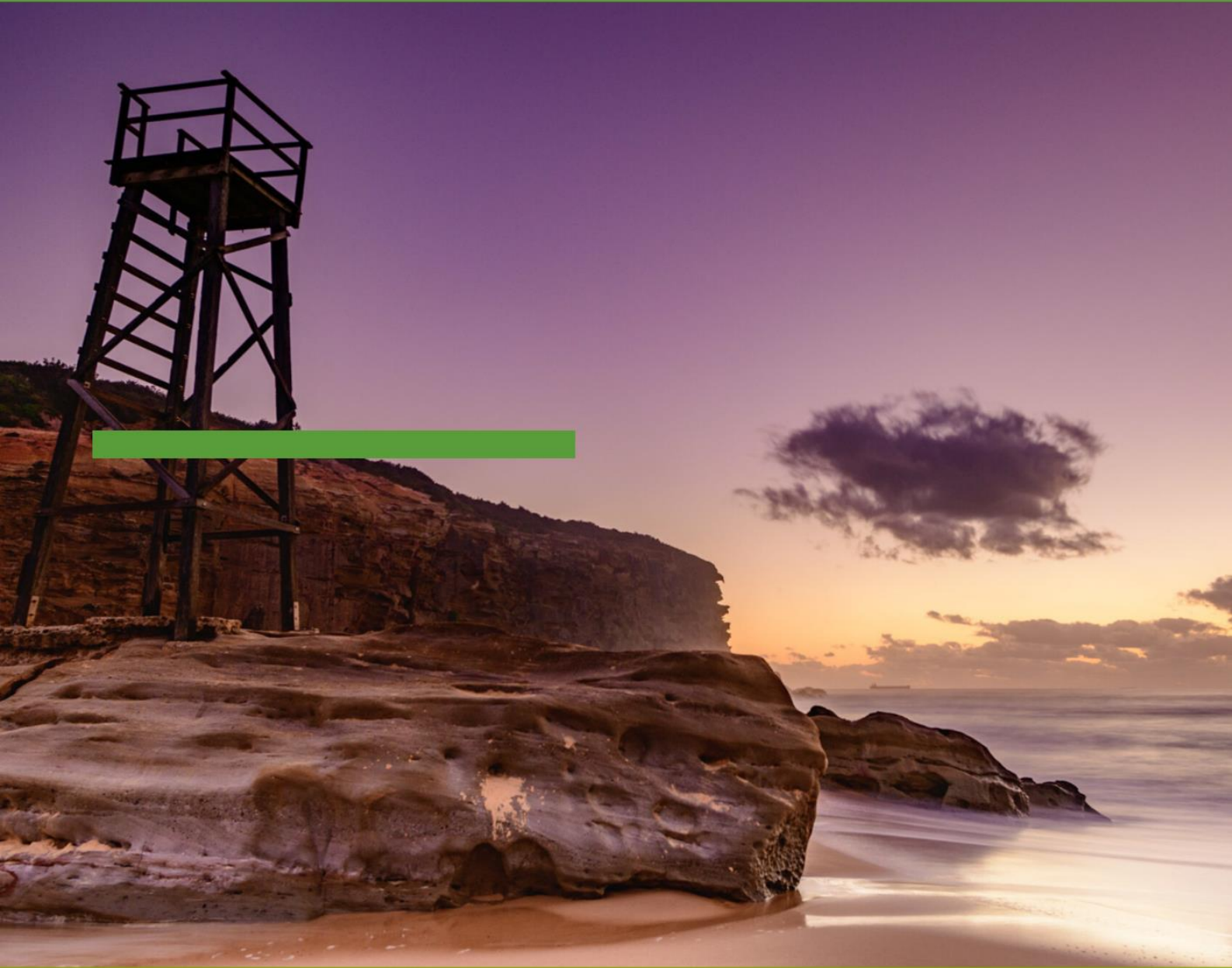


WHITEBRIDGE HIGH SCHOOL ASSESSMENT SCHEDULES



**YEAR 9
2020**

**COURSE
SCHEDULES &
EXPECTATIONS**

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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.

This Handbook includes the assessment schedules for each course of study which students are expected to complete.

Periodic assessment is an important way for students to demonstrate that they have successfully achieved the outcomes of the course being studied. Assessment tasks also allow teachers to find out where students are having problems with course work, concepts and skills so that they may intervene if necessary to correct student misunderstanding.

All staff at the school will provide support for students in their learning, or to help inform decisions and to overcome problems should they arise. There are some key staff that will have particular responsibilities and interest in the general well-being of students.

These include:

Classroom teachers
Head Teachers of all faculties
Year Adviser: Mr Steve Hobbs
Deputy Principal Year 9: Mrs Melita Morrow
Careers Adviser: Mr Matt Bendall
Principal: Ms Nadene Harvey

Students should feel confident to seek their advice and guidance should question or issues arise, or simply to clarify issues if uncertain.

Parents are also welcome to contact the school if they have concerns regarding their children's academic progress. For general concerns, please contact the Year Adviser. For concerns regarding a particular subject, please contact the Head Teacher of that subject. The Head Teacher's name is listed on the subject assessment schedule.

Ms Nadene Harvey
Principal
February, 2020

Whitebridge High School reports

To inform students, parents and caregivers of student progress, the school issues Semester One reports at the end of Term 2 and Semester Two reports at the end of Term 4.

In each subject, student progress will be indicated on the report in three ways.

1. Overall progress in a course is indicated by an Assessment Grade. This can be done by calculating course marks of student achievement calculated by adding together the marks for the assessment tasks and teacher judgement using the course performance descriptors.
2. Progress in the learning outcomes will be indicated using the Course Performance Descriptors:

Grade level	Course Performance Description
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

3. Other information, including work habits, areas for improvement and how they can be achieved will be included in the teacher comment.

NSW Education Standards Authority (NESA) requirements:

The Record of School Achievement (RoSA) is a credential that shows your school achievement from Year 10 up to when you leave school.

The RoSA:

- Is a credential for eligible school leavers (students are generally eligible for the RoSA after four years of secondary school).
- Is a cumulative credential – that is, it grows as your achievements are added.
- Means fair grades for everyone – RoSA grades are determined by your teachers using established guidelines and processes to ensure consistency.
- Recognises Life Skills outcomes and content.

Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.
- Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

School attendance

- NESA does not set a minimum attendance for the satisfactory completion of a course, but a principal may determine that, due to absence, course completion criteria may not be met.
- One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

'N' determinations

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Whitebridge High School supports student reengagement through the use of N Warnings. Students who receive TWO warning letters for a particular assessment task or lack of effort towards certain course outcomes may be in danger of receiving an N Determination for the particular course in question. An N Determination in a particular course could make a student ineligible to continue onto Year 11 and they may not receive a RoSA at the end of Year 10.

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											
Term 4 2020 12 Oct - 18 Dec											

Commerce

Task	Outcome COM 5-1 applies consumer, financial and employment concepts and terminology in a variety of contexts	Outcome COM 5-2 Analyses the rights & responsibilities of individuals in a range of consumer, financial, economic and employment prospects	Outcome COM 5-4 Analyses key factors affecting decisions	Outcome COM 5-7 Researches and assesses information using a variety of sources	Outcome COM 5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes	Coursework All outcomes	Total Assessment Mark
Task 1 Consumer and Financial Decisions Test	20						20
Task 2 Travel Group Task		5		10	5		20
Task 3 Employment Writing Task		10	5	5			20
Task 4 Promoting & Selling Marketing Presentation		5	5	5	5		20
Coursework						20	20
Total	20	20	10	20	10	20	100

Dance

Task	Task 1	Task 2	Task 3	Weighting
Task	Performance: Contemporary dance performance	Composition: Composition presentation and log book	Yearly task: Performance, composition and written appreciation task	
Date	Term 1, Week 10	Term 3, Week 10	Term 4, Week 6	
Outcomes	5.1.1, 5.1.2, 5.1.3	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.2.1	
Performance	30%		10%	40%
Composition		20%	10%	30%
Appreciation		10%	20%	30%
Total %	30%	30%	40%	100%

Drama

	Task 1	Task 2	Task 3	Weighting %
Task	Individual Performance: Monologue	Play building: Physical Theatre	Scripted Drama: Whole class performance and MADD	
Date	Term 1, Week 9	Term 3, Week 9	Term 3, Week 8	
Outcomes	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2	5.1.2, 4.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.3.1, 5.3.2, 5.3.3	
Making	10	15	15	40
Performing	10	15	5	30
Appreciating	5	5	20	30
Total %	25	35	40	100

English

		Task 1	Task 2	Task 3
Timing		Term 2, Week 3	Term 3, Week 6	Term 4, Week 7
Weighting%	Knowledge and understanding of course content	15	15	20
	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20
	Total	30	30	40
Type of Task		Narrative (Imaginative writing)	Multimodal presentation	Extended analytical response
Course Component		Unit 1: Creating Perspectives	Unit 2: Genre	Unit 3: Voice of Youth
Outcomes Addressed		EN5-1A, EN5-2A, EN5-3B	EN5-2A, EN5-4B, EN5-6C	EN5-1A, EN3B, EN5-7D

Food Technology

	Task 1	Task 2	Task 3	Task 4
Timing Term/week	Term 2 Week 2	Term 1 & 2	Term 4 Week 4	Term 4 Exam Week
Weighting %	20	20	30	30
Type of Task	Research, Design & Practical	Practical	Research, Design & Practical	Knowledge
Task Description	Food Selection and Health	In class practical assessments	Birthday Celebration & Cake	Yearly Exam
Outcomes Assessed	5.3.1, 5.5.2	5.1.1	5.4.1, 5.5., 5.5.2 5.2.3	All outcomes

Geography

	Task 1	Task 2	Task 3
Timing	Term 1/3 Week 9	Term 2/4 Week 5	All semester
Weighting	50	40	10
Type of task	IBL Group work	Writing Task	Class activities
Task description	Includes peer assessment of 5% and Teacher Observation of 5%	Urbanisation	Class work. Evidence may include bookwork and teacher observation
Outcomes assessed	GE 5-2 GE 5-8	GE 5-2 GE 5-3	All

History

	HT5-1	HT5-4	HT5-2	HT5-6	Coursework	Total %
	Explains the historical forces and factors that shaped the modern world and Australia	explains and analyses the causes and effects of events and developments in the modern world and Australia	Explains and analyses the motives and actions of past individuals	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia		
Task 1 Making a Nation Empathy Task Week 5, T1			25			25
Task 2 WW2 Task Week 11, T1				25		25
Task 3 Semester Exam Week 6, T2	20	20				40
Coursework					10	10
Total %	20	20	25	25	10	100

Information and Software Technology (IST)

	Task 1	Task 2	Task 3	Task 4
Timing	Term 1 Week 11	Term 2 Week5/ 6	Term 3 Week 10	Term 4 Week 5/6
Weighting %	30	20	30	20
Type of Task	Project	Design Presentation	Project	Presentation/Practical
Task Description	Database Project	AI/Simulation/Modelling	Network Project	Robotics/Automated Manufacturing Project
Outcomes Assessed	5.2.1, 5.2.2, 5.2.3	5.2.1, 5.2.3, 5.3.1, 5.5.2	5.2.1, 5.2.2, 5.2.3, 5.5.1	5.2.1, 5.2.2, 5.2.3

Industrial Technology – Metal, Timber, Engineering

	Task 1	Task 2	Task 3	Task 4
Timing Term / Week	Term 1 Week 10	Term 2 Week 3	Term 3 Week 8	Term 4 Week 6
Weighting	20%	20%	40%	20%
Type of Task	Practical	Assignment	Practical	Yearly Examination
Task Description	Marking of Practical Work	Writing Task.	Marking of Practical	Examination of year's subject knowledge
Outcomes Assessed	5.2.2, 5.3.2, 5.4.2	5.1.1, 5.1.2, 5.2.1, 5.4.1	5.5.1, 5.6.1	5.7.1, 5.7.2

Japanese

	Task 1	Task 2	Task 3	Task 4
Timing/ Term/ Week	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4
Weighting %	15	35	15	35
Type of Task	Accessing & Responding Listening (in class task)	Composing Speaking (15%)/ Writing (20%)	Accessing & Responding Reading (in class task)	Composing Speaking (15%)/ Writing (20%)
Outcomes assessed	Outcomes 1, 2, 3	Outcomes 1, 2, 3	Outcomes 1, 2, 3	Outcomes 1, 2, 3
Reporting period	Semester 1 Report		Semester 2 Report	
Outcomes 1. A student demonstrates understanding of the main ideas and supporting detail in texts and responds appropriately. 2. A student applies a range of linguistic structures to express own ideas and establish communication. 3. A student demonstrates knowledge of key features of the culture of Japanese- speaking communities.				

Mathematics Year 9 5.1

	Task 1	Task 2	Task 3	Task 4
Timing Term / Week	Term 1, 2020 Week 8	Term 2, 2020 Week 5	Term 3, 2020 Week 7	Term 4, 2020 Week 5
Weighting %	25	25	25	25
Type of Task	In class	In class	Assignment/ Investigation	In class
Outcomes Assessed	MA5.1-9MG MA4-8NA MA5.1-2WM	MA4-21SP MA5.1-13SP MA4-10NA	MA5.1-4NA MA5.1-1WM MA5.1-2WM	MA5.1-11MG MA5.1-10MG MA5.1-6NA

Mathematics Year 9 5.2

	Task 1	Task 2	Task 3	Task 4
Timing Term / Week	Term 1, 2020 Week 8	Term 2, 2020 Week 5	Term 3, 2020 Week 7	Term 4, 2020 Week 5
Weighting %	25	25	25	25
Type of Task	In class	In class	Assignment/ Investigation	In class
Outcomes Assessed	MA5.2-6NA MA5.2-7NA MA5.2-2WM	MA5.2-17SP MA5.2-11MG MA5.2-12MG	MA5.1-4NA MA5.2-1WM MA5.2-2WM	MA5.2-9NA MA5.2-13MG MA5.2-8MA

Mathematics Year 9 5.3

	Task 1	Task 2	Task 3	Task 4
Timing Term / Week	Term 1, 2020 Week 8	Term 2, 2020 Week 5	Term 3, 2020 Week 7	Term 4, 2020 Week 5
Weighting %	25	25	25	25
Type of Task	In class	In class	Assignment/ Investigation	In class
Outcomes Assessed	MA5.1-9MG MA5.2-6NA MA5.3-5NA	MA5.3-6NA MA5.3-16MG MA5.2-17SP	MA5.1-4NA MA5.2-4NA MA5.3-2WM	MA5.3-8NA MA5.3-15MG MA5.3-7NA

Marine & Aquaculture Studies

ASSESSMENT	Task 1	Task 2	Task 3	Task 4
Timing Term / Week	Term 2 Week 1-2	Term 2 Week 8-9	Term 3 Week 6-8	Term 4 Week 5-6
Weighting %	25	25	25	25
Type of Task	Project	Project	Project	Project
Task Description	Water Safety	Dangerous Marine Creatures	Saving our Seas	Estuarine/Mangrove Environments
Outcomes Assessed	MAR5-9, MAR5-10, MAR5-14	MAR5-9, MAR5- 14	MAR5-3, MAR5-7,	MAR5-9, MAR5-10,

Music

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Viva Voce	Performance & Listening	Composition	Performance & Listening	
	T1, Wk8	T2, Wk4 & 5	T3, Wk6	T4, Wk5	
	5.8	5.1, 5.7	5.4, 5.4, 5.6	5.1, 5.7	
Performance		20		20	40
Composition			15		15
Listening	15	15		15	45
Total	15	35	15	35	100

Physical Activity & Sport Studies (PASS)

	Task 1	Task 2	Task 4	Task 3
	Term 1 Week 6	Term 2 Week 6	Term 3 Week 7	Term 4 Week 2
	Practical Games	Coaching	Orienteering	Design a game
	Practical	Theory and practical application	Theory and practical application	Practical
Weighting %	25	25	25	25
Outcomes	PASS 5-5	PASS 5-7, 5-8	PASS 5-9	PASS 5-6

PDHPE

	Task 1	Task 2	Task 3	Task 4
	Lifelong Physical Activity	Games and movement application	Food for thought	Invasion Games
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 3 Week 9
	Website	Practical tasks	In class writing task	Practical tasks
Weighting %	25	25	25	25
Outcomes	5-6, 5-7, 5-8	5-4, 5-10, 5-5	5-2, 5-6, 5-7	5-5, 5-11

Science

ASSESSMENT	Task 1	Task 2	Task 3	Task 4
TIMING	Term 1 Week 9 Due T1 W9	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5
WEIGHTING	30%	20%	25%	25%
TYPE OF TASK (DESCRIPTION)	Semester 1 Student Research Project Independent Assisted investigation & scientific report	Semester 1 Class Task	Class Task Practical Process and Analyse	Semester 2 Examination
Topics Assessed	Research Project What's Vibrating	From Here to There, Atoms, Working Scientifically	Zapped Working Scientifically	Core Business, Zapped, In Tune With Nature, Working Scientifically
OUTCOMES ASSESSED	PW 1 4WS, 5WS, 6WS, 7WS,8WS, 9WS	PW 1,CW 1-2 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	PW 3 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	ES 2 - 3 PW 3, LW 2 4WS, 5WS, 6WS, 7WS, 8WS, 9WS

Visual Arts

	Task 1	Task 2	Task 3	Task 4
Timing Term & Week	Term 2 Week 5/6	Term 2 Week 5/6	Term 4 Week 5/6	Term 4 Week 5/6
Weighting	30%	10%	40%	20%
Type of Task	Art Making	Art Study	Art Making	Art Study
Task Description	VAPD & BOW	Written Examination	VAPD & BOW	Written Examination
Outcomes Assessed	5.1, 5.2, 5.3, 5.4, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.6	5.7, 5.8, 5.9, 5.10