



Year 10 2023

**ASSESSMENT
BOOKLET**

What is the Record of School Achievement?

Eligible students who leave school after year 10 and prior to receiving their Higher School Certificate will receive the Record of School Achievement (RoSA).

- It will show a student's achievement until the time they leave school.
- Results will be based on school-based assessment
- It will be able to be reliably compared between students across New South Wales.
- It will offer a means of recording extra-curricular achievements.
- Students will have the opportunity to take online literacy and numeracy tests.

Marsden High School abides by all DoE and NESA policies in relation to the Record of School Achievement. We refer to the Assessment Certification Examination (ACE) website, which provides enhanced support to schools in their implementation of school-based assessment. The RoSA grades we submit will be awarded according to student achievement in school-based assessments.

VET: Students who have undertaken a VET course as part of their RoSA will be issued with additional VET certification documentation that recognises their achievement towards a nationally recognised Australian Qualifications Framework (AQF) VET qualification. NESA distributes VET certification documentation on behalf of school system Registered Training Organisations (RTO).

Life Skills: For every successfully completed Life Skills course, an accompanying Profile of Student Achievement is included with the RoSA.

Our expectations

Year 10 studies are an essential preparation and pathway for future success in years 11 and 12. At Marsden High School we expect that students will:

- develop good study skills for years 11 and 12
- familiarise themselves with the Year 10 assessment task dates
- begin working on these tasks in advance
- understand the task requirements in advance
- seek assistance from their teacher, their Year Adviser, or the school psychologist if needed.

How do I find out more?

NESA (NSW Education Standards Authority) website: <http://www.educationstandards.nsw.edu.au>

Year 10 Assessment Procedures 2023

School-based Assessment

The assessment program in all courses is designed to assess the content and outcomes in a particular course. Assessment programs need to include a variety of assessment tasks that assess the different components of each course and allow students to show what they know, understand and can do.

Assessment tasks will vary between subjects and may include:

- Performances
- Submitted works - written and practical projects
- Practical tests and experiments
- Extended research and investigations
- Presentations, including the use of technology to aid preparation, delivery and student accountability (e.g. blogs, vlogs, and sites)
- In-class essays, written tests and examinations

When collaborative activities are used for assessment purposes, evidence can be gathered about students' ability to:

- work cooperatively as a team
- solve problems and make decisions with others
- take responsibility for individual and group learning

- think critically and creatively, and offer constructive criticism
- demonstrate cognitive skills, such as the ability to analyse, evaluate and synthesise information
- understand the roles and responsibilities of individuals in groups, including the capacity to communicate effectively within a small group.

Students are expected to present sufficient evidence to show that they have:

- 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.

Number of Tasks

Three to five assessment tasks are generally scheduled for each Year 10 course.

Individual Tasks

Individual assessment tasks will, in general, be no more than 40% or no less than 10% of the total assessment mark.

Adjustments for students with special education needs

The types of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Providing adjustments does not restrict a student's access to the full range of grades or marks.

Distribution of the Assessment Procedures

The Deputy Principal issues the Year 10 Assessment Booklet that includes the procedures and schedule to all students early in Term 1. Each student is required to sign for his/her copy of the Assessment Booklet as an acknowledgment of receipt.

Each teaching staff member receives a copy of the school's Assessment Procedures for the current Year 10. The Deputy Principal ensures that teaching staff are notified in writing of any changes to the school's Assessment Procedures.

Scheduling of assessment

The Assessment schedule for Year 10 courses applies as soon as the Year 10 course begins at the beginning of the school year.

Parallel Classes

Where the same assessment task is given to two or more classes, the assessment task and the conditions under which the assessment task is carried out and marked must be identical. When preparing notification of a formal assessment task being undertaken by a cohort involving more than one class, teachers must develop a shared understanding of the nature and extent of the support they are able to provide. At the outset, clearly advise students of the degree of teacher involvement in the development, rehearsal or execution of a work.

Assessment Criteria

Assessment tasks will be designed to assess the content and outcomes of the course. Sharing learning and assessment intentions is a powerful way for teachers to improve student learning. Learning and assessment intentions provide a focus for, and clarity of, the knowledge, understanding and skills students are expected to develop as a result of teaching and learning.

Students should be informed about what they need to do to demonstrate their learning. This information can be conveyed both formally and informally by the teacher, using the written Assessment Task notification and unpacking this for students in class.

Recording of Assessment Marks

Assessment marks may be recorded in a variety of ways. However, the assessment schedule for each course must include a variety of tasks that together reflect the course components and weightings described in the assessment requirements of the syllabus.

What happens if I miss an assessment task?

NESA expects students to undertake all set assessment tasks. The minimum requirement is that students make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks (see 'N' determination below).

If a student is absent on the day an assessment task is to be held or handed in, the following procedure **MUST** be followed:

- The student must report to the Head Teacher **before school on the morning of the day he/she returns to school. The forms on pages 10-14 must be completed by the student. Evidence must be presented as to why the task was missed. In general, a medical certificate stating the reason(s) for absence is to be provided.**
- It is reasonable to expect that a student will be able to complete or hand in an assessment on the day that he/she returns to school. Any extension of time granted will not exceed the period of absence.
- Where there is no valid reason for non-completion of an assessment task, **a mark of zero will be recorded** for that task. If this occurs, the student's parents will be informed and an accompanying **N Warning letter** sent.

What is the difference between an Estimate and Substitute Tasks?

When a student has a legitimate reason, as determined by the Head Teacher or Deputy Principal, for missing an assessment task, and that task has been marked and returned to other students, the Principal may authorise that an estimate will be awarded on the basis of evidence available. The estimate must account for appropriate evidence and the student's current assessment rank.

If a student is absent from school for a prolonged period of time or misses a number of assessment tasks, it may be difficult to estimate that student's performance and substitute tasks may be given.

Receipt of Tasks

As appropriate, assessment tasks should be carried out during class time. The Sentral PxP and paper roll marked at the commencement of an in-class assessment task will provide confirmation of attendance.

When a task is distributed to be completed at home, teachers **MUST** keep a register that identifies the task, including the date, student name, time handed in and the signature of the student.

Assessment task cover sheets are to be attached to the assessment tasks. See page 9 for a copy of the sheet which can be photocopied, completed and attached.

Attendance slips are completed for all formal examinations.

Illness and Misadventure

An application form can be found on pages 10-13 of this booklet. Also information is on the school website <https://marsden-h.schools.nsw.gov.au/learning-at-our-school/assessment-and-reporting.html>.

What is an Unfair Advantage?

Students who are absent from school for the day, or part of the day, before an assessment task are deemed to have gained an unfair advantage. **Students who are absent the day before an assessment task must present a medical certificate or evidence of a serious, unavoidable occurrence to the Head Teacher before school. Unless this is submitted they will not be permitted to take part in/hand in an assessment.**

Malpractice:

A mark of **zero will be awarded** to any student who:

- cheats during an in-school assessment task/examination;
- copies work, plagiarism or attempts to represent the work of another student as his/her own;
- disrupts an in-school assessment task so that the concentration of fellow students is affected;
- presents an assessment task which is considered objectionable or non-serious;
- misses any class in order to complete an assessment task by the due date.

Students with disabilities

Provisions for students with genuine disabilities may include large print papers, use of a writer, use of a reader, extension of examination time, rest breaks, use of a personal computer, establishment of a special examination location, separate supervision, coloured paper, permission to take medication etc. **Students with disabilities must provide medical evidence to NESA via the Learning and Support teachers for approval before special provisions can be granted.**

NESA does not consider lack of familiarity with the English language to be a disability.

Final Assessments

Final assessment marks are the result of student performance in all assessment tasks, covering the range of outcomes. These marks inform the consistent award of grades with reference to the course performance descriptors.

Assessment Coordinator

The relevant Year Group Deputy Principal is the Assessment Coordinator. The Deputy Principals produce the Year 10 RoSA, Year 11 RoSA and Year 12 Higher School Certificate Assessment Booklets.

Non-completion of course warnings

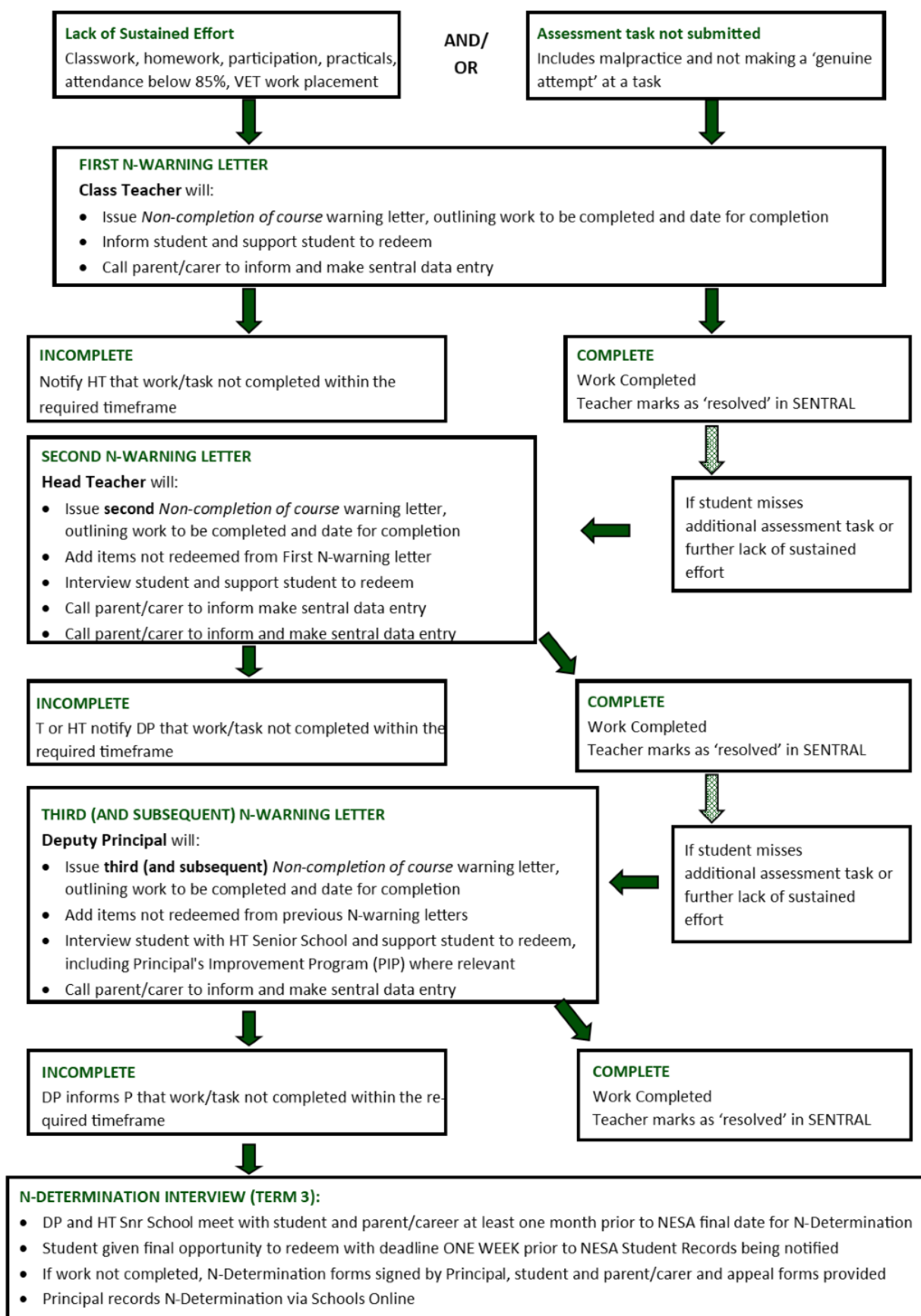
A 'N' determination is given when a student fails to complete, or does not seriously attempt, assessment tasks worth more than 50% of course assessment marks. The Principal will give you and your parents/carers written 'N' warning letters in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If you receive an 'N' warning letter you must complete the tasks as detailed in the letter.

In cases of prolonged absence and/or where the **principal is not satisfied that course completion criteria can be met** or that progress can be maintained, the principal may judge that catching up is not feasible. As far as possible, early warning of the consequences for a student of such an absence should be given. The warning must relate the absence to the non-completion of course requirements.

The following flowchart explains the N Determination process at Marsden High School.



N-DETERMINATION FLOWCHART



Illness and Misadventure

Absence on the day before or the day of an assessment task

The NSW Educational Standards Authority (NESA) expects students to undertake all set assessment tasks. They also expect the school to enforce NESA rules and be consistent and fair.

Students who are absent from school or who do not attend class/es **THE DAY BEFORE OR ANY PART OF THE DAY OF** an assessment task are deemed to have gained an unfair advantage.

Students who are absent for all or any part of the day before an assessment task must follow the steps below. Alternatively, evidence of a serious, unavoidable occurrence must be provided to the Head Teacher of the subject, before the student is permitted to take part in, or submit an assessment.

If a student is absent the day before or on the day an assessment task or examination is to be held or handed in, the following procedures **MUST** be followed.

- 1. Phone call:** students must telephone or arrange a parent or guardian to telephone, (NOT SMS) prior to the task due date/time on the school number 9874 6544, to:
 - inform the Head Teacher and Deputy Principal of the subject of your illness and inability to sit for the assessment task;
 - give the school an email address to which they can send the **Marsden High School Illness/Misadventure Application Form**;
 - check with the Head Teacher of the subject how to email/submit your assessment task to your class teacher
- 2. Download** (from Marsden High School website/learning at our school/assessment and reporting), **print and complete the Illness/Misadventure Application Form on the same day as the missed task:** take this form to the relevant medical practitioner or professional to complete all relevant sections of the application **on the same day as the missed task**. The application form consists of two pages.
- 3. Attach Evidence:** Students must attach evidence that covers the day before and/or the day of the assessment task and all other absences until the task is completed. Attach independent documents to the *Illness/Misadventure Application Form*. Pay close attention to all instructions on the *Illness/Misadventure Application Form*. Submitting incomplete forms will jeopardise the success of the application. **Only in serious, very limited circumstances, will evidence other than a medical certificate be accepted.**
- 4. Return to school with completed application:** Students must attend school on the first day not covered by independent evidence. Present the completed *Illness/Misadventure Application Form* with supporting evidence attached to the Head Teacher of that course before school. You have 5 school days from the original task due date to provide all supporting documentation to the Head Teacher.

A judgement regarding the missed assessment, will be made by the Head Teacher of the subject who will complete the Head Teacher section of the form. The student will be informed of this decision within 5 school days of the lodgement of the *Illness/Misadventure Application Form*. This will indicate whether the student should submit the task at another date, be given an estimate, a substitute task or awarded zero (0) marks.

A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

- Student to complete this cover sheet securely attached to the front of every assessment task.
- Students to sign and date. Fill out the bottom section to obtain teacher signature.
- Students to retain the bottom slip after obtaining teacher signature and date.

Submission of Assessment Material

NAME: _____

COURSE: _____

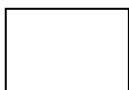
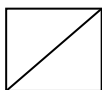
TEACHER: _____

CLASS: _____

ASSESSMENT TASK # _____:

DATE DUE: _____

MARK/GRADE:



COMMENTS:

DECLARATION

I declare that the material submitted is all my own work and acknowledge that plagiarism or cheating will incur zero marks and may jeopardise course requirements.

Student's Signature

Date

RECEIPT OF ASSESSMENT MATERIAL

STUDENT'S COPY

NAME: _____

CLASS: _____

ASSESSMENT TASK # _____

SIGNATURE OF TEACHER: _____

DATE: _____

MARSDEN HIGH SCHOOL

Evidence of Illness / Misadventure Application

Stage 5 (Year 10) / Stage 6 (Years 11 & 12) Assessment Task

As at 20 September 2018

This information should be read in conjunction with the Marsden High School Assessment Booklet. Illness / misadventure provisions exist to support students when their performance in an assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's actual task performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance in the task.

Applications may be in respect of:

- **Illness or injury:** that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task (e.g., stomach virus, dislocated shoulder)
- **Misadventure:** that is, any other event beyond the student's control which affects the student's performance in the task (e.g., the recent death of a family member or friend, or an exceptional circumstance)

Holidays, routine medical or dental appointments, driving tests, part-time work commitments and routine sporting commitments are examples of grounds likely to be unsuccessful when applying for Illness / Misadventure.

The school's illness / misadventure procedures aim to replicate the NESA HSC process. NESA will not uphold an Illness/Misadventure Application if the reason for your absence is not considered to be sufficiently serious.

The school does not expect you to attend school to complete or submit an assessment task against specific medical advice. If you cannot attend school because of illness or misadventure, you must follow the school's Illness / Misadventure Procedures.

All applications must be submitted on an **Illness/Misadventure Application Form**. When completing an **Illness/Misadventure Application Form**, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

It is very important to **provide evidence** with your application. If possible, this should be from an independent source (that is, the person providing the evidence is not related to you in any way and is not a friend or work colleague of your parents). You should seek evidence **on the same day**, either immediately before or after each assessment task for which you are applying. The documentation you provide must be current, specific to the date and time of the assessment task, and submitted with the application form.

A medical certificate obtained in person (not over the internet) is always required to support an Illness / Misadventure Application due to illness.

A medical certificate that merely states you were unfit for work / study is unacceptable.

The medical certificate must be completed by a medical practitioner registered with the Australian Health Practitioner Registration Agency (AHPRA) (this can be checked via **www.ahpra.gov.au**). The medical certificate **MUST** include:

- diagnosis of medical condition
- date of onset of illness
- date(s) and time(s) of all consultations / meetings relating to this illness
- description of how your condition / symptoms could affect your assessment task performance
- if you are absent on the day before an assessment task, the day of an assessment task or on the day an assessment task is to be submitted, the doctor MUST certify that you are medically unfit to sit for the assessment task or attend school.

The medical practitioner may choose to include these mandatory items on their own medical certificate, or instead complete Section 1, page 2 of the Marsden High School ***Illness / Misadventure Application Form***.

A pdf copy of the ***Illness / Misadventure Application Form*** can be downloaded from the school website www.marsden-h.schools.nsw.edu.au

Learning at our school > Assessment and reporting > Illness / Misadventure Application

Medical certificates obtained after the event will not be accepted.

The completed form is to be handed to the faculty Head Teacher upon returning to school.

You will be informed of the Head Teacher's determination within 5 school days of lodgement of the ***Illness/Misadventure Application Form***.

If you are not satisfied with the determination **you may appeal in writing** to the Head Teacher of the course **within five school days** of receiving the result of the application. The ***Assessment Appeal Application*** forms are available from the Deputy Principal. The Head Teacher will review the determination and provide a decision. If no resolution is achieved, the student may forward the appeal to the Appeals Committee via the Deputy Principal. The Appeals Committee will make a recommendation to the Principal and communicate the final decision to the student.

All documentation, including new evidence, must accompany the appeal when it is lodged.



MARSDEN HIGH SCHOOL

Illness / Misadventure Application

Stage 5 (Year 10) / Stage 6 (Years 11 & 12) Assessment Task

This form must be used for all Illness/Misadventure Applications.

Take this form with you to the professional authority providing supporting documentation. If the professional authority provides independent supporting documentation they must complete Section 1 for an illness or Section 2 for a misadventure.

Name: _____ Roll Call: _____ Date of Task: _____
Course: _____ Assessment Task: _____

☐ Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity)

Reason for application (please tick): ☐ **illness** or ☐ **misadventure**

Category from Student Assessment Booklet (please tick ONE selection from below):

☐ Extension to submit or complete an Assessment Task

☐ Absent on the day before an Assessment Task

☐ Absent from school on the day an Assessment Task is due to be handed in

☐ Absent from school on the day of an Assessment Task

☐ Misadventure adversely affected performance during an Assessment Task (*Note: An Illness / Misadventure Application MUST be commenced on the day of the Assessment Task.*)

☐ Sick during the completion of an Assessment Task at school. (*Note: A medical certificate MUST be obtained.*)

Student statement (to be completed by the student) outlining details of impact on performance: (*Describe how illness or unforeseen misadventure affected your performance or prevented your attendance*)

☐ I have attached evidence to support my application (please tick and complete ONE selection from below):

Independent Evidence of Illness:

Section 1 of this Application form (see reverse) completed by Dr.

Dated: _____

☐ Medical Certificate (attached) completed by Dr.

Dated: _____

Evidence of Misadventure:

☐ Section 2 of this Application form (see reverse) completed by

Dated: _____

☐ Other (please describe):

Dated: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Head Teacher determination:

☐ No loss of marks. Extension granted. Assessment task to be submitted by: _____

☐ No loss of marks for being absent on the day before an assessment task.

☐ No loss of marks. Organise with Head Teacher completion of original task on: _____

☐ No loss of marks. Organise with Head Teacher completion of substitute task on: _____

☐ Assessment task to be reduced by ____ % due to: _____

☐ An estimate to be awarded.

☐ A zero mark to be awarded.

Signature Head Teacher: _____

Date: _____

You will be informed of this decision within 5 school days of lodgement of this Illness/Misadventure Application.

Student acknowledgement of Head Teacher determination: _____ Date: _____

Parental acknowledgement of Head Teacher determination: _____ Date: _____

Original to: ☐ Student File in Front Office

Copies to: ☐ Student/parent

☐ Head Teacher(s)

☐ Deputy Principal (Years 10 – 12)



MARSDEN HIGH SCHOOL

Evidence of Illness / Misadventure

Stage 5 (Year 10) / Stage 6 (Years 11 & 12) Assessment Task

This side of the form can be used to support Illness/Misadventure Applications.

TO THE INDEPENDENT PROFESSIONAL PROVIDING DOCUMENTATION

Your help in providing information regarding this student's illness is appreciated. This information will assist Marsden High School in the assessment of this illness/misadventure application.

Student Name: _____ Marsden High School Roll Call Class: _____

SECTION 1: Independent evidence of Illness: to be completed by a medical practitioner.

Date of onset of illness: _____

Date(s) and time(s) of consultations / meetings relating to this illness: _____

Please assess how the student's condition / symptoms could affect their examination / assessment task performance.

☐ Mild

☐ Moderate

☐ Severe

(If the student is **unable to attend exam/assessment task**, it is essential that you provide full details. If required, please attach extra). ☐ Extra attached

Extra attached

Examinations / Assessment Tasks: I certify that the student is medically unfit to sit for an examination / assessment task, or to attend school to submit an assessment task, on:

Any other comments or information which may assist in the assessment of the student's application. ☐ Extra attached

Please note that any fee for providing this report is the responsibility of the student.

Name of doctor or health professional providing this information: _____

Place stamp here: (include Provider Number)

Profession: _____

Place of work / organisation: _____

Address: _____

Contact phone: _____

Signature: _____

Date: _____

SECTION 2: Evidence of Misadventure: to be completed by a relevant person (like a police officer)

Date of misadventure event: _____

Description of event: _____

Name: _____

Profession: _____

Place of work / organisation: _____

Address: _____

Contact phone: _____

Signature: _____

Date: _____

☐ Further evidence attached (please describe): (e.g. Statutory declaration) _____

ACHIEVE (10-12)

A WHOLE SCHOOL APPROACH TO STUDYING AND ACHIEVING SUCCESS

A

Aim high and approach your task with a positive attitude.

To do this you could try...

- ❑ Evaluating the feedback you received from your last task and setting a personal goal.
- ❑ Aiming to move up one grade from what you achieved in your last task.
- ❑ Predicting what mark you think you will achieve as well as what mark you would like to achieve.
- ❑ Considering how this task will help you in the future.
- ❑ Asking to see an exemplary response so you know what is expected of you.
- ❑ Using the growth mindset to counteract negative thoughts.

C

Clarify the task so you understand what is required.

To do this you could try...

- ❑ Rewriting the task in your own words.
- ❑ 'CUBEing' the question by circling the verbs, underlining the key words, boxing the important information and expanding your ideas.
- ❑ Identifying the task, topic and target of the question.
- ❑ Creating a learning intention and set of success criteria that matches the task.
- ❑ Defining the verbs so you know what action you need to take.
- ❑ Defining any unknown words.
- ❑ Explaining the task to a parent or friend.

H

How much time is needed? Create a schedule.

To do this you could try...

- ❑ Creating a GANTT chart before you begin your assessment.
- ❑ Creating a timeline leading up to the due date of the task.
- ❑ Chunking the task into smaller sections.
- ❑ 'Tricking yourself into completing the task by an earlier due date.
- ❑ Constructing a weekly checklist to tick off as you go.
- ❑ Using a log book to monitor the time you spend on your assessment.
- ❑ Backward mapping from the due date.

I

Investigate your topic. Find out all you can and clarify difficult concepts.

To do this you could try...

- ❑ Asking your teacher for suggestions about where to start your research.
- ❑ Compiling a list of where you can get your information. Consider raw data. Surveys, discussion boards, books and articles.
- ❑ Creating guiding questions to assist your research and answering them as you go.
- ❑ Creating a glossary list of key words that match the topic.
- ❑ Forming a study group with your peers.

E

Edit and evaluate your work against the marking criteria.

To do this you could try...

- ❑ Matching your work to the A grade descriptors and deciding on what you already have and what you need.
- ❑ Asking for a sample of each grade to help you evaluate your own work.
- ❑ Asking a friend to check your work for you and applying the feedback you are given.
- ❑ Submitting a progress check to your teacher for early feedback.

V

Verify and edit your draft well before the due date for feedback.

To do this you could try...

- ❑ Completing the task a week early so that you leave yourself time to apply all feedback.
- ❑ Submitting an edited draft to your teacher for feedback **at least a week before the due date** and applying the feedback you are given..
- ❑ Asking for a parent, friend or tutor to proof-read your work for you.
- ❑ Editing your work by focusing on something new each time. Start by checking for spelling, grammar and punctuation. Then check for concepts.

E

End result. Reflect on your process of completion.

To do this you could try...

- ❑ Evaluating your process of completion by considering what you did well and what you could do differently.
- ❑ Comparing your end result to your first draft to track the changes that you made.
- ❑ Completing a PMI (Plus, Minus, Interesting) chart based on your end result.
- ❑ Completing the reflection section of your assessment task.

A Glossary of Key Words

Syllabus outcomes, objectives, tests and assessment tasks have keywords that state what students are expected to be able to do.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Assessment Support D	
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express concisely, the relevant details
Synthesise	Putting together various elements to make a whole

CHILD STUDIES

TASK	DUE	MARKS
Parenting around the globe Research task	Term 1 Week 8	25
Health and Safety in childhood	Term 2 Week 6	25
Childcare services and career opportunities practical	Term 3 Week 5-6	25
Media and Technology in childhood	Term 4 Week 4	25
TOTAL		100

COMMERCE

COURSE COMPONENTS			WEIGHTING
A. Examinations			55
B. Assignment and stimulus based skills			45
TASK	DUE	COMPONENT	MARKS
AT1: Economics and Business extended response – In class	Term 1 Week 9	B	20
AT2: Half Yearly Exam	Term 2 Assessment Period	A	25
AT3: Promotion and Selling Research Tas, and In class	Term 3 Week 9	B	25
AT4: Yearly Exam	Term 4 Assessment Period	A	30
TOTAL			100

DANCE

COURSE COMPONENTS			WEIGHTING
Appreciation			20%
Composition			40%
Performance			40%
TASK	DUE	COMPONENT	MARKS
Performance	Term 1 Week 9	Performance	40
Composition	Term 2 Week 4	Composition	20
Research Task	Term 3 Week 4	Appreciation	20
Dance Film	Term 4 Week 4	Composition	20
TOTAL			100

ELECTIVE HISTORY

TASK	DUE	COMPONENT	MARKS
Research Task	Term 1 Week 7	Investigation and Research	20
Research and Presentation	Term 2 Assessment Period	Knowledge Processing & Evaluating	25
Research Assignment	Term 3 Week 6	Investigation and Research	25
Research and Presentation	Term 4 Week 1	Knowledge Processing & Evaluating	30
TOTAL			100

ENGLISH

TASK	DUE	MARKS
Multimodal Presentation and Reflection	Term 1 Week 8	30%
In-Class Writing Skills Assessment	Term 2 Week 2	25%
Comparative Essay	Term 3 Week 9	25%
Skilled Based Examination	Term 4 Week 2	20%
TOTAL		100

FOOD TECHNOLOGY

TASK	DUE	MARKS
Food Equity Practical Task	Term 1	30
Food Equity Digital Portfolio	Week 8	
Food Trends Practical Task	Term 2	30
Food Trends Digital Portfolio	Week 8	
Food Product Development Practical Task	Term 3	30
Food Product Development Digital Portfolio	Week 8	
Food Service and Catering Practical Task	Term 4	10
	Week 9	
Total		100

GEOGRAPHY

TASK	DUE	COMPONENT	MARKS
SEMESTER 2 – Research Task Hand-in Human Wellbeing	Term 3 Week 7	Links Research	25
Yearly Exam	Term 4 Assessment Period	Knowledge & Skills	30
TOTAL			100

HISTORY

TASK	DUE	COMPONENT	MARKS
SEMESTER 1 Research task	Term 1 Week 5	Changing rights and freedoms	20
Source – based task	Term 2 Assessment Period	Migration Experiences	25
TOTAL			100

INDUSTRIAL TECHNOLOGY

Building and Construction

TASK	DUE	MARKS
Fixings Box Computer Aided Drawing Task	Term 1 Week 10	10
Fixings Box Digital Portfolio	Term 2 Week 6	10
Fixings Box Project	Term 2 Week 10	30
Picnic Table Computer Aided Drawing Task	Term 3 Week 10	10
Picnic Table Digital Portfolio	Term 4 Week 6	10
Picnic Table Practical Project	Term 4 Week 10	30
Total		100

INDUSTRIAL TECHNOLOGY

Engineering

TASK	DUE	MARKS
Tower Practical Project Tower Digital Portfolio	Term 1 Week 10	30
Aeroplane Practical Project Aeroplane Digital Portfolio	Term 3 Week 10	40
Solar Car Practical Project Solar Car Digital Portfolio	Term 4 Week 7	30
Total		100

INDUSTRIAL TECHNOLOGY

Timber

TASK	DUE	MARKS
Folding Stool Computer Aided Drawing Task	Term 1 Week 10	10
Folding Stool Digital Portfolio	Term 2 Week 6	10
Folding Stool Practical Project	Term 2 Week 10	30
Two Drawers Tool Box Computer Aided Drawing Task	Term 3 Week 10	10
Two Drawers Tool Box Digital Portfolio	Term 4 Week 6	10
Two Drawers Tool Box Practical Project	Term 4 Week 10	30
Total		100

INFORMATION AND SOFTWARE TECHNOLOGY

COURSE COMPONENTS		WEIGHTING
Develop knowledge and understanding, confidence and creativity in analysing, designing, developing and evaluating information and software technology solutions		50%
Option topics		50%
TASK	DUE	MARKS
Assessment Task 1	Term 1 Week 8	25
Assessment Task 2	Term 2 Week 5/6	25
Assessment Task 3	Term 3 Week 8	25
Assessment Task 4	Term 4 Week 3	25
TOTAL		100

JAPANESE

TASK	DUE	COMPONENT	MARKS
Assessment Task 1 Topic test	Term 1 Week 9	Katakana Listening, Reading, Writing	20
Half Year examination	Term 2 Week 5	Listening, Reading, Writing	30
Assessment Task 3	Term 3 Week 6	Speaking Vlog	20
Yearly Examination	Term 4 Week 5	Listening, Reading, Writing	30
TOTAL			100

MATHEMATICS - 5.1 and 5.2

COURSE COMPONENTS		WEIGHTING
Investigate, represent and interpret problems		25%
Develop mathematical concepts and fluency in Number, Algebra, Measurement, Geometry, Statistics and Probability		70%
Recognise connections with other subjects		5%
TASK	DUE	MARKS
Assessment Task 1 <ul style="list-style-type: none"> Common Course specific 	Term 1 Week 6	25
Assessment Task 2 <ul style="list-style-type: none"> Common Course specific 	Term 2 Week 5	25
Assessment Task 3 <ul style="list-style-type: none"> Common Course specific 	Term 3 Week 5	25
Assessment Task 4 <ul style="list-style-type: none"> Course specific 	Term 4 Week 4/5	25
TOTAL		100

MATHEMATICS 5.3

COURSE COMPONENTS		WEIGHTING
Investigate, represent and interpret problems		25%
Develop mathematical concepts and fluency in Number, Algebra, Measurement, Geometry, Statistics and Probability		70%
Recognise connections with other subjects		5%
TASK	DUE	MARKS
Assessment Task 1	Term 1	10%
<ul style="list-style-type: none"> Common extension 	Week 6	15%
Assessment Task 2	Term 2	10%
<ul style="list-style-type: none"> Common extension 	Week 5	15%
Assessment Task 3	Term 3	10%
<ul style="list-style-type: none"> Common extension 	Week 5/6	15%
Assessment Task 4	Term 4	25
Extension	Week 4	
TOTAL		100

MUSIC

TASK	DUE	Weighting
Term 1 - Music of a culture project	Term 1 3 Check points throughout term	25
Term 2 – Jazz project	Term 2 3 Check points throughout term	25
Term 3 – “Your Project”	Term 3 3 Check points throughout term	25
Term 4 – Mash up Project	Term 4 Week 4-5	25
TOTAL		100

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

COURSE COMPONENTS			
1. Australia's Sporting Identities			
2. Lifelong Leisure and Recreation			
3. Technology and Enhancing Performance			
4. Event Management			
TASK	DUE	COMPONENT	MARKS
Australia's Sporting Identity Written and Practical Assessment	Term 1 Week 8	1	25
Lifelong Leisure and Recreation	Term 2 Week 2-5	2	25
Technology and Performance Research Project	Term 3 Week 7	4	25
Event Management	Term 4 Week 5	4	25
TOTAL			100

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

COURSE COMPONENTS			WEIGHTING
Party Safe			25%
Athletics			25%
Road Safety			25%
Striking Games			25%
TASK	DUE	COMPONENT	MARKS
Student Assessment	Term 1 Week 8	Party Safe	25
Skill Assessment	Term 2 Week 3-5	Athletics Week 4 Practical	25
In class	Term 3 Week 8	Road Safety	25
Challenges for the future	Term 4 Week 4/5	Striking Games Practical	25
TOTAL			100

PHOTOGRAPHY & DIGITAL IMAGING (PDI)

COURSE COMPONENTS			WEIGHTING
Making (explorations of media and image making practice)			60%
Writing (explorations of criticism and history practices)			40%
TASK	DUE	COMPONENT	MARKS
Research	Term 1 Week 8	Writing	20%
Making B.O.W. 1	Term 2 Week 3	Making	30%
Research	Term 3 Week 7	Writing	20%
Making B.O.W. 2	Term 4 Week 2	Making	30%
TOTAL			100

SCIENCE

COURSE COMPONENTS			
<p>The course is divided into four components:</p> <p>Physical World Living World Chemical World Earth & Space</p> <p>Students may participate in at least 30 minutes at home revising classwork or finishing set homework on a daily basis.</p>			
TASK	DUE	COMPONENT	MARKS
Open Ended Investigation	Term 1 Week 7	Physical World	25%
Skills task	Term 2 Week 4	Chemical World	25%
Research task	Term 3 Week 8	Living` World	25%
Yearly Examination	Term 4 Week 3/4	Physical world Living world Chemical world Earth and Space	25%
TOTAL			100

VISUAL ARTS

COURSE COMPONENTS			WEIGHTING
Art Making (explorations of media and artmaking practice)			60%
Art Writing (explorations of criticisms and history practices)			40%
TASK	DUE	COMPONENT	MARKS
Research Assignment	Term 1 Week 9	Art Writing	20
Practical – Body of Work 1	Term 2 Week 4	Art Making	30
Research Assignment	Term 3 Week 8	Art Writing	20
Practical – Body of Work 2	Term 4 Week 3	Art Making	30
TOTAL			100

The dates listed here may be subject to change according to timetable variations and school events

Year 11 Assessment Calendar

Term 1 2023	
Week	Course
Week 0	
Week 1	Music – 3 check points throughout term
Week 2	
Week 3	
Week 4	
Week 5	History
Week 6	Mathematics 5.1 and 5.2 Mathematics 5.3
Week 7	Elective History Science
Week 8	Child Studies English Food Technology Information and Software Technology Physical Activity and Sports Studies Personal Development, Health & Physical Education Photography and Digital Imaging
Week 9	Commerce Dance Japanese Visual Arts
Week 10	Industrial Technology Building and Construction Industrial Technology Engineering Industrial Technology Timber

Year 11 Assessment Calendar

Term 2 2023	
Week	Course
Week 1	Music – 3 check points throughout term
Week 2	English Physical Activity and Sports Studies Personal Development, Health & Physical Education
Week 3	Physical Activity and Sports Studies Personal Development, Health & Physical Education Photography and Digital Imaging
Week 4	Dance Physical Activity and Sports Studies Personal Development, Health & Physical Education Science Visual Arts
Week 5	Information and Software Technology Japanese Mathematics 5.1 and 5.2 Mathematics 5.3 Physical Activity and Sports Studies Personal Development, Health & Physical Education
Week 6	Child Studies Industrial Technology Building and Construction Industrial Technology Timber Information and Software Technology
Week 7	
Week 8	Food Technology
Week 9	
Week 10	Industrial Technology Building and Construction Industrial Technology Timber

Year 11 Assessment Calendar

Term 3 2023	
Week	Course
Week 1	Music – 3 check points throughout term
Week 2	
Week 3	
Week 4	Dance
Week 5	Child Studies Mathematics 5.1 and 5.2 Mathematics 5.3
Week 6	Child Studies Elective History Japanese Mathematics 5.3
Week 7	Geography Physical Activity and Sports Studies Photography and Digital Imaging
Week 8	Food Technology Information and Software Technology Personal Development, Health & Physical Education Science Visual Arts
Week 9	Commerce English
Week 10	Industrial Technology Building and Construction Industrial Technology Engineering Industrial Technology Timber

Year 11 Assessment Calendar

Term 4 2023	
Week	Course
Week 1	Elective History
Week 2	English Photography and Digital Imaging
Week 3	Information and Software Technology Visual Arts
Week 4	Child Studies Dance Mathematics 5.1 and 5.2 Mathematics 5.3 Music Personal Development, Health & Physical Education
Week 5	Japanese Mathematics 5.1 and 5.2 Music Physical Activity and Sports Studies Personal Development, Health & Physical Education
Week 6	Industrial Technology Building and Construction Industrial Technology Timber
Week 7	Industrial Technology Engineering
Week 8	
Week 9	Food Technology
Week 10	Industrial Technology Building and Construction Industrial Technology Timber
Week 11	