



2023

PRELIMINARY LEARNING GUIDE



Recognition of Student Achievement

PLATINUM

Extraordinary achievement
Recognition and Award

GOLD

Outstanding achievement
Recognition and Award

SILVER

Excellent achievement
Recognition and Award

BRONZE

Exceptional achievement
Recognition and Award

BLUE

Achievement with merit
Recognition and Award

GREEN

Consistent progress at school
Foundation and entry level to Merit System

ORANGE

Considerable concerns in a particular subject(s) and/or school
Recognition and Award

RED

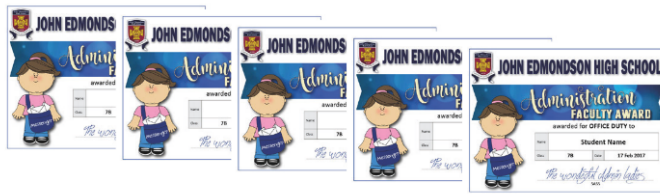
Serious concerns in a particular subject(s) and/or school
Restrictions from extra-curricular activities

PURPLE

Extreme concerns across subjects(s) and/or school
Restrictions from extra-curricular activities

Adjustment of levels and consequences will occur at the discretion of the JEHS Welfare Team and Senior Executive

JEHS Award System



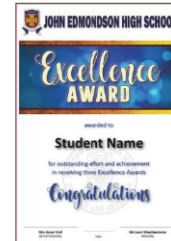
5 Recognition Awards from the same Faculty



1 Faculty Certificate



Any 5 Faculty Certificates



1 Excellence Award



3 Excellence Awards



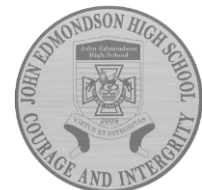
Bronze Medallion



Bronze Medallion



3 Excellence Awards



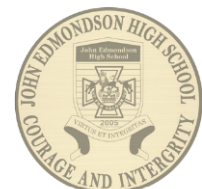
Silver Medallion



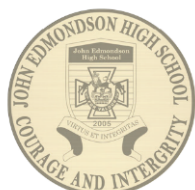
Silver Medallion



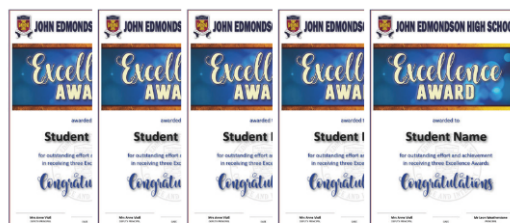
4 Excellence Awards



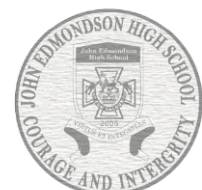
Gold Medallion



Gold Medallion



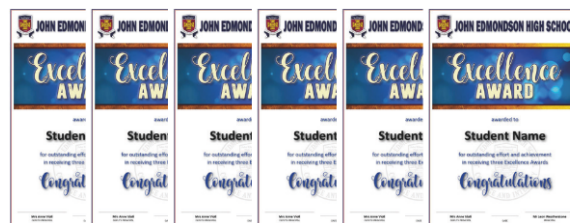
5 Excellence Awards



Platinum Medallion



Platinum Medallion



6 Excellence Awards



Double Platinum Medallion



Absence Dates _____ to _____

On the above dates this student will be absent from school. The student understands that it is their responsibility to collect/complete/catch up any work missed due to absence / approved leave.

With this in mind, could you please list details of any work or assessment tasks the student is likely to miss / has missed. The student will undertake to complete this work and will seek your signature once the work is completed.

Parent / carer are requested to ensure that the student satisfactorily attempts the issued work. Thank you for your assistance and co-operation.

Parent/Carer Signature

[illegible]

Promoting Student Health and Wellbeing

You can look at the Welfare page on our school website to find more information about these agencies and how they can help you.

If you have a problem, speak to your Year Adviser or the Head Teacher Welfare.

<https://jedmondson-h.schools.nsw.gov.au/supporting-our-students/student-health-and-safety.html>



Study Skills

Note-taking

Note-taking is a valuable study skill because it allows you to organise material in your own way using your own words. Notes are particularly important where the information is difficult to get again such as in a class or from a borrowed book.

Skills for good note-taking

Preview

- When reading, preview first to get a general outline of the information

Setting out

- Notes should be made on one side of a page
- Notes should be well spaced with wide margins. Avoid doodling or fantasy artwork

Headings

- Use headings to separate each section
- Write down 4 to 8 subheadings (main ideas) for the questions that you want the reading material to answer for you
- When you come across important points, write them down under the appropriate subheading

What to write

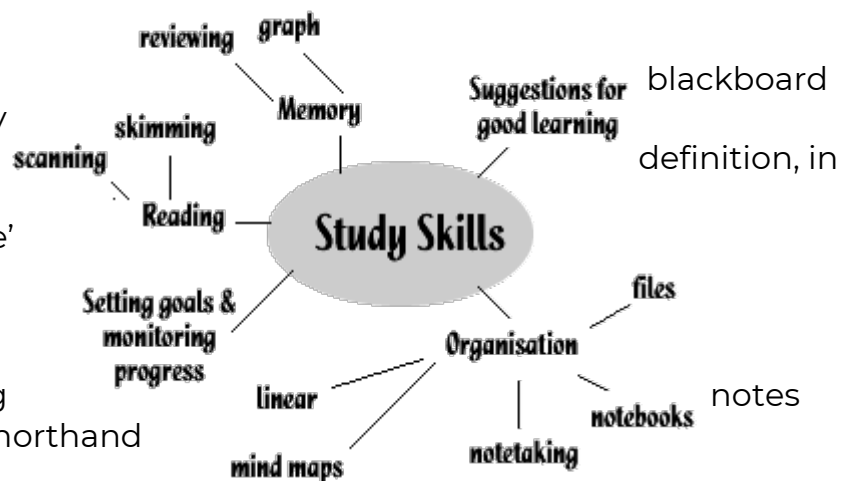
- Write anything written on a or an overhead transparency
- Write everything, except your own words
- Ignore words like 'a', 'an', 'the'
- Skip unnecessary words

How to write notes

- Use point form when writing
- Use personal but readable shorthand
- Print names
- Use abbreviations and punctuation eg - .dots, &and, -dash, +plus, /slashes, *asterisk, >leads to, CAPITALS, ...therefore

Using your own words

- Translating material into your own words means you don't just write – you think
- It is easier to remember your own words rather than words of others
- Using your own statement ensures you can simplify and condense
- Cut out unnecessary words by asking yourself how you would write the material on a postcard



Underline

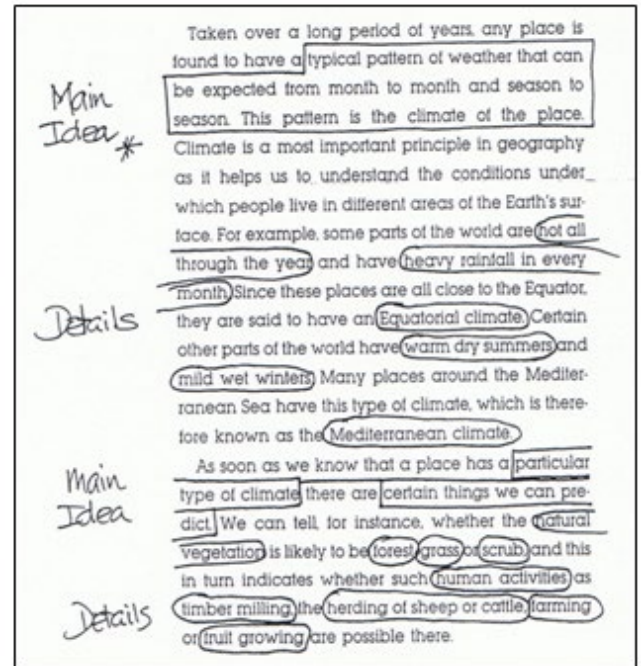
Underlining is a good way to mark the most important notes you are reading. When you want to underline notes remember to:

- Underline the most important parts separately and carefully
- Do not underline too much of the material
- Use colours to show different types of information (eg main ideas, details, questions)

Annotate

As well as underlining you can annotate and mark the most important information:

- Place a box around the main ideas
- Place a circle around details
- Put an asterisk next to important points
- Tick a good idea
- Write a summary note in the margin
- Put a question mark? next
- , title, author, chapter, page numbers, etc
- Key words should be highlighted for to something you don't understand



Referencing

- Always reference your notes – date easy checking
- Underline and number in sequence when you edit
- File your notes away in a folder for later revision
- Keep course notes separate

Follow Up

- Keep a 'problem book' in which you write down things you don't understand. As soon as possible research your 'problems' and add to your notes if necessary. Once you have taken notes from a number of sources you are ready to arrange and organise them

Studying actively

- You don't need to like studying in order to do it – focus on study, not because you like it but because you like where it is going to get you
- There are no rules for studying – work out a system that works for you
- You can work out a system of making study work for you – don't be a victim! (eg 'It's not fair, I've got 3 essays due tomorrow'). Take responsibility for what you are doing instead of just letting things happen, and reshape your studying into something that makes sense to you and suits you.

Test Preparation

Make an early start

- Begin your preparation for Examinations, tests and quizzes as soon as you are given new material
- Make summaries of the most important information on cards and revise them at various stages throughout the term

Do not waste time

- Avoid rereading sections of your work that you already know
- Concentrate on the concepts, definitions and special vocabulary that you need to know
- Draw diagrams wherever possible and label the parts

Ask for help

- Do not hesitate to ask your teacher to explain or clarify anything that you don't understand
- In particular, be certain that you know exactly what is required in an Examination or test
- Double-check the material that will be included and the types of answers (multiple choice, true/false, short answers or written passages) that are expected

Practice

- Spend some time practicing your Examination skills under timed conditions
- If you are going to have to write an essay in thirty minutes, practice the skill by choosing a topic and attempting to write an essay on it in the given time
- Check your written work for correct setting out and spelling, but make sure that you have answered the question or written on the topic



ALARM

A Learning and Responding Matrix

Level	Response	Indicators in questions
1	Identify (name and define)	<ul style="list-style-type: none">• What• Label• Identify
2	Describe (characteristics and features)	<ul style="list-style-type: none">• Support with relevant examples• Classify• Outline details
3	Explain (purpose, cause and effect)	<ul style="list-style-type: none">• What impact?• What function?• Chart
4	Analyse (how and why/relationships between components/how this impacts)	<ul style="list-style-type: none">• Compare and Contrast• Distinguish between• Discuss• How/why• Account for
5	Critically Analyse (positive and negative aspects of each impact)	<ul style="list-style-type: none">• Imply• Infer• Outline• Describe disadvantage, advantage
6	Evaluate (extent of overall effectiveness or success measured against criteria)	<ul style="list-style-type: none">• Assess• Justify Why/How• Argue• Recommend

ALARM SCAFFOLD

HSC Key Words	Topic Concept: <ul style="list-style-type: none"> Essential idea of topic or summation Judgment on the development process and/or its change of procedures in the process over time. How are the various features/impacts/effects interrelated?
Clarify Define Identify List Recall Recount Summarise	Name and Define: <ul style="list-style-type: none"> Components/elements/ steps/stages of the topic process. Give a name and definition of EACH of these areas. Identify.
Describe Demonstrate Distinguish Extract Outline Classify	Describe: <ul style="list-style-type: none"> What are the features/characteristics/properties? Use examples.
Apply Explain Account What/Why	Explain the Significance: <ul style="list-style-type: none"> What is the ... purpose/function? ... Cause and effect? Use examples
Analyse Examine Interpret Synthesise Predict How/Why	Analyse: <ul style="list-style-type: none"> Explain how and/or why the intentions are carried out, impact How did it achieve its purpose or intent and / or impact/effect? What is the relationship between the various components?
Critically Analyse Compare Contrast Discuss Recommend	Critically Analyse: <ul style="list-style-type: none"> Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect. How and why is it beneficial and /or harmful?
Construct Deduce Evaluate Extrapolate Investigate Propose	Evaluate: <ul style="list-style-type: none"> To what extent is each component part successful, useful, and achieve its purpose? To what extent is the impact/effect effective or valuable? To what extent has it carried out its function or purpose? Is it successful, in relation to set criteria?
Critically Evaluate Assess Justify	Critically Evaluate: <ul style="list-style-type: none"> Come to a final judgement on each component & overall extent After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered. To what extent is one more effective than another. Were all the features/effects/impacts, the whole process, successful or effective?
Appreciate	Appreciate: <ul style="list-style-type: none"> Why is this understanding of the topic important for life?

ALARM STEPS

Which verb is used in the question?

Follow the steps in the column that correspond to that verb.

					To what extent is the effect/impact effective?	
			What is the effect and/or impact of the component?		What is the effect and/or impact of the component?	
		What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.	What is the function or purpose? Give evidence to support. 'Why' may need to be addressed.		
		What are the features and characteristics?	What are the features and characteristics?	What are the features and characteristics?	What are the features and characteristics?	
What is the main component?	What is the main component?	What is the main component?	What is the main component?	What is the main component?	What is the main component?	
DEFINE (identify main component)	DESCRIBE	EXPLAIN	ANALYSE	EVALUATE		

ASSESSMENT POLICY

HSC and Preliminary



What is assessment?

Assessments represent an integral part of the teaching and learning process and as such, all assessments set must be completed. Students will receive a Learning Guide containing Assessment Schedules, the Assessment Policy and student responsibilities.

- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.
- Informal tasks and class work not included in the formal assessment schedule are of significance as they:
 - assist in skill and knowledge development.
 - identify areas for extension or remediation for the teacher and student.
 - provide opportunities for students to consolidate conceptual understanding.
 - provide evidence of sustained and diligent effort.

Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
- It increases the accuracy of your final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
- A school assessment rank will form 50% of a student's HSC mark.

How will these assessments be made?

Some or all of the following may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical tasks
- Field work
- Lectures and oral presentations
- Practical performance
- Formal examinations

Schedule of Assessment tasks

- Tasks will occur regularly throughout each course.
- All students will be given an assessment schedule indicating the assessment date(s) for each Preliminary and HSC course.

Assessment Processes

The following practices will apply to assessment tasks.

Students must complete all set tasks. The awarding of a zero mark will result in a written 'N' determination warning letter notification to parents/ guardians.

1. Students will receive an Assessment Task notification at least 2 weeks prior to the submission date.

For each subject students are to be provided with:

- clear indications of outcomes being assessed
 - clear instructions to allow the assessment to be understood and completed
 - marking guidelines/ criteria (where applicable)
 - due date (task may be submitted prior to due date)
 - weighting for the task
 - final assessment mark and rank
2. The **Assessment Cover Sheet** must be completed and attached to the front of the assessment. The receipt is to be retained as proof of submission by the student.
 3. The NSW Educational Standards Authority (NESA) sets a limit on the amount of Illness/Misadventure that a student can apply for. Exceeding this limit will result in a mark of zero regardless of the Illness/Misadventure application.
 4. Failure to complete/submit an Assessment Task on the due date will result in a zero mark. An **'N' Determination Warning Letter** will be issued to students regardless of any Illness/Misadventure Appeal. This NESA requirement ensures that all students must be notified of missed tasks to meet outcomes.
 5. **To appeal a zero 'N' Determination Warning, a Misadventure Appeal Form must be submitted with the completed task. The form should be presented to the Deputy Principal on the very next day of the student's return to school. Failure to do so will result in a mark of zero. The student can submit an Illness/Misadventure Form prior to an Assessment Task if there is due cause e.g., hospital/court. Documentation to support the request MUST be attached to the form.** Illness/Misadventure applications will require independent evidence such as a medical support document or a police report number covering the entire period of absence. Copies of all Appeal forms will be retained for student records. It should not be assumed that the request will be successful.
 6. If a student is absent on the day of an assessment task due to illness, they must attend the doctor's surgery on the actual day of the assessment task. The doctor must fill in Section A of the Illness/Misadventure paperwork. The form must be presented to the Deputy Principal on the day of the student's return to school after the Illness.

7. Some hand in tasks will be submitted to the teacher in the SOLE Room/Classroom before Roll Call on the due date. Alternatively, some hand in tasks may be submitted electronically through the CANVAS Learning Management System used by John Edmondson High School before Roll Call on the due date. Some tasks will be conducted in class time. Students will be notified of submission procedures for all tasks on the assessment notification.
8. If a student is absent for a hand in task, the student must still endeavour to submit that task. In this exceptional circumstance, the task may be submitted via email, through a family member or through another student by the set time for hand in task. It is the student's responsibility to ensure that the attachments are correct and are correctly formatted. If a student cannot submit their hand in task using these means, then the student must submit their task on the very next day of their return to school. The task must be accompanied by the Illness Misadventure Appeal. The Assessment Review Panel will then decide whether to uphold the appeal, thereby awarding the mark or whether to deny the appeal.
9. Any Student absent from an 'in class' task will be presented with either that task or an alternate task. In exceptional circumstances the Principal, in consultation with the Assessment Review Panel, may determine that an estimated mark be given. The missed assessment task will be completed on the day of the student's return to school after their absence. An Illness/Misadventure Form with the correct documentation **MUST** also be submitted on the day of return. If the student does not return on the day after the assessment task, the whole duration of the leave must be covered by a doctor's certificate or evidence.
10. Assessments in which **malpractice** is an issue may receive a zero mark. Parents will be notified; students will need to redo the task and an N determination Warning Letter will be issued. Malpractice will be documented on the school's Sentral site. Malpractice includes plagiarism, copying of another student's work, having someone else significantly contribute to the task, falsifying any documentation, cheating in a test situation, not following published examination rules, or being deemed to have gained an unfair advantage. This will apply to individual students or to two or more students if unethical collusion between students occurs. Students arriving late to school on the day of an assessment task can gain an unfair advantage. All students are expected to arrive by the conclusion of roll call. Any student arriving later than this must complete an Illness/Misadventure form with evidence.
11. In the event of an invalid, unreliable or compromised assessment task, the Principal can declare the task null and void. An alternate task will be created and rescheduled with another due date. Parents/Carers will be notified if there is an invalid, unreliable or compromised task, students will receive 2 weeks notification prior to the due date of the new assessment task. Any student who has been involved in the breach; collusion or malpractice will receive a zero mark and will be reported to NESA for malpractice.
12. **Students who are deemed to make a non-serious attempt at any assessment task will be awarded zero. A non-serious attempt may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.**
13. Students must protect themselves against technological failure. Technological failure may result in a mark of zero. Consideration may be given in relation to technological failures only in **exceptional circumstances**. In these cases, students must submit evidence of completed work. This may include:
 - draft work
 - work saved to removable disk in the case of printer failure
 - emailed submission
 - **HOLIDAYS ARE NOT A VALID REASON FOR ILLNESS/MISADVENTURE**

- 14.** All assessments requiring the research of information must include referenced sources correctly presented based on a recognised referencing system e.g., Harvard, MLA etc.

APPEALS PROCESS

Appeals will only be considered if students and their families believe that due process has not been followed regarding the administering of an assessment task.

Appeals cannot be on grounds that question the professional judgements made by teachers in allocating a mark to an assessment task.

If a student wishes to appeal, they must submit a written application to the Principal with all appropriate evidence within five school days of receipt of the final mark for the task. This appeal must be signed by both the student and their parent/caregiver.

Satisfactory Completion of Courses:

A Course has been satisfactorily completed when the student has: -

- **Followed the course developed/endorsed by NSW Educational Standards Authority (NESA)**
- **Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.**
- **Achieved some or all the course outcomes.**

In addition, to receive the Higher School Certificate, students must:

- **Meet the minimum standard requirements in Literacy and Numeracy. Failure to complete the minimum standard will result in students receiving a Record of Student Achievement (ROSA) only.**
- **Complete mandatory Work Placement if applicable**
- **Make a genuine attempt at Assessment Tasks and all HSC Examinations. Failure to complete an HSC Examination will result in an N Determination even if all school requirements have been met.**

Students must satisfactorily complete the Preliminary component of a Course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of an 'N' determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final assessments.

'N' determinations

- Students who do not satisfactorily complete the required class work, homework and assessment tasks will receive an 'N' determination warning letter.
- Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to have satisfactory completion. The letter will give the student 2 weeks to complete that outstanding work.

- **Students who have TWO (2) letters of outstanding work will be considered for an 'N' determination.**
- Students will only receive one (1) warning letter for each task. They will then receive a follow-up letter detailing N Determination work that has still not been completed. It is your responsibility to complete that task promptly.

Minimum Standard Online Tests

Students need to achieve level three or four in short online reading, writing and numeracy tests of skills for everyday life to meet the HSC minimum standard. Students will receive multiple chances to sit these tests. Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills.

Please refer to the NESA site for more information regarding the HSC minimum standard.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/online-tests>

Vocational Education and Training (VET) Assessment

VET courses are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students.

Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.

When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.

The units of competency students achieve will be recognised on a vocational qualification.

Students therefore are being continually assessed and attendance in each lesson is extremely important.

Hospitality students will be assessed in every practical lesson. It is expected that students be in full chef uniform and have relevant equipment to complete the practical lesson. Students failing to bring correct equipment will be issued with an 'N' determination warning letter.

If at any time it appears that a student is at risk of being given an 'N' determination in any vocational course, the Principal must follow the same procedure as for any other Higher School Certificate Course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an 'N' determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an 'N' determination.

Mandatory Work Placement

Work placement is a mandatory requirement for completion and accreditation of your VET course. Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by the NSW Educational Standards Authority (NESA) and will not receive a certificate or statement of attainment. This might mean that students will receive an N award determination for the Preliminary Course or the HSC.

Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practice and develop the competencies that are part of the course. Teacher and/or workplace supervisor will assess your performance on the job.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.

Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to them.

Students who do not undertake Work Placement at the prescribed venue as organised by the school will receive a Non-Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement.

- **Hospitality**

Students undertaking Hospitality at John Edmondson High School will be participating in their mandatory 70 hours work placement at venues organised through the school and South West Connect. Students wishing to complete mandatory work placement at another workplace venue are to notify their teacher as soon as possible. Work placement in Hospitality, will be in a one-week block per year (35 hours each block). It is the students' responsibility to catch up on missed class work.

NB: It is each **student's responsibility** to submit assessment tasks on time. Negotiation between student and subject teacher/ Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students will be required to hand in the completed task before you commence Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher **BEFORE** Work Placement. **Work Placement is not a reason for non-completion of assessment tasks**

- **Work Placement and student responsibilities**

All students going on Work Placement are required to complete **work plans**, which will be available from the VET teacher. These are to be completed and returned to the teacher immediately after work placement. This forms part of the evidence required for completion of mandatory work hours

IMPORTANT INFORMATION

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If you are a student in Year 10, 11 or 12 and are claiming Illness/Misadventure for being absent on the day of an assessment ask due to illness, you

MUST

attend the Doctor's Surgery on the

ACTUAL DAY

of the assessment task.

The Doctor **MUST** fill in the required paperwork (Year 10 -12 Illness/Misadventure Form) on the day.



ANCIENT HISTORY				
Component	Weighting %	Task 1	Task 2	Task 3
		Source Analysis Topics: The Nature of Ancient History and Tutankhamun's Tomb	Research Historical Investigation	Yearly Examination All Topics to Be Assessed
		Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9/10
Outcomes		AH11-3, AH11-4, AH11-6, AH11-9	AH11-6, AH11-7, AH11-8, AH11-10	AH11-1, AH11-2, AH11-5, AH11-7, AH11-9
Knowledge and understanding of course content	40	10		30
Historical Skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	10	5	5
Percentage Weightings %	100	30	30	40

BIOLOGY				
Component	Weighting %	Task 1	Task 2	Task 3
		Practical and Problem Solving Task (double period)	Depth Study Task (hand in)	Yearly Examination
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10
Outcomes		Bio 11/12-1 Bio 11/12-2 Bio 11/12-3 Bio 11/12-4 Bio 11/12-5 Bio 11/12-6 Bio 11/12-7 Bio 11-8	Bio 11/12-1 Bio 11/12-3 Bio 11/12-4 Bio 11/12-6 Bio 11/12-7 Bio 11/12-9	Bio 11/12-1 Bio 11/12-2 Bio 11/12-4 Bio 11/12-5 Bio 11/12-6 Bio 11/12-7 Bio 11-8 Bio 11-9 Bio 11-10 Bio 11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
Percentage Weightings %	100	30	30	40



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
BUSINESS SERVICES ASSESSMENT SCHEDULE
Preliminary Year 2023 - HSC 2024
QUALIFICATION: BSB30120 Certificate III in Business
Training Package: BSB Business Services (Version 8)

NESA Course Code:
2 U X 2 YR - 26111
2023 HSC Exam: 26199
LMBR UI Code:
BSB30120126111B

TERM	UOC CODE	Unit of Competency	AQF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years 35 hrs Work placement 40% Preliminary Exam
	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning	
Terms 1- 2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	
Terms 2- 3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning	

John Edmondson High School

Qualification: BSB30120 Certificate III in Business

Preliminary Commencement Year: 2023

Unit Code	Unit Title	NESA hours	Term 1										Term 2										Term 3									
			1-5					6-10					1-5					6-10					1-5					6-10				
BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	15 10																														
BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	20 20																														
BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	15 25																														

Exams Exams

BUSINESS STUDIES				
Component	Weighting %	Task 1	Task 2	Task 3
		Research Task	Business Management Task	Yearly Exam
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 9/10
Outcomes		P1, P2, P4, P5, P6, P7, P8, P9	P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge and understanding of course content	40	10	10	20
Inquiry and research	20	10	10	
Stimulus-based skills	20	5	5	10
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
Percentage Weightings %	100	30	30	40

CHEMISTRY				
Component	Weighting %	Task 1	Task 2	Task 3
		Research Task and Model Construction (in class question component-double period)	Depth Study-First Hand Investigation (hand in with in class work)	Yearly Examination
		Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 9/10
Outcomes		CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8	CH11/12-1 CH11/12-2 CH 11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10	CH11/12-1 to CH11/12-7 and CH11-8 CH11-9 CH11-10 CH11-11
Skills in Working Scientifically	60	20	30	10
Knowledge and Understanding	40	10	10	20
Percentage Weightings %	100	30	40	30

COMMUNITY AND FAMILY STUDIES				
Component	Weighting %	Task 1	Task 2	Task 3
		Resource Management In Class Task (double period)	Individuals and Groups In Class Task with Hand in Component (double period)	Yearly Examination
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 9/10
Outcomes		P1.1, P1.2, P5.1, P6.1	P2.1, P2.3, P3.2, P4.2	P1.1, P 2.1 , P2.2 , P2.4, P3.1, P 5.1, P 6.1 , P7.1
Knowledge and understanding of course content.	40	10	10	20
Skills in critical thinking, research methodology, analysing and communicating.	60	10	30	20
Percentage Weightings %	100	20	40	40



Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE
Preliminary Year 2023 – HSC 2024

QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and
Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)

NESA course code
2 U X 2 YR - 26211
2022 HSC Exam:
26299
LMBR UI Code:
CPC20220126211B or
CPC20120126211B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
		6 PRELIMINARY UOCs					
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	240 Indicative Hours over 2 years 40% Preliminary Exam 35 hrs. Work placement
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	
Term 3	CPCCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	

John Edmondson Highschool

Qualification: **CPC20220 - Certificate II in Construction Pathways** (Release 6) and SOA towards **CPC20120 Certificate II in Construction** (Release 3)

Preliminary Commencement: Term 1, 2023

Qualification: **CPC20220 - Certificate II in Construction Pathways** (Release 6) and SOA towards **CPC20120 Certificate II in Construction** (Release 3)

Preliminary Commencement: Term 1, 2023

[illegible]

ECONOMICS				
Component	Weighting %	Task 1	Task 2	Task 3
		Research Task Introduction to Economics	Research Essay Markets	Yearly Examination
		Term 1 Week 7	Term 2 Week 9	Term 3 Week 9/10
Outcomes		P1, P5, P8, P9, P10	P1, P2, P7, P10, P12	P3, P4, P5, P6, P7, P11
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	10		10
Inquiry and research	20	10	10	
Communication of economic information, ideas and issues in appropriate forms	20		10	10
Percentage Weightings %	100	30	30	40

ENGINEERING STUDIES				
Component	Weighting %	Task 1	Task 2	Task 3
		Engineered Products Task	Biomedical Engineering Report	Yearly Examination
		Term 2 Week 2 (hand in)	Term 3 Week 5 (hand in)	Term 3 Weeks 9/10
Outcomes		P1.1, 1.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1	P1.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.3, 5.1, 5.2, 6.1	P1.1, 1.2, 2.1, 3.1, 3.3, 4.1, 4.3
Knowledge and understanding of course content	60	15	15	30
Knowledge and skills in research, problem solving and communication related to engineering practice	40	15	15	10
Percentage Weightings %	100	30	30	40

ENGLISH (ADVANCED)				
Component	Weighting %	Task 1	Task 2	Task 3
		Writing Portfolio Common Module Reading to Write	Multimodal Presentation Module A Narratives that Shape the World Fahrenheit 451	Yearly Examination Module B – Critical Study of Literature Macbeth
		Term 1 Week 9 (Submission)	Term 2 Week 9 (Submission and/or in class)	Term 3 Weeks 9/10
Outcomes		EN11- 1, EN11- 2, EN11-3, EN11- 4, EN11-5, EN11-7, EN11-8, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Percentage Weightings %	100	30	30	40

ENGLISH (EXTENSION)				
Component	Weighting %	Task 1	Task 2	Task 3
		Imaginative response with reflection	Conceptual Multimodal Presentation with Related Text	Yearly Exam Comparative essay
		Term 1 Week 10	Term 3 Week 3	Term 3 Weeks 9/10
Outcomes		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, EE11-5
Knowledge and understanding of texts and why they are valued	50	15	20	15
Skills in complex analysis composition and investigation	50	15	20	15
Percentage Weightings %	100	30	40	30

ENGLISH (STANDARD)				
Component	Weighting %	Task 1	Task 2	Task 3
Nature of task		Creative Writing Response Reading to Write	Multimodal Presentation Contemporary Possibilities	Yearly Examination Reading to Write Close study of Literature
Timing		Term 1 Week 9 (in class)	Term 2 Week 8 (Submission)	Term 3 Weeks 8/9
Outcomes		EN11.1, EN11.2, EN11.3 EN11.4, EN11.5, EN11.7, EN11.8, EN11.9	EN11.2, EN11.4, EN11.5, EN11.7, EN11.8, EN11.9	EN11.1, EN11.2, EN11.3, EN11.5, EN11.7. EN11.8
Knowledge and understanding of course content	50	15	15	20
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Percentage Weightings %	100	30	30	40

ENGLISH STUDIES				
Component	Weighting %	Task 1	Task 2	Task 3
Nature of task		Multimodal Presentation Achieving Through English	Family Tree Task Part of the Family	Writing Portfolio Achieving Through English Part of the Family Telling Us All About It
Timing		Term 1 Week 7	Term 2 Week 9 (Submission)	Term 3 Week 7
Outcomes		ES11- 1, ES11- 4, EN11-6, ES11-10	ES11-2, ES11-3,	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9, ES11-10
Knowledge and understanding of course content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Percentage Weightings %	100	30	30	40



ENTERTAINMENT INDUSTRY CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: Statement of Attainment towards CUA30420 Certificate III in Live Production and Services

Training Package: CUA Creative Arts and Culture (version 5.1)

NESA code

2 U X 2 YR - 26401

2023 HSC Exam: 26499

LMBR UI Code:

(11 OR 12)

CUA30420326401B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	E	M	10	Cluster 1 – White Card Credit transfer for this unit when delivered by another RTO. Please insert name of RTO who delivered.....	35 hrs Work placement
Term 1/2	CUAWHS312	Apply work health and safety practices	E	M	15	Cluster 2 – Safe and Sound	40% Preliminary Exam
	CUASOU331	Undertake live audio operations	E	M	25	Written Questioning, Direct Observation, Product based methods, portfolio	
Term 2/3	CUALGT311	Operate basic lighting	E	M	25	Cluster 3 – Bump in the Light	
	CUASTA212	Assist with bump in and bump out of shows	E	E	20	Written Questioning, Practical documentation, Direct Observation of Practical Work	
Term 3	CUAIND311	Work effectively in the creative arts industry	C	M	20	Cluster 4 – Working in the Industry TBC	

John Edmondson High School

Qualification: CUA30420: Certificate III in Live Production and Technical Services

Preliminary Commencement Year: 2023

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FOOD TECHNOLOGY				
Component	Weighting %	Task 1	Task 2	Task 3
		Food Availability and Selection Case Study and practical task	Nutrition and food Quality Survey and power point presentation Practical Design Task	Yearly Examination Written paper
		Term 1, Week 8	Term 2 Week 8	Term 3 Week 9/10
Outcomes		P1.2, P4.2, P5.1	P2.2, P3.2, P4.1, P5.1, P4.3	P1.2, P2.1, P2.2, P4.3, P5.1
Knowledge and understanding of course content	40	10	10	20
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	10	20	
Percentage Weightings %	100	30	40	30



SITXCOM001

Source and present information (10)



ULTIMO 90072

HOSPITALITY- FOOD AND BEVERAGE ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)

Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)

NESA Course Code

2 U X 2 YR

26511

LMBR UI Code

11SIT20316126511B

Term	Unit Code	Units Of Competency	AOE CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence <u>will be</u> collected during the Preliminary and HSC Course for the Unit of Competency: <i>SITHIND003 Use hospitality skills effectively</i>	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Introduction to Food Preparation Scenario, written task, case study, observation of practical work	40% Prelim Yearly Exam
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Non-alcoholic beverages Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment.	60% HSC Trial Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	This mark should be derived from two exams.

DELIVERY SITE CUSTOMISATION: Training Plan

Schools should ensure that students ~~have the opportunity to~~ complete *all elements* of a competency (allowing the recording of competency achievement on Schools Online) to maximise exit qualifications for students who may leave the course early. Teachers must indicate on the training plan when training and assessment occurs:

T = Training

A = Assessment

E = Formal Exam period

X = No training or assessment

COURSE NAME	Hospitality – Food and Beverage			QUALIFICATION	SIT20316 Certificate II in Hospitality			
COHORT	PRELIMINARY YEAR	2023	HSC YEAR	2024	TRAINER	M Khanna	SCHOOL	JEHS

Term 1: Cluster A – Getting Ready for Work as a Sandwich Artist		Weeks										
		1	2	3	4	5	6	7	8	9	10	11
VET STUDENT INDUCTION DATE:												
Introduction to Hospitality Course requirements: e.g. uniform/PPE, equipment, career pathways, holistic units												
SITXFSA001	Use hygienic practices for food safety* (10)					Cluster A					Cluster A	
SITXWHS001	Participate in safe work practices (10)					Issue					Due	
SITHCCC003	Prepare and present sandwiches (10)											

Term 2&3: Cluster B – Introduction to Food Preparation			1	2	3	4	5	6	7	8	9	10
SITXFSA002	Participate in safe food handling practices (15)	Term 2				Cluster B					Cluster B	
		Term 3				Issue					Due	
SITHCCC002	Prepare and present simple dishes (10)	Term 2										
		Term 3										
BSBSUS201	Participate in environmentally sustainable work practices (15)	Term 2										
		Term 3										



Term 3: Cluster C – Non-alcoholic Beverages			1	2	3	4	5	6	7	8	9	10
SITHFAB004	Prepare and serve non-alcoholic beverages (15)		Cluster c						Cluster c			Yearly 40%
SITXCOM002	Show social and cultural sensitivity (15)		Issue						Due			

INDUSTRIAL TECHNOLOGY TIMBER PRODUCTS and FURNITURE TECHNOLOGIES				
Component	Weighting %	Task 1	Task 2	Task 3
		Industry Study Report	Practical Project and Research Portfolio	Yearly Examination
		Term 2 Week 5 Hand in	Term 3 Week 5 Hand in	Term 3 Week 9/10 Exam
Outcomes		P 1.1, 1.2, 5.1, 6.2, 7.1, 7.2	P 1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.2	P 1.1, 1.2, 5.1, 6.2, 7.1, 7.2, 3.1, 3.2, 3.3, 5.2, 6.1, 2.1, 4.3
Knowledge and Understanding of Course Content P 1.1, 1.2, 5.1, 6.2, 7.1, 7.2, 2.1, 4.3	40	20		20
Knowledge and Skills in the Design, Management, Communication and Production of a Major Project P 1.2, 2.1, 2.2, 4.1, 4.2, 4.3, 6.1, 3.1, 3.2, 3.3, 5.1, 5.2	60	10	40	10
Percentage Weightings %	100	30	40	30

INFORMATION PROCESSES and TECHNOLOGY (IPT)				
Component	Weighting %	Task 1	Task 2	Task 3
		Research Task	Information Systems Project	Yearly Examination
		Term 1 Week 9 (in class – one period)	Term 2 Week 9 (hand in)	Term 3 Week 9/10
Outcomes		P1.1, P1.2, P2.1	P2.1, P2.2, P6.1, P6.2, P7.1, P7.2	P1.1, P2.2, P3.1, P4.1, P5.1, P7.1
Knowledge and understanding of course content	60	10	30	20
Knowledge and skills in the design and development of information systems	40	15	10	15
Percentage Weightings %	100	25	40	35

INVESTIGATING SCIENCE				
Component	Weighting%	Task 1	Task 2	Task 3
		Depth Study (Hand in)	Processing Skills and Written Task	Yearly Examination
		Term 1 Week 8	Term 2 Week 9	Term 3 Week 9/10
Outcomes		INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10	INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11-8 INS11-9 INS11-10 INS11-11
Skills in Working Scientifically	60	20	30	10
Knowledge and Understanding	40	10	10	20
Percentage Weightings %	100	30	40	30

JAPANESE				
Component	Weighting %	Task 1	Task 2	Task 3
		Oral Presentation/ Q and A with teacher	Response to written text in English and Japanese	Yearly Examination
		Term 2 Week 2	Term 2 Week 9/10	Term 3 Week 9/10
Outcomes		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Listening	30	15		15
Reading	30		20	10
Writing	20		10	10
Speaking	20	15		5
Percentage Weightings %	100	30	30	40

LEGAL STUDIES				
Component	Weighting %	Task 1	Task 2	Task 3
		Research Task The Legal System	Case Study The Individual and the Law	Yearly Examination
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10
Outcomes		P1, P2, P3, P4,	P5, P6, P7, P8	P1, P2, P9, P10,
Knowledge and understanding of course content	40	10	10	20
Analysis and Evaluation	20		10	10
Inquiry and Research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	10	5	5
Percentage Weightings %	100	30	35	35

MATHEMATICS ADVANCED				
Component	Weighting %	Task 1	Task 2	Task 3
		Assignment	Class Test (double period)	Yearly Examination
		Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9/10
Outcomes		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, , MA11-6, MA11-7, MA11-8, MA11-9
Understanding, Fluency and Communicating	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
Percentage Weightings %	100	30	30	40

MATHEMATICS EXTENSION 1

Component	Weighting %	Task 1	Task 2	Task 3
		Assignment	Class Test (double period)	Yearly Examination
		Term 1 Week 6	Term 2 Week 9	Term 3 Weeks 9/10
Outcomes		ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Understanding, fluency and communicating	50	10	20	20
Problem solving, reasoning and justification	50	10	20	20
Percentage Weightings %	100	20	40	40

MATHEMATICS STANDARD				
Component	Weighting %	Task 1	Task 2	Task 3
		Assignment	Class Test (double period)	Yearly Examination
		Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9/10
Outcomes		MS11-1, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Understanding, Fluency and Communicating	50	10	20	20
Problem Solving, Reasoning and Justification	50	10	20	20
Percentage Weightings %	100	20	40	40

MODERN HISTORY				
Component	Weighting %	Task 1	Task 2	Task 3
		Research and Oral Presentation Historical Investigation Topic 1 – The Nature of Modern History (Sources)	Research Essay Topic 2 – The Decline and Fall of the Romanov Dynasty	Examination All topics
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10
Outcomes		MH11.2, MH11.3, MH11.4, MH11.8, MH11.9	MH11.1, MH11.3, MH11.5, MH11.8, MH11.9	MH11.1, MH11.2, MH11.4, MH11.5, MH11.6, MH11.7, MH11.10
Knowledge and understanding of content	40	5	10	25
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	15	5	
Communication of historical understanding in appropriate forms	20	5	10	5
Percentage Weightings %	100	30	30	40

MUSIC				
Component	Weighting %	Task 1	Task 2	Task 3
		Music for Small Ensembles Small Ensemble Performance (double period)	Jazz Jazz Composition Task and student devised aural question and response based on a Jazz piece	Music of a Culture Viva Voce and student devised Aural Analysis Presentation and written summary of viva voce (Week 8 – 1 full day) Final Aural Exam (during exam timetable in C Block supervised by Music teacher)
		Term 1 Week 7	Term 2 Week 7	Term 3 Week 9/10
Outcomes		P1 P4 P5 P7 P9 P11	P1 P3 P4 P6 P7 P9 P10	P2 P4 P5 P6 P10 P11
Performance	25	25		
Musicology	25			25
Composition	25		25	
Aural	25		10	15
Percentage Weightings %	100	25	35	40

PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION (PDHPE)

Component	Weighting %	Task 1	Task 2	Task 3
		Core 2 Body in motion In class task (double period) with hand in component	Core 1 Better health for Individuals In class task (double period)	Yearly Examination
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10 During Examination Period
Outcomes		P7, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P15, P16	P1 – P17
Knowledge & understanding of course content	40	10	10	20
Skills in critical thinking, research, analysis and communication	60	20	20	20
Percentage Weightings %	100	30	30	40

SOCIETY AND CULTURE				
Component	Weighting %	Task 1	Task 2	Task 3
		Speech – Personal Reflection The Social and Cultural World (Double Period)	Research Task Personal and Social Identity (Hand In)	Yearly Examination All topics
		Term 1 Week 11	Term 2 Week 8	Term 3 Week 9/10
Outcomes		P1, P3, P6, P9, P10	P1, P2, P3, P5, P8, P10	P1, P3, P4, P7, P8, P9
Knowledge & understanding of course content	50	15	15	20
Application and evaluation of social and cultural research methodologies	30	10	10	10
Communication of information, ideas, and issues in appropriate forms	20	5	5	10
Percentage Weightings %	100	30	30	40

SOFTWARE DESIGN & DEVELOPMENT				
Component	Weighting %	Task 1	Task 2	Task 3
		Research Project	Personal and Group Project	Yearly Examination
		Term 2 Week 2	Term 3 Week 5	Term 3 Week 9/10
Outcomes		P1.1, 2.1, 2.2, 3.1, 4.1, 5.1, 5.2	P1.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2, 6.3	P1.1, 1.3, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3
Knowledge & understanding of course content	50	20	15	15
Knowledge and skills in the design and development of software solutions	50	10	25	15
Percentage Weightings %	100	30	40	30

SPORT LIFESTYLE and RECREATION (SLR)					
Component	Weighting %	Task 1	Task 2	Task 3	Task 4
		Event Management Athletics Theory and Practical	Outdoor Recreation	Fitness Training	Yearly Examination
		Theoretical Term 1 Week 9 Practical (at Athletics Carnival)	Ongoing practical Term 2 Weeks 7-10 AND Theoretical Term 2 Week 10	Ongoing from Term 3 Week 1 to Term 3 Week 8	Term 3 Week 9/10 examination period
Outcomes		1.1, 1.3, 1.6, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.2, 4.4, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1 1.3 2.1 3.1 3.2 4.1 4.4	1.1, 1.3, 1.4, 2.3, 3.6, 4.1, 4.2, 4.4
Knowledge and understanding	50	10	15		25
Skills	50	15	10	25	
Percentage Weightings %	100	25	25	25	25

VISUAL ART				
Component	Weighting %	Task 1	Task 2	Task 3
		Body Of Work #1 Still Life drawing Submission of 2 artworks Short response questions	Body Of Work #2 Submission of 1 'Mini BOW' from Modules	Yearly Examination (Art Criticism and Art History) Written Examination
		Term 2 Week 1	Term 3 Week 8	Term 3 Week 9/10 Examination
Outcomes		P1, P3, P4, P6, P7, P8, P9	P1, P2, P3, P4 P5, P6	P7, P8, P9, P10
Artmaking	50	25	25	
Art Criticism and Art History	50	10		40
Percentage Weightings %	100	35	25	40



JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

Illness / Misadventure Years 10-12 APPLICATION FORM

Name: _____ Phone: _____

Course/Subject _____

Teacher: Class: _____

Task: _____

Due Date: _____ M / T / W / T / F (please circle) _____

Reason for request for consideration: _____

Student Signature: _____ Date: _____

Supporting Documentation: YES / NO (please circle) Eg Doctor's Certificate

How has the reason provided affected the completion of the task? _____

Parent Signature: _____ Date: _____

Teacher Comment: _____

Teacher Signature: _____ Date: _____

Approval: YES / NO

Explanation _____

New submission date (if applicable) _____

Head Teacher Signature: _____ Date: _____

Year 10 Rosa – Zero will apply for tasks submitted late

Stage 6 – Zero will apply for tasks submitted late

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Education
Public Schools





JOHN EDMONDSON HIGH SCHOOL

PRINCIPAL: Mr Brij Khanna

PART A

Independent Evidence of Illness

Diagnosis of Medical Condition: _____

Date of onset of illness _____

Date(s) and time(s) of all consultations related to illness: _____

Please describe how the student's condition / symptoms could impede their performance in the relevant task: _____

Name of Doctor or Health Care Professional: _____

Profession: _____ Place of Work: _____

Address: _____

Contact No: _____ Signed: _____ Date: _____

PART B

Independent Evidence of Misadventure

Date of event causing misadventure: _____

Were you a witness to the event? YES / NO (please circle)

If NO, how did you obtain the information you are providing? _____

What is your relationship to the student? _____

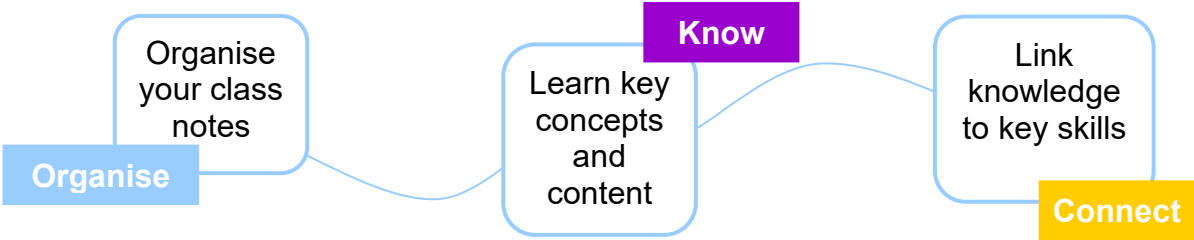
Describe the event _____

Name: _____ Profession: _____

Contact Number: _____ Signed: _____ Date: _____

STUDY GUIDE					
Weekly Planner					
		TERM 1	TERM 2	TERM 3	TERM 4
Week1					
Week2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					
Week 9					
Week 10					
Week 11					

My Weekly Planner



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3.00-4.00pm							
4.00-5.00pm							
5.00-6.00pm							
7.00-8.00pm							
9.00-10.00pm							