine workplace texts		X	
FSKOCM07	Interact effectively with others at work			X
BSBITU211	Produce digital text documents		x	X
FKSDIG03	Use digital technology for routine workplace tasks		x	X
FSKLRG09	Use strategies to respond to workplace problems		x	X

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Skills for Work & vocational Pathways FSK 20113. or a Statement of Attainment towards a Certificate II in Skills for Work & vocational Pathways FSK 20113.

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.

Illness, Accident or 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:

YEAR:

SUBJECT & CLASS:

DATE TASK DUE:

TASK DESCRIPTION:

(Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test)

ABSENCE REASON:

(Sickness, bereavement, dental, school business, sports event, other)

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:

DATE:

GUARDIAN SIGNATURE:

DATE:

DATE TASK SUBMITTED:

LEARNING CENTRE LEADER RECOMMENDATION: ☐ ACCEPTED ☐ REJECTED

TEACHER:

DATE:

LEARNING CENTRE LEADER:

DATE:

PRINCIPAL:

DATE:

COPY TO:

☐ FILE

☐ Original to Student

☐ Learning Centre Leader