

Cecil Hills High School



Stage 5 – Year 10

2019

Assessment Policy Booklet

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Information for parents and students

This booklet outlines assessment procedures being followed at *Cecil Hills High School* in **Stage 5 – Year 10**. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

The NSW Record of School Achievement

The NSW Record of School Achievement (ROSA) is a credential from NESA.

The Credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment, not external tests
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all Stage 5 courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy test
- be comprehensive and offer the ability to record a student's extra-curricular achievements.

NSW Record of School Achievement sample

The image shows a sample Record of School Achievement (ROSA) certificate. At the top, it features the BOSTES logo (Board of Studies Teaching & Educational Standards NSW) and the title "RECORD OF SCHOOL ACHIEVEMENT". The certificate certifies that "Sample Student" of "Sample High School" has met the requirements of the Record of School Achievement and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2012	English (200)	C
	Mathematics (200)	E2
	Science (200)	D
	Australian Geography (100)	D
	Australian History (100)	C
	Work Education (100)	D
	Information & Software Technology (200)	D
	Visual Arts (200)	C
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

At the bottom, the certificate includes the NSW coat of arms, the student number "12345678", the date "Issued by BOSTES without alteration or error on 20 February 2010 at Sydney, NSW, Australia", and the signature of the President.

Sample RoSA certificate, Stage 5 Courses

School-based grades

General Performance Descriptors will be reported with the gradings A, B, C, D or E for all subjects, **except** Mathematics, where the gradings are A10, A9, B8, B7, C6, C5, D4, D3, E2. Students' grades will be based on our school's assessment of a student's performance against Course Performance Descriptors in each subject.

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

What is an assessment?

- A series of tasks which students undertake so as the school can compile a mark to forward to NESA (NSW Education Standards Authority).
- It is a mark compiled by the school, which measures your achievement relative to other students throughout each course studied.

Why have school assessments?

- It allows you to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of your 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 result.

What will be assessed?

- Such things as knowledge, and how you apply it, your ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, your practical performance and your ability to evaluate your own thinking.

How will these assessments be made?

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedule):

- Oral/aural tests
- Class tests
- Reports
- Extended Responses
- Assignments
- Research
- Practical work
- Fieldwork
- Lectures and oral presentations
- Class notes
- Practical performances
- Formal examination

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important. Marks you earn in formal examinations are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in the attached course assessment schedules.

Other Tests, Assignments and Projects

It must be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

YEAR 10: School Assessment Policy

Schedule of Assessment tasks:

- Tasks will occur frequently through the course, starting in Term 1, 2019, at the start of Year 10 courses.
- All students will be given an assessment schedule booklet indicating the assessment week(s) for each Stage 5: Year 10 course.
- You may be told marks and rankings for individual assessment tasks as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

Satisfactory Completion of Courses:

This will occur when the student has:

- a) **Followed** the course developed or endorsed by NESAs.
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School.
- c) **Achieved** some or all of the outcomes.

Students must satisfactorily complete the Stage 5 component of a **course** to be eligible to proceed into the Preliminary HSC component in Year 11. Where a student is at risk of a Non-Completion 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 Stage 5 assessments.

Special Note on Reporting and Assessment

Students will be given assessment tasks so teachers can allocate grades based on a student's knowledge and skills in the subject. However, in half-yearly and yearly reports, the school will report on each student's overall progress, including attitude to learning, commitment to learning and social development. Students need to work hard and do their best in all set tasks, including classwork, as all tasks will contribute to the Record of School Achievement grades.

Failure to complete an assessment task – Zero mark:

- A zero mark is noted as a non-attempt. If zero marks have been given for tasks that make up 50% or more of the total assessment marks in a course, the student is at risk of Non-Completion of that course. The Principal is the final arbitrator.
- Students who complete assessment tasks or study for assessment tasks during other classes on the day **will receive a zero mark**.
- Late submission of assessment items **will be awarded zero** unless there are very extenuating circumstances and a misadventure form with attached documentation (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher.
- Students found guilty of malpractice will be awarded a zero mark.
- Students / parents will be notified in writing when receiving a zero mark.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and you will be given a mark on what has been completed.

Absent for an assessment task

If a student is absent for a task they must:

- See their teacher or head teacher on the **first day they return** back to school and hand in a completed **misadventure form (available from the Deputy Principal, or through Moodle)**. Reasons for the absence must be stated, and supported by documentation, e.g. a medical certificate.
- A student must attend school and **all set classes for the full day of an Assessment Task**, unless there are very extenuating circumstances. A student who attends only for the task itself OR just to submit the task **will be awarded a zero mark**.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by the Head Teacher / Principal.
- Where a student is absent for more than the day of the task they must have a Doctor's Certificate explaining the entire absent period.
- A zero mark may be awarded if a student is **absent the day before a task is due**.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.
- Copies of all completed misadventure forms must be given to the supervising Deputy Principal.

Malpractice (e.g. cheating, copying) in assessment tasks:

What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large contribution from another person, coach or subject expert, that is not acknowledged
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.



The examples above are generally referred to as plagiarism.

What is Plagiarism?

Plagiarism is when you pretend that **you** have written or created work that someone else created.

- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task. If malpractice occurs more than once a student may not be regarded as satisfying the school's requirements for the Course.
- Students are reminded that **all work** submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated and students found to have inappropriately used others' work will be awarded a zero mark.
- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.

Use of Technology:

- When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR print the task off before the due date. **All hand-in tasks must be submitted on paper unless otherwise stated.**
- Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.
- Moodle is Cecil Hills High School's virtual learning environment allowing students to access work, collaborate and gain feedback from teachers. 
- Turnitin is a program integrated into our Moodle site which analyses student writing in all subjects. It allows students to guard against accidental malpractice. This displays plagiarism and identified areas where students need to be writing information in their own words, leading to increased subject content knowledge and writing skills. Any written component of your assessment should be submitted through Turnitin by the due date and time specified on the assessment notification. 
- Any assessment tasks which are plagiarised can result in a zero mark.
- Any inappropriate use of technology will result in disciplinary action.

Appeals Process:

- If you disagree with a mark, the matter must be discussed with the class teacher who will refer the matter on if necessary.
- Where no agreement is reached, the issue should be discussed with the Head Teacher.
- External appeals are dealt with by the Principal. A student seeking a review of a N Determination must apply to the Principal by the date specified by NESAs.

Disability Provisions for Assessment Tasks and Formal Examinations

Information for Students and Parents

This information is to inform students who have a special examination need, and their parents, of the possibilities available to assist them during formal assessment tasks and examinations.

If you have a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – you should read this and discuss it with your parents, Year Adviser, teacher or Learning and Support Teacher.

What are Disability Provisions?

Disability provisions provide students who have special needs with practical support in formal assessment tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

Applying for Disability Provisions

- i. If you wish to apply for special examination provisions you should see your Year Adviser, or the Learning and Support Teacher.
- ii. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with you.

When a final decision has been made, the school will send you written notification of the approved and/or declined provisions.

Appeal procedures

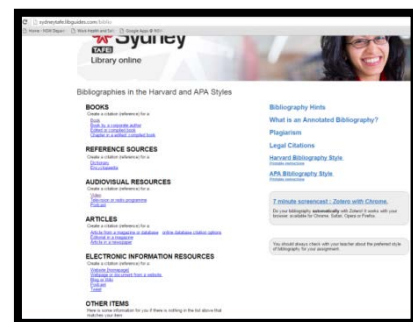
If you wish to appeal against the school's decision to decline a provision for which you have applied, the appeal must be submitted within 10 working days of receiving your special provisions decision letter.

A note to parents

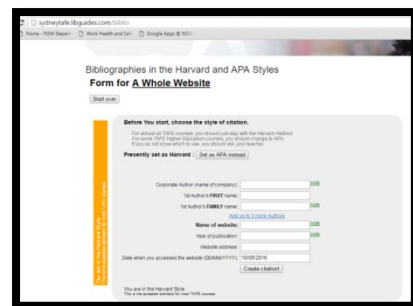
If you are concerned about whether special examination provisions apply for your child, you should contact the Year Adviser or Learning and Support Teacher at the school.

Referencing Policy - Bibliographies

Assessments which require a Bibliography MUST include a list of all resources you have used in your research. Bibliographies could include: books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed **alphabetically** in your Bibliography according to the **Author's last name**. At Cecil Hills High School the format that is required is the **Harvard Style** (otherwise known as the Author, date system).



Need help? Type (sydneytafe.libguides.com/biblio) into your browser. This will take you straight to Sydney TAFE Library Online. Make a Bibliography by clicking on your resource type from the list provided on this page. A citation is then produced which you can copy and paste into your Bibliography document. Remember you can always ask the school Library staff for assistance. The Library Moodle page also has referencing help as well.



Your bibliography should then be put into alphabetical order.

Examples of Bibliography Types:

Books

Authors surname, initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Riley, T.	2009	<i>Year 11 Economics 2010</i>	Tim Riley Publications	Dee Why

Riley, T 2009, *Year 11 Economics 2010*, Tim Riley Publications, Dee Why.

Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance-China</i>	20 February, 2015	http://www.worldbank.org/en/country/china

The World Bank 2015, *Country at a Glance- China*, viewed 20 February, 2015, <http://www.worldbank.org/en/country/china>

Newspaper article

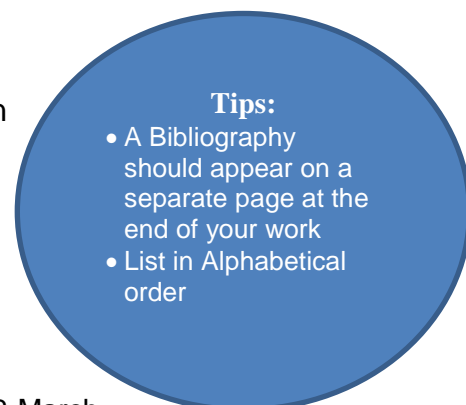
Author surname, initial	Year of Publication	Title of Article	Newspaper name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015,	p.20

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

YouTube Video

- title (if part of an ongoing series, list the episode title first, then the series name)
- year of recording
- format
- publisher/distributor
- place of recording
- date of recording (if applicable)

Fashion tales – Melbourne 2009, video, Channel 9 News Melbourne, 12 March, viewed 3 September 2011, http://www.youtube.com/watch?v=sLWfRzgo_4&NR=1



Key Word Definitions

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 judgement 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 (analyse/evaluate)
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
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

Year 10 Assessment Schedule Summary 2019

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Drama, Photography, History
Week 7	Mathematics 5.1/5.2
Week 8	English, Commerce, IT-Engineering, Mathematics (Accelerated)
Week 9	Geography, Mathematics (Extension), Music, Italian
Week 10	Science, IT-Timber
Week 11	Visual Arts

Term 2	
Week 1	Food Technology
Week 2	Geography, History, Italian
Week 3	Mathematics 5.1/5.2/5.3, Commerce, Visual Arts, English
Week 4	Science, Photography
Week 5	Drama
Week 6	Mathematics (Extension)
Week 7	English
Week 8	IT-Engineering
Week 9	Mathematics (Accelerated), Music
Week 10	IT-Timber

Term 3	
Week 1	
Week 2	
Week 3	Photography, Visual Arts, Italian
Week 4	Mathematics 5.1/5.2/5.3
Week 5	Food Technology
Week 6	Drama, English, History
Week 7	Music
Week 8	Science, Commerce, IT-Engineering
Week 9	Geography, Mathematics (Accelerated, Extension)
Week 10	

Term 4	
Week 1	
Week 2	Mathematics 5.1/5.2/5.3, Geography, Commerce, Food Technology, Visual Arts, History, Italian, IT-Timber
Week 3	English, Photography
Week 4	Science, Drama, IT-Engineering, IT-Timber, Music
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

English
Year 10
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 8	1	Interactions	Presentation	20%
Term 2 Week 3	2	Poetry: Relationships and Voices	Annotations and short answer questions	15%
Term 2 Week 7	3	Poetry: Relationships and Voices	Annotations and short answer questions Writing Task	15%
Term 3 Week 6	4	Shakespeare's Stage	Extended Response	20%
Term 4 Week 3	5	Issues and Representations	Final Examination (including listening task on topical issue and critical opinion)	30%
Total				100%

Mathematics 5.1/5.2
Year 10
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1 (CT1)	Equations Surface Area and Volume	Written Examination (Open Page)	20%
Term 2 Week 3	2 (CT2)	Surface Area and Volume Algebra	Written Examination (Open Page)	25%
Term 3 Week 4	3 (CT3)	Statistics Saving and Borrowing Probability	Written Examination (Open Page)	25%
Term 4 Week 2	4 (CT4)	Coordinate Geometry Ratio and Similarity Equations	Written Examination (Open Page)	30%
Total				100%

Mathematics 5.2/5.3
Year 10
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1 (CT1)	Rates and Proportion Surface Area and Volume	Written Examination (Open Page)	20%
Term 2 Week 3	2 (CT2)	Surface Area and Volume Probability Statistics	Written Examination (Open Page)	25%
Term 3 Week 4	3 (CT3)	Statistics Financial Mathematics Geometry Quadratics	Written Examination (Open Page)	25%
Term 4 Week 2	4 (CT4)	Similarity Trigonometry	Written Examination (Open Page)	30%
Total				100%

Mathematics 5.3
Year 10
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1 (CT1)	Geometry Surface Area and Volume	Written Examination (Open Page)	20%
Term 2 Week 3	2 (CT2)	Surface Area and Volume Surds Quadratics	Written Examination (Open Page)	25%
Term 3 Week 4	3 (CT3)	Quadratics Financial Mathematics Trigonometry Coordinate Geometry Probability	Written Examination (Open Page)	25%
Term 4 Week 2	4 (CT4)	Probability Statistics Equations Similarity	Written Examination (Open Page)	30%
Total				100%

Science
Year 10
Assessment Schedule 2019

Due Date	Task Number	Topics	Task Type	Weighting %
Term 1 Week 10	1	Working Scientifically	Student Research Project	15%
Term 2 Week 4	2	Chemistry Keeping it moving	Mid-course Examination	30%
Term 3 Week 8	3	Keeping it moving Electromagnetism	Process & Practical	20%
Term 4 Week 4	4	Keeping it moving Code of life	Final Examination	35%
Total				100%

History
Year 10 – Semester 1
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	The Holocaust	Research Essay	40%
Term 2 Week 2	2	Rights and Freedoms (1945 – Present)	Annotated Bank Note and Exam	60%
Total				100%

History
Year 10 – Semester 2
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 3 Week 6	1	The Holocaust	Research Essay	40%
Term 4 Week 2	2	Rights and Freedoms (1945 – Present)	Annotated Bank Note and Exam	60%
Total				100%

Geography
Year 10 – Semester 1
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 9	1	Environmental Change and Management	Fieldwork / Research Report	40%
Term 2 Week 2	2	Geographical Skills Human Wellbeing	Final Examination	60%
Total				100%

Geography
Year 10 – Semester 2
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 3 Week 9	1	Environmental Change and Management	Fieldwork / Research Report	40%
Term 4 Week 2	2	Geographical Skills Human Wellbeing	Final Examination	60%
Total				100%

Personal Development, Health and Physical Education
 Year 10
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 1 - Term 2 Week 4	1	Being Smart Keeping Safe	Portfolio (ongoing)	20%
Term 1 Week 1 - Term 2 Week 4	2	Performance and participation in Three practical units	Practical/ Participation	20%
Term 2 Week 5 - Term 4 Week 5	3	Peace of Mind/ Challenging Times	Portfolio (ongoing)	30%
Term 2 Week 5 - Term 4 Week 5	4	Performance and participation in 3/4 practical units	Practical/ Participation	30%
Total				100%

Child Studies
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 (ongoing)	1	Meet the Parents Growing Pains	Portfolio (ongoing)	20%
Term 2 (ongoing)	2	Its Play Time Family Portrait	Portfolio (ongoing)	20%
Term 3 (ongoing)	3	Family Interactions Keep Me Safe	Portfolio (ongoing)	30%
Term 4 (ongoing)	4	Working with Children Aboriginal Culture and Culture Shock	Portfolio (ongoing)	30%
Total				100%

Commerce
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 8	1	Law and Society	Research and Report	20%
Term 2 Week 7	2	Political Involvement	Media File	20%
Term 3 Week 9	3	Employment Issues E-Commerce Consumer Choice	Business Case Study	30%
Term 4 Week 2	4	Law and Society Political Involvement Employment Issues E-Commerce Consumer Choice Personal Finance	Final Examination	30%
Total				100%

Drama
Stage 5
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	Elements of Drama	Making 5% Performance 10%	15%
Term 2 Week 5	2	Dramatic Form: Playbuilding	Workshops 10% Performance 10% Log book and review 10%	30%
Term 3 Week 6	4	Performance Style	Research 10% Performance 15% Critical Analysis 10%	35%
Term 4 Week 4	5	Production Elements	Performance 15% Log book and review 5%	20%
Total				100%

Food Technology
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 2 Week 1	1	Food Selection & Health Food Guides	Assignment	15%
Terms 1/2 Ongoing	2	Food Selection & Health	Practicals	20%
Term 3 Week 5	3	Food Service and Catering	Portfolio and Product	20%
Term 4 Week 2	4	All Topics	Final Examination	25%
Terms 3/4 Ongoing	5	All Topics	Practicals	20%
Total				100%

Industrial Technology – Engineering
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 8	1	Structures - Bridges	Practical and Report	25%
Term 2 Week 8	2	Mechanisms – Hydraulic Arm	Practical and Report	30%
Term 3 Week 8	3	Alternative Energy – Solar Car	Group Practical and Individual Report	35%
Term 4 Week 4	4	All topics	Final Examination	10%
Total				100%

Industrial Technology – Timber
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 10	1	Practical / Nail box	Project & Folio	25%
Term 2 Week 10	2	Practical / Clock	Project & Folio / Report	30%
Term 4 Week 2	3	Practical / Coffee Table	Project and Folio / Report	35%
Term 4 Week 4	4	All Topics	Yearly Examination	10%
Total				100%

Italian
Stage 5
Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 9	1	<i>Eccomi!</i> Work as well as authentic stimulus materials. Focus: Student's personal world (Introduction, Family, School Life, Friends, Descriptions, Likes, Dislikes, Hobbies – incl. past/future)	Communicating and Understanding: Mi presento agli student! (Digital Presentation Audio-Visual and Powerpoint) <u>LIT5-1C</u> , LIT5-2C, LIT5-3C, <u>LIT5-4C</u> , <u>LIT5-5U</u> , LIT5-6U, LIT5-7U, LIT5-8U	20%
Term 2 Week 2	2	<i>Mangio all'italiana!</i> Assessed in an authentic Italian cultural setting. Focus: Cibo italiano – Italian food culture including the ordering of, commenting on and paying for food as well as the use of polite forms of address.	Communicating and Understanding : Andiamo al ristorante! (Ordering, paying and commenting on Italian foods – to be recorded at location) <u>LIT5-1C</u> , <u>LIT5-2C</u> , LIT5-3C, LIT5-4C, <u>LIT5-5U</u> , LIT5-6U, LIT5-7U, <u>LIT5-8U</u>	20%
Term 3 Week 3	3	<i>Andrò in Italia!</i> Work to date as well as authentic stimulus materials. Focus: Esperienza italiana – Preparing to move to Italy	Communicating and Understanding : Compriamo una casa in Italia! <u>LIT5-1C</u> , <u>LIT5-2C</u> , <u>LIT5-3C</u> , LIT5-4C, LIT5-5U, <u>LIT5-6U</u> , <u>LIT5-7U</u> , LIT5-8U	30%
Term 4 Week 2	4	<i>Siamo arrivati in Italia!</i> Work to date as well as authentic stimulus materials. Focus: Visitiamo Italia – getting to know Italy (Virtual Tours)	Communicating and Understanding Organizziamo un soggiorno in Italia! (Group Project) <u>LIT5-1C</u> , <u>LIT5-2C</u> , LIT5-3C, <u>LIT5-4C</u> , LIT5-5U, <u>LIT5-6U</u> , <u>LIT5-7U</u> , LIT5-8U	30%
Total				100%

Mathematics/Year 10 Accelerated
Preliminary Course
Assessment Schedule 2019

Task number	Task 1	Task 2	Task 3	
Type of task	In Class Test <i>Algebraic Techniques</i> <i>Number and Surds</i> <i>Functions and Graphs</i>	Assignment <i>Functions and Relations</i>	Final Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-8, MA11- 9	MA11-1, MA11-2, MA11-3, MA11-5, MA11-6, MA11-8, MA11-9	
Components				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Mathematics Extension 1/Year10 Accelerated
Preliminary Course
Assessment Schedule 2019

Task number	Task 1	Task 2	Task 3	
Type of task	In Class Test <i>Functions</i> <i>Polynomials</i>	In Class Test <i>Polynomials</i> <i>Inverse Trigonometric</i> <i>Functions</i>	Final Examination	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7	
Components				Weighting %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Music
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Weeks 9/10	1	Performance and Listening	Practical 15% Theory 15%	30%
Term 2 Week 9	2	Performance	Practical	15%
Term 3 Week 7	3	Composition	Practical/Theory	25%
Term 4 Week 4	4	Performance and Listening	Practical 15% Theory 15%	30%
Total				100%

Photography and Digital Media
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	1	Digital	Making 20% Studying 10%	30%
Term 2 Week 4	2	Manipulated Images	Making 10%	10%
Term 3 Week 3	3	Visual Narrative	Making 15% Studying 20%	35%
Term 4 Week 3	4	Animation	Making 15% Studying 10%	25%
Total				100%

Physical Activity & Sports Studies
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1	1	Body Systems	Portfolio (ongoing) <i>Performance and participation in four sports 10%</i>	15%
Term 2	2	Energy for physical activity and nutrition for physical activity Physical Fitness Australian Sporting Identity	Portfolio (ongoing) <i>Performance and participation in four sports 10%</i>	25%
Term 3	3	Coaching Event Management	Portfolio (ongoing) <i>Performance and participation in four sports 15%</i>	35%
Term 4	4	Technology Performance and participation	Portfolio (ongoing) <i>Performance and participation in four sports 15%</i>	25%
Total				100%

Visual Arts
 Stage 5
 Assessment Schedule 2019

Due Date	Task number	Topic(s)	Task Type	Weighting %
Term 1 Week 11	1	2 – 3 Dimensional Studies VAPD	Artmaking	30%
Term 2 Week 3	2	Historical Analysis	Critical and Historical Studying	20%
Term 3 Week 3	3	2 – 3 Dimensional Studies VAPD	Artmaking	30%
Term 4 Week 2	4	Critical Examination	Critical and Historical Studying	20%
Total				100%