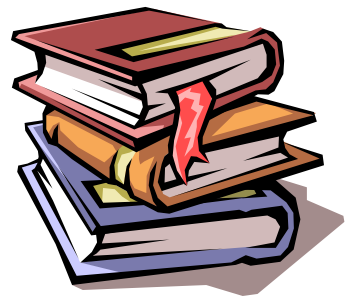


# Girraween High School



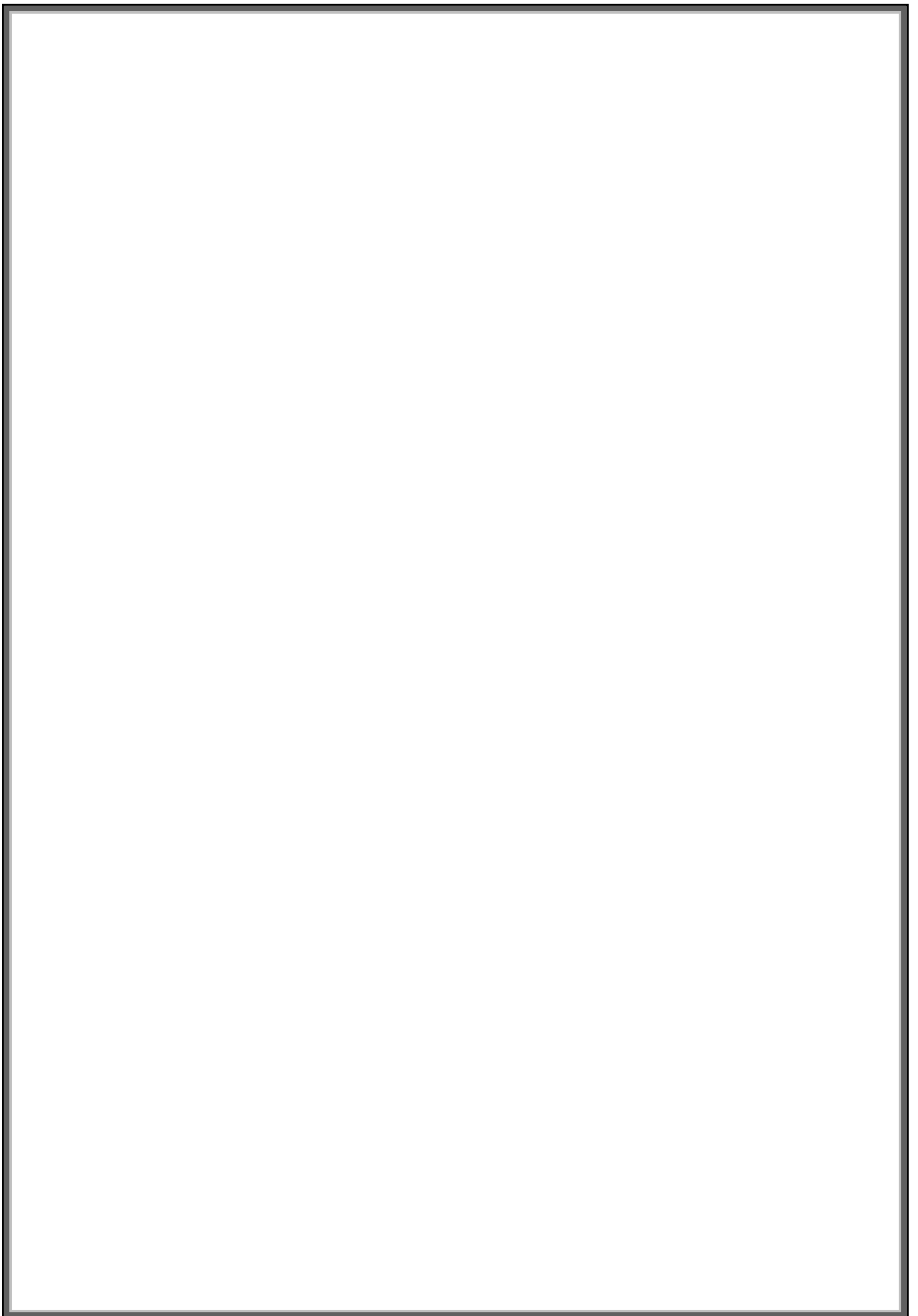
2020



Year 10

# Assessment Policy Booklet

as at 5/2/2020



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## A message from the Principal

This booklet contains important information which will assist you in qualifying for a Record of School Achievement.

There are four sections in this booklet:

- General Information about the Record of School Achievement
- School Assessment Procedures
- Assessment Schedules for each Subject
- Summary of Assessment Tasks.

The information includes details of NESA (the NSW Education Standards Authority) requirements and Girraween High School's specific rules to ensure these requirements are met. Most importantly, it sets out the School Assessment Procedures which must be adhered to so that everyone is treated fairly and equitably. Following these will enable you to maximise your marks.

The Assessment Certification Examination (ACE) website ( <http://ace.nesa.nsw.edu.au> ) provides up-to-date information about the rules and procedures set by the NSW Education Standards Authority in relation to the Record of School Achievement (RoSA) and the Higher School Certificate (HSC). NESA publications, including syllabuses, can be found on the NESA website ([www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)).

It is vital that you spend time to thoroughly read and understand your rights and responsibilities in regard to assessment.

Commitment, organisation and planning will be the keys to a successful year for you. It is most important that you draw up your own personal assessment calendar, that you use your homework diary and that you plan your time. If you have not done this in the past, now is the time to start.

If you are experiencing difficulty in planning, in keeping up, in meeting assessment requirements, if you are feeling stressed or if you are unsure about anything, you should seek help immediately.

These people will be able to advise you:

- Head Teacher or your classroom teacher for subject specific issues
- Year Adviser
- Head Teacher Welfare
- School Counsellor
- Deputy Principals
- Principal.

Make sure that you include in your planning some relaxation time, some exercise and some time with friends. This will help you reduce stress and be more focussed when you are working. Adequate and a regular sleeping pattern is also an important element of your academic success. This will help you to reduce stress and be more focused when you are working. Explain your study plan to your parents and family and enlist their support. You are all very capable and that if you make a commitment and do your best you will achieve your goals.

I wish each of you a successful and fulfilling year.

Mr L. Crangle

Principal

## **1. GENERAL INFORMATION ABOUT THE RECORD OF SCHOOL ACHIEVEMENT**

### **1.1 INTRODUCTION TO THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)**

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of a student's achievements up until the time they choose to leave school. NESA (the NSW Education Standards Authority) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

To qualify for the award of a Record of School Achievement (RoSA), a student must have:

- undertaken and completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA and
- completed Year 10.

### **1.2 MEETING COURSE REQUIREMENTS**

Students in Stage 5 (Years 9 and 10) are required to meet NESA mandatory curriculum requirements while studying courses in each year in Years 7–10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education (PDHPE).

At some time during Years 7–10, students are also required to meet NESA mandatory curriculum requirements while studying courses in Creative Arts, Technology and Applied Studies and Languages Other Than English. Students at Girraween High School fulfil these requirements in Stage 4 (Years 7 and 8).

### **1.3 SATISFACTORY COMPLETION OF A COURSE**

**Students will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence 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.**

**Attendance is an integral part of satisfactorily completing a course. The school recognises a minimum of 85% attendance for satisfactory completion of course work.**

**Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. Students are required to complete *all set tasks*, not only those for assessment. School reports will be issued twice a year (Semester 1 and Semester 2 reports) based on both assessment and non-assessment tasks.**

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course (see pages 20, 21 for sample copy of Official Warning Letter).

**If a student is deemed not to have completed a course, they will receive an 'N' determination.**

The course will be not be listed on the Stage 5 Record of School Achievement (RoSA), and this may mean that the student receives a Transcript of Study (that lists the subjects that the student satisfactorily completed) but may not be eligible for a RoSA. Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise the student of the date by which their appeal must be submitted. If the student is dissatisfied with the result of the school review of their appeal, they should advise the Principal that they wish the appeal to be referred to NESA.

If zero (0) marks are awarded for 50% or more of the available marks prescribed for the course, the Principal may certify that the course has not been satisfactorily completed. This will mean that the student is unsatisfactory in this course and will receive an 'N' determination. The course will be not listed on the student's Record of School Achievement (RoSA) and the student may not be eligible for a RoSA.

## 1.4 RoSA REPORTING MEASURES AND CREDENTIALS

Course Performance Descriptors developed by NESA (see 1.6 below), provide a basis for awarding Record of School Achievement (RoSA) Grades A – E (or equivalent) for student achievement at the end of Stage 5 (Years 9 and 10) and at the end of Stage 6 Preliminary (Year 11).

School-based assessment is used to award a school grade for each of the courses students have studied in Stage 5 (Years 9 and 10). Grades A – E are awarded based on the Course Performance Descriptors. (Note: In Mathematics, students will be awarded A10, A9, B8, B7, C6, C5, D4, D3 or E2). These grades indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

In Stage 6 Preliminary (Year 11) courses, if a student completes Preliminary courses, results in the form of Grades A – E are recorded. If a student partially completes a Preliminary or HSC course, the RoSA will list the courses that the student has undertaken up until the point of departure from school, with the date of leaving shown.

If a student takes HSC courses but is not entitled to an HSC, these HSC results will be recorded on their RoSA. When a student has completed HSC courses and has met eligibility requirements, they will receive the HSC testamur and will have their Preliminary and HSC results recorded on the HSC Record of Achievement. This credential will supersede the RoSA.

Students not entitled to receive the RoSA or an HSC Record of Achievement, or students who need a statement of their most up-to-date courses/results for other reasons, for instance for use in applying for casual work, may obtain a Transcript of Study that lists their results held at that time by NESA.

## 1.5 SELECTION OF COURSES IN STAGE 5

Students at Girraween High School in Stage 5 must do the compulsory core studies:

- English
- Mathematics
- Science
- Australian Geography
- Australian History
- PDHPE
- Sport

and **two elective courses** from the list below:

Commerce	Information and Software Technology (IST) *
Drama	Languages (French, Japanese)
Food Technology *	Music *
History (Elective)	Physical Activity and Sports Studies (PASS)
Industrial Technology Engineering *	Visual Arts *

\* *These subjects incur a compulsory subject fee.*

## 1.6 ALLOCATION OF STAGE 5 GRADES

The table below shows the common grade scale, which describes performance at each of the grade levels A – E.

For each course, a set of Course Performance Descriptors has been developed based on the common grade scale. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. The Course Performance Descriptors for each course and samples of student work can be viewed on the Assessment Resource Centre on the

<http://arc.nesa.nsw.edu.au>

Teachers will collect assessment information about the achievements of students in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award each student at the end of Year 10.

**THE COMMON GRADE SCALE**

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

**2. SCHOOL ASSESSMENT PROCEDURES**

School assessment results will not be increased to compensate for factors such as extended illness or misadventure that may have affected a student's performance throughout the course.

Teachers will assess the student's actual performance, not the potential performance.

**2.1 THE PURPOSE OF ASSESSMENT**

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment provides opportunities for teachers to gather evidence about student achievement in relation to outcomes; enables students to demonstrate what they know and can do; clarifies student understanding of concepts and promotes deeper understanding; and it provides evidence that current understanding is a suitable basis for future learning.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used to gather evidence about student achievement and to improve student learning.

*Assessment for learning* involves teachers using evidence about students' skills, knowledge and understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

*Assessment as learning* occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

*Assessment for learning* and *assessment as learning* incorporate some common elements, such as: self-assessment and peer assessment; strategies for students to actively monitor and evaluate their own learning; feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Gathered evidence is used by teachers for *assessment of learning*, sometimes referred to as 'summative assessment', to rank or grade students. This usually takes place at key points in the learning cycle, such as at the end of Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.



Stage 5 assessment programs will be used to measure student achievement and to award School Grades at the end of Year 10. NESA stores this information and issues the Record of School Achievement (RoSA) electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

## 2.2 ATTENDANCE

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and they may not be eligible to receive a Record of School Achievement (see 1.3 above).

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of the task is given.

However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Head Teacher Administration (or the Principal) an ***Illness / Misadventure Application Form*** (with relevant documentation – see 2.8 below. See pages 20, 21 for sample copy of form).

## 2.3 ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This Assessment Booklet provides you with an assessment schedule for each of your subjects (see pages 24 – 41). Each assessment schedule lists for each task: type of task, approximate date (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks (see pages 42, 43) – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

***Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE. Students will be informed in writing of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.***

## 2.4 NOTIFICATION OF ASSESSMENT TASKS

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. ***Any changes of date will be notified in writing.***

***Note that the written notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.***

The Principal is to be consulted if it is not possible to give two weeks notice for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed and students will be informed of the re-scheduled date of the task.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due

- the Areas of Learning to be assessed
- the general nature of the assessment task.

For assessment tasks completed outside the classroom, the written notification must also include:

- a *Statement of Authenticity and Academic Integrity* (this must be signed by the student and submitted with the completed assessment task – see 2.5 and 2.17).

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor

the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Head Teacher Administration or the Principal **well before the date** (see 2.6, 2.7 below).

## 2.5 SUBMISSION OF TASKS

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which is part of the written notification) must be signed by the student and submitted with the completed assessment task (see 2.4 and 2.17)
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* (see 3.1 – 3.4) to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE (see 2.8, 2.11 and 2.16 below).

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

## 2.6 EXTENSIONS TO SUBMIT OR COMPLETE AN ASSESSMENT TASK

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Unless an application for an extension has been approved by the Head Teacher Administration or Principal, the late submission or completion of a task will result in ZERO marks being awarded for that task (see 2.11 and 2.16 below).

Extensions for assessment tasks completed outside the classroom must be given to the Head Teacher Administration or the Principal using the school's *Illness / Misadventure Application Form* (see sample copy pages 20,21) **well before the due date** of the task.

If a student is unable to complete a task at the specified time they must seek an extension from the Head Teacher Administration or the Principal using the school's *Illness / Misadventure Application Form* (see 2.8 below).

Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness. 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 an extension.

If your extension is not granted, you must submit the incomplete task or complete the task on the designated date.

An extension of time for the submission or completion of tasks may only be granted by the Head Teacher Administration or Principal after consultation with the appropriate Head Teacher. **Applications submitted after the due date (of task submission) or specified time (of completing the task) will not be considered.**

## 2.7 PRIOR KNOWLEDGE OF ABSENCE

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, which includes being absent due to another school organised activity, the student must NOTIFY THEIR CLASS TEACHER **well before the due date**.

Students MUST either submit the task before the due date or make arrangements for its submission on the due date. All tasks submitted after the designated time will be deemed LATE (see 2.5 above; see 2.8, 2.11 and 2.17 below).

The school will always endeavour to minimise clashes with Assessment Tasks and school organised activities.

Students involved in a school organised excursion, or school organised commitment, that is on the day before or the day of an Assessment Task in another subject, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion / school commitment must give a copy of student names in attendance to the relevant subject Head Teacher and the Head Teacher Administration.

## 2.8 ILLNESS/MISADVENTURE

### 2.8.1 EVIDENCE OF ILLNESS / MISADVENTURE

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 (eg influenza, stomach virus)
- **misadventure:** that is, any other event beyond the student's control which affects the student's performance in the task (eg 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 (see 2.8.2 below).

All applications must be submitted on an **Illness / Misadventure Application Form** (sample form on pages 20, 21). 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 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](http://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 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 page 2 of the Girraween High School ***Illness / Misadventure Application Form*** (sample form on pages 20, 21).

A pdf copy of the ***Illness / Misadventure Application Form*** can be downloaded from the school website [www.girraween-h.schools.nsw.edu.au](http://www.girraween-h.schools.nsw.edu.au)

Our School → Rules & Procedures → School Policies → Illness / Misadventure

**Medical certificates obtained after the event will not be accepted.**

## 2.8.2 ILLNESS MISADVENTURE PROCEDURES

It is the student's responsibility to ensure all assessment tasks are submitted by the due date or performed in class at the specified time. Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time (see 2.6 and 2.7 above). This will not be varied unless there are **exceptional circumstances** and only after consultation with the Head Teacher Administration or Principal (see ***Misadventure*** in 2.8.1 above).

Students are advised to complete all assessment tasks to the best of their ability and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

- 1) A student who is absent from school for a valid reason on the day an assessment task is due to be handed in has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by 9.00 am** on the due date, **or** to ensure a parent notifies the school by telephone by **9:00 am** on the day the assessment task is due:
  - to speak to the relevant Head Teacher to make arrangements for the task to be submitted by email or by delivery to the school's Front Office on that day

**or**

  - to inform the Head Teacher that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted.

**On the day of their return to school**, the student must see the Head Teacher Administration or Principal to submit an ***Illness / Misadventure Application Form*** (sample form on pages 20, 21) and to provide evidence of the facts, detailing why the circumstances prevented them from submitting the task on time (see 2.8.1 above). Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness **MUST** provide a medical certificate **for the relevant time period** (see 2.8.1 above).

Students will lose 20% per day for the task if no ***Illness / Misadventure Application Form*** is submitted by the student to explain their absence, or the ***Illness / Misadventure Application*** submitted by the student is not approved (see 2.16).

- 2) A student who is absent from school for a valid reason on the day of an assessment task **MUST ensure a parent notifies the school by telephone by 9:00 am** on the day of the assessment task to inform the relevant Head Teacher that they will be unable to complete the task on that day, and give an anticipated date for their return to school.

**On the day of their return to school**, the student must see the Head Teacher Administration or Principal to submit an ***Illness / Misadventure Application Form*** (sample form on pages 20, 21) and to provide evidence of the facts, detailing why the circumstances prevented them from attempting the task (see 2.8.1 above). Details can be supplied on a confidential basis where necessary. Students who submit an application on the grounds of illness **MUST** provide a medical certificate certifying the illness **occurred on the day of the assessment task** (see 2.8.1 above).

The student must be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (see 2.12).

During major examinations (see 2.10 below), students must be prepared to undertake an examination on the school day following the expiry of their medical certificate. Students **MUST** contact the Head Teacher Administration to organise the date for any re-scheduled examinations. It is expected that re-scheduled examinations will be undertaken within the major examination period.

A mark of **ZERO** will be recorded for the task if no ***Illness / Misadventure Application Form*** is submitted by the student to explain their absence, or the Illness / Misadventure Application submitted by the student is not approved (see 2.16).

- 3) If a student completes an assessment task but believes that a **misadventure** adversely affected their performance, the student **MUST** commence an Illness / Misadventure Application **on the day of the task** by seeing the Head Teacher Administration or Principal to obtain an ***Illness / Misadventure Application Form*** (sample form on pages 24, 25) and providing an explanation as to why they feel their performance in the assessment task had been adversely affected (see 2.8.1 above). Note that misadventure does not include sickness. The student must return the completed ***Illness / Misadventure Application Form*** to the Head Teacher Administration or Principal, with the required evidence, with-in an agreed time-frame.

If the Illness or Misadventure Application is not approved, then the student will receive the mark they gained on the task. If the Illness / Misadventure Application is approved, the Head Teacher Administration or Principal will advise the student of the course of action to be taken (see 2.12 below).

- 4) Steps to be taken if a student is sick DURING the completion of an assessment task at school:
- (i) The student **MUST** notify the class teacher / exam supervisor who will offer the appropriate assistance and will immediately notify the relevant Head Teacher.
  - (ii) If the student chooses they can continue with the completion of the task. **NO EXTRA TIME WILL BE GIVEN AND THE RESULT ACHIEVED IN THE TASK WILL NOT BE ADJUSTED.**
  - (iii) If the student is unwell and unable to proceed with the completion of the assessment task, they will be signed out via the school Sick Bay and allowed to go home. The student will be advised to see a doctor immediately. The relevant Head Teacher will notify the Head Teacher Administration responsible for the student's Year or the Principal.

On the day of their return to school, the student must see the Head Teacher Administration or Principal to submit an ***Illness / Misadventure Application Form*** (see 2.6 and 2.12) and must be prepared to sit for a substitute task. A medical certificate verifying the illness on the day of the assessment task **MUST** be provided (see 2.8.1 above).

**Note: Illness / Misadventure Applications initiated after assessment task results have been issued will NOT be considered in any circumstances.**

## **2.9 ABSENCE ON THE DAY BEFORE TASK AND ATTENDANCE ON THE DAY OF TASK**

Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***. **Medical certificates obtained after the event will not be accepted (see 2.8.1 above)**.

If proof of illness or leave is not approved, then the student's assessment mark for that task will be **reduced by 10%**.

The steps outlined in 2.8.2 above must be followed if a student is sick DURING the completion of a task at school, or if a student believes that **exceptional circumstances** have adversely affected their performance.

## 2.10 MAJOR EXAMINATIONS

The major examinations in the Stage 5 (Year 10) Course are the Year 10 Yearly Examinations.

No Year 10 Assessment Tasks or excursions/extra curricular activities are to be scheduled during the **week immediately preceding the Year 10 Yearly Examinations**.

***In the two school weeks prior to the Year 10 Yearly Examinations:***

- 1) students MUST attend all timetabled lessons or scheduled school activities (for the dates of the required days, see Summary of Assessment Tasks pages 42, 43). Any student absent in this time will require a medical certificate to verify their absence and MUST see the Head Teacher Administration or the Principal, **on the day of their return to school**, to submit an ***Illness / Misadventure Application Form*** with their medical certificate (See 1.3 and 2.8. Also see pages 22, 23 for sample copy of Official Warning Letter). Medical certificates obtained after the event will not be accepted.
- 2) if students know that they will be absent during this time due to exceptional circumstances, they need to apply to the Head Teacher Administration or the Principal using the school's ***Illness / Misadventure Application Form*** **well before the start** of the major examinations – documentary evidence will be required for verification (see 2.8.1 above).
- 3) the Head Teacher Administration or Principal may grant exceptions for student absence during this time due to exceptional circumstances, such as student involvement in school representative fixtures.

## 2.11 LATE SUBMISSION OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Head Teacher Administration receives a completed ***Illness / Misadventure Application Form*** that provides an acceptable explanation for the late submission of a task (see 2.8 above), the student will lose 20% of their marks per day for that task until the task is handed in, with a maximum loss of 100% after 5 days late. This included weekends. For example, if a task was due on Thursday, and not handed in till the following Monday, the student will lose 80% (see 2.16 below).

## 2.12 GRANTING OF AN ASSESSMENT TASK APPEAL

If an ***Illness / Misadventure Application*** has been approved, then the Head Teacher Administration or Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

**Important Note: There is no guarantee that your application for an Illness / Misadventure will be approved.**

## 2.13 MARKS AWARDED FOR SUBSTITUTE TASKS/EXTENSIONS OF TIME

In those cases where a substitute task has been authorised (as above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This is necessary because a substitute task does not always duplicate the same conditions and content as the original task.

Where a substitute task cannot be given, a mark will be allocated with the approval of the Principal.

## 2.14 TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination (see 2.10 above). In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination (see 2.10 above) will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task (see 2.17 below).

## 2.15 ORAL TASKS

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a 20% reduction in marks per day late for the written submission component of the task (see 2.11).

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students MUST attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive ZERO for the oral presentation component of the task (see 2.11).

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive ZERO for the task, unless there are exceptional circumstances (see 2.11).

## 2.16 ZERO MARKS

A **ZERO** mark will be awarded when a student:

- submits a task later than 5 days from the due date (without a valid reason) (see 2.11 above)
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in malpractice (see 2.17 below).

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Adviser, Deputy Principal, Head Teacher Administration and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N' determination for that course (see pages 22, 23 for sample copy of Official Warning Letter).

## 2.17 MALPRACTICE IN ASSESSMENT TASKS

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the school's ***Acknowledging Sources in Assessment Tasks*** (see 3.1 – 3.4). Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism (see 3.2 below), is unacceptable.

For assessment tasks which are completed outside the classroom, a ***Statement of Authenticity and Academic Integrity*** must be signed by the student and submitted with the completed assessment task (see 2.3 and 2.5). Students must abide by the principles of this statement.

By signing this statement, a student is certifying that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development
- I have read, understand and have followed the school's ***Acknowledging Sources in Assessment Tasks*** (included in the Assessment Policy Booklet that has been issued to me).



All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism (see 3.2 below), could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC).

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

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see 3.1 – 3.4)
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see 3.1 – 3.4)
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks* (see 3.1 – 3.4)
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination. See 2.10, 2.14 above.)
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.
- changing or falsifying marks

In the case of suspected plagiarism (see 3.2 below), students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded (see 2.16 above).

## 2.18 ACCELERANTS

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 9, Year 10 and Preliminary Assessment, but this cannot be guaranteed.

## 2.19 DISPUTES REGARDING ASSESSMENT TASKS

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

**Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.**

## 2.20 ASSESSMENT CONCERNS

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

**Note: The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

## FURTHER INFORMATION

The **Assessment Certification Examination (ACE) website** provides up-to-date information about the rules and procedures set by NESA (the NSW Education Standards Authority) in relation to the Higher School Certificate and the Record of School Achievement.

The URL for the ACE website is: <http://ace.nesa.nsw.edu.au>

# 3. ACKNOWLEDGING SOURCES IN ASSESSMENT TASKS

## 3.1 REFERENCING

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)

- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

- ① an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else (see 3.3.1 below)
- ② a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task (see 3.3.2 below).

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom (see 3.3 below). If an assessment task is not referenced in the required format, you may be suspected of plagiarism (see 2.20, 3.2).

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism (see 4.2 below), could lead to students receiving **ZERO marks** for that task and will jeopardise their Record of School Achievement (RoSA) and/or their Higher School Certificate (HSC) (see 2.20 above).

**Note:** Some Senior Courses require students to follow specific referencing systems:

- In English Extension 2, for the submitted Major Work, students must follow NESA referencing requirements. These requirements will be outlined to students by their English teacher.
- In Preliminary, HSC and Elective History courses, when instructed, students must follow the Footnote Referencing System. This system will be outlined to students by their History teacher.
- In Legal Studies, when instructed, students must follow the Legal Citation Referencing System. This system will be explained to students by their Legal Studies teacher.

## 3.2 PLAGIARISM

Plagiarism is a form of **malpractice** or **cheating** (see 2.20 above).

**Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.**

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing
- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List (see 3.1 above, and 3.3 – 3.4 below).

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task (see 2.20 above).

## 3.3 HARVARD STYLE REFERENCING GUIDE

### 3.3.1 In-text References

If you directly quote an author, discuss their idea, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication and the relevant page number(s) of their publication.

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

### Quote

This is where you copy the exact words from the original source. You must use the author's surname, the year of publication, and the page number(s).

*Example:* 'As discussed previously, a satellite can be put into Earth orbit. The required orbital velocity depends on the radius of the orbit.' (Warren 2008, p. 17)

'' Single quotation marks are used for quotes of fewer than 30 words to show where the quote begins and ends, followed by the in-text reference.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

### Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words (including grammar, vocabulary, sentence structure, and style). Note that no quotation marks are used here.

*Example:* Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

### Electronic/Internet/Web source

Exactly the same rules: Author's last name date, 'page' reference. Where there is no 'page' reference, you cite Author's last name date and paragraph number. Use the same methods as above if there are no identifiable authors, use the group name, or failing that, the short title of the site/page (University of Sydney, 2008).

*Example:* 'The easiest way to think about this is in two dimensions. Think of space and time as a piece of paper, which is bent over on itself. If a weight is put on top of the paper it will sag towards the centre. If there is another weight on the opposite side, it will also sag towards the centre. If the two bulges eventually meet, a wormhole could form and join two regions of space.' (BBC 2008, para 4)

### 3.3.2 Creating a References List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where an item has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from other sources such as books, journals and electronic sources, including the internet, that are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

### 3.3.3 Inbuilt References Generator

Microsoft Word has an inbuilt References Generator. To use this within a Word document:

Step 1: In the *References* tab (top of the screen), look for the *Citations & Bibliography* section. If necessary, select the *Style* tab in the drop down menu and change the style to *Harvard*.

Step 2: When required to add an in-text reference, select *Insert Citation*, complete the required information, then hit *OK* to return to the document.

Step 3: Upon completing the document, select *Bibliography*, then in the drop down menu select *Insert Bibliography*. Documents cited will then be automatically inserted. An appropriate heading would then need to be entered at the start of the list.

**Books & Articles**

Type	In-Text Citation	Reference List
<b>Book with one author</b>	... notes its prominence (Weller 2011) OR Weller (2011) notes that ...	Weller, M 2011, <i>The digital scholar: how technology is transforming academic practice</i> , Bloomsbury Publishing, New York.
<b>Magazine Article</b>	(Rick & Erlandson 2009) (Rick & Erlandson 2009, p. 952)	Rick, TC & Erlandson, JM 2009, 'Coastal exploitation', <i>Science</i> , 21 August, pp. 952-953.
<b>News Paper Article</b>	(Browne 2010) (Browne 2010, p. 45)	Browne, R 2010, 'This brainless patient is no dummy', <i>Sydney Morning Herald</i> , 21 March, p. 45.

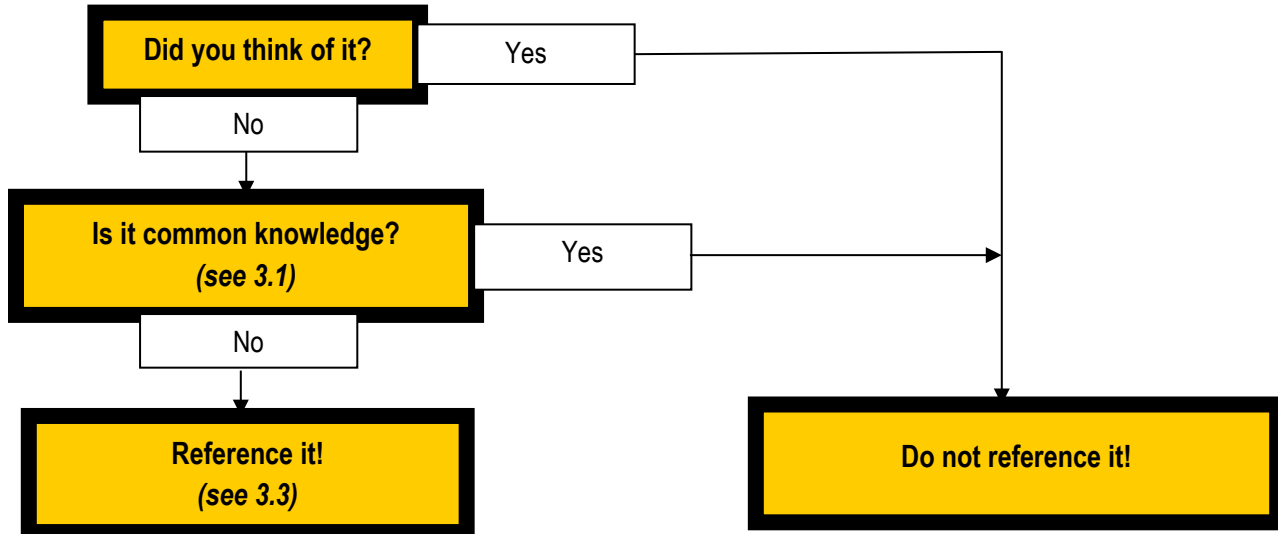
**Online Resources**

Type	In-Text Citation	Reference List
<b>Email</b>	<b>SENDER'S NAME (sender's email address), date. Subject of message. Email to RECIPIENT'S NAME (recipient's email address)</b> Jones (2008) stated...	JONES, A (ajones@hotmail.com), 4 May 2008, <i>Writing essays</i> . Email to D. BROWN (d.brown@hotmail.com)

<b>eBook</b>	... the most prestigious of the British universities (Bhopal & Danaher 2013) OR Bhopal and Danaher (2013) suggest ...	Bhopal, K & Danaher, PA 2013, <i>Identity and pedagogy in higher education: international comparisons</i> , e-book, Bloomsbury Academic, London, viewed 15 February 2018, <a href="https://ebookcentral.proquest.com">https://ebookcentral.proquest.com</a>
<b>Web page with author/s listed</b>  <i>Follows the same author formatting as other resources</i>	... notes its prominence (Palmer 2008) OR Palmer (2008) notes that ...	Palmer, LF 2008, <i>Insufficient milk syndrome: a fallacy becomes a reality</i> , viewed 15 February 2018, <a href="http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/">http://babyreference.com/insufficient-milk-syndrome-a-fallacy-becomes-a-reality/</a>
<b>Web page without author/s</b> <i>Title becomes main entry, use full title in-text; subsequent in-text citation can be abbreviated</i>	... its demise ( <i>\$250m funding boost for malaria vaccine</i> 2003) <b>Subsequent entries:</b> ... ( <i>\$250m funding boost</i> 2003)	<i>\$250m funding boost for malaria vaccine 2003</i> , viewed 15 February 2018, <a href="http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/">http://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220/</a>
<b>Web page without a date</b> <i>Use (n.d.) instead of a year</i>	...in assessment (Australian College of Midwives n.d.) OR The Australian College of Midwives (n.d.) state that ...	Australian College of Midwives n.d., <i>Midwifery practice review</i> , viewed 15 February 2018, <a href="https://www.midwives.org.au/what-mpr">https://www.midwives.org.au/what-mpr</a>
<b>On line Journal article with one author</b> <i>Follow this format for articles from databases or in print</i>	(Clark 2003)	Clark, J 2003, 'Estimating the area of Virginia', <i>Journal of Online Mathematics and its Applications</i> , vol. 3, viewed 6 October 2009, <a href="http://mathdl.maa.org/mathDL/4/?pa=cotent&amp;sa=viewDocument&amp;nodeId=507">http://mathdl.maa.org/mathDL/4/?pa=cotent&amp;sa=viewDocument&amp;nodeId=507</a>
<b>YouTube and other streaming video</b>	... colour (Vsauce 2013) OR Vsauce (2013) posits that ...	Vsauce 2013, <i>Is your red the same as my red?</i> , online video, viewed 15 February 2018, <a href="https://www.youtube.com/watch?v=evQsOFQju08">https://www.youtube.com/watch?v=evQsOFQju08</a>
<b>DVD on YouTube</b>	...ever-present question about art is how it impacts on us (Gough 2017).	Gough, P 2017, <i>What makes art good or bad?</i> , video recording, YouTube, viewed 17 July 2017, < <a href="https://www.youtube.com/watch?v=XNQVe4qgtx8">https://www.youtube.com/watch?v=XNQVe4qgtx8</a> >.

University of Newcastle Library, August 2018. Based on the Style Manual for Authors, Editors and Printers, 6th edition, using the Monash Harvard style

## 3.4 REFERENCING SUMMARY

**What is Referencing?**

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.

**Why do you have to reference properly?**

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

**What if you don't reference properly?**

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.



**GIRRAWEEEN  
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### Illness / Misadventure Application

#### Stage 5 (Year 10) / Preliminary / HSC Assessment Task

This form **MUST** be used for all Illness / Misadventure Applications.  
Refer to the *Evidence of Illness / Misadventure* section in your student Assessment Booklet.

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 or  Absent in the two weeks prior to a Major Examination
  - 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.)

Reasons supporting application (to be completed by the student):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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: \_\_\_\_\_

Deputy Principal / Head Teacher Administration / Principal recommendation:

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 for being absent in the two weeks prior to a Major Examination.

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 10% due to : \_\_\_\_\_

Other: \_\_\_\_\_

Signature Deputy Principal/Head Teacher Admin/Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to:

- Central File
- Student
- Deputy Principal (Years 11 – 12)
- Head Teacher Administration (Year 10)
- Head Teacher(s): \_\_\_\_\_





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## Independent Evidence of Illness / Misadventure Stage 5 (Year 10) / Preliminary / HSC Assessment Task

This side of the form can be used to support Illness / Misadventure Applications.  
Refer to the *Evidence of Illness / Misadventure* section in your student Assessment Booklet.

Student Name: \_\_\_\_\_ Girraween High School Roll Call Class: \_\_\_\_\_

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

Diagnosis of medical condition:

Date of onset of illness:

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

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

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

Profession:

Place of work / organisation:

Address:

Contact phone:

Signature:

Date:

### SECTION 2: Evidence of Misadventure: to be completed by a relevant person.

Date of misadventure event:

Description of event:

Name:

Profession:

Place of work / organisation:

Address:

Contact phone:

Signature:

Date:

Further evidence attached (please describe): \_\_\_\_\_



**GIRRAWEEEN**  
HIGH SCHOOL

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## OFFICIAL WARNING:

### Non-completion of a Stage 5 (Years 9 – 10) Course

DATE

Address

Address

Dear [ Parent / Guardian ]

I am writing to advise you that your son/daughter *Student Name* of Roll Class 10X is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in *Course Name*.

Delete ONE of the following:

This course is mandatory for the award of the Record of School Achievement (RoSA).

This course is a Stage 5 elective course that is credentialled on the Record of School Achievement (RoSA).

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement (RoSA) and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement (RoSA).

#### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, the Board of Studies Teaching and Educational Standards (BOSTES) requires the Principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by BOSTES; and
- (b) applied him/herself 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform BOSTES that the student has not satisfactorily completed the course.

*Student Name* is not currently meeting one or more of these requirements. In particular, he/she *N Award Description*.

#### Official warning

BOSTES requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem.

This is the *1st, 2nd, 3rd* official warning we have issued notifying you that *Student Name* is at risk of not completing the above course. Delete the following if first warning. Otherwise delete/complete as appropriate.

A first warning was sent to you on *Date*. Previous warnings were sent to you on *Date*.

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by *Student Name* to correct the problem.

<i>Task or course requirement</i>	<i>Action required by student</i>	<i>Date for completion</i>

*Add/delete rows as required*

**Action by parent/guardian**

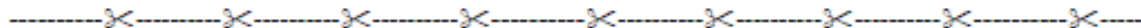
To support *Student Name* in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact *Contact Details*.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_  
Class Teacher/Head Teacher  
Name of Teacher

\_\_\_\_\_  
Principal  
Mr L. Crangle



***Acknowledgement of Official Warning***

I have received the letter dated *Date* advising me that *Student Name* is in danger of not meeting the course requirements for *Course Name*, and am aware that this is the *1st, 2nd, 3rd* official warning.

I am aware that *Course Name* is / is not a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement (RoSA), and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Individual Subjects

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Commerce**

<b>TASK</b>	<b>Type of Task and Description</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Media File</b>	Students will compile a variety of current legal cases, addressing civil and criminal law, specifically focusing on young offenders and the law. The assessment requires students to analyse a variety of aspects to the selected cases. Reflecting on their range of articles students will also be required to write one extended response question.	25%	COMM5-1, COMM5-2, COMM5-3, COMM5-4, COMM5-5, COMM5-7 COMM5-8, COMM5-9	Term 1, Week 8
<b>Half Yearly Examination</b>	The examination will comprise of multiple choice, short answer and an extended response question. The topics covered in the examination are: Law, Society and Politics and Our Economy.	25%	COMM5-1, COMM5-2, COMM5-3, COMM5-4, COMM5-5, COMM5-8	Term 2, Week 3
<b>Political Involvement Report</b>	Students will be developing a political profile on their electorate and a selected candidate of a political party. They will be required to address several questions to the election campaigns. The format for this assessment will be in report form.	25%	COMM5-1, COMM5-2, COMM5-3, COMM5-5, COMM5-6, COMM5-7, COMM5-8 COMM5-9	Term 3, Week 8
<b>Yearly Examination</b>	The examination will comprise of multiple choice, short answer and an extended response question. The topics covered in the examination are: Law, Society and Politics, Our Economy, Law in Action and Employment and Work Futures.	25%	COMM5-1, COMM5-2, COMM5-3, COMM5-4, COMM5-5, COMM5-8	Term 4, Week 3
		<b>100%</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Drama**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Traditions of Theatre – Greek Drama</b>	<b>Practical (20%)</b> In groups, students research a myth or legend to perform using the traditions of Greek Theatre including elements of mask, chorus, call and response and symbolic movement. <b>Sound and Lighting Cue Script (10%)</b> Students are to present an annotated cue script with all sound and lighting cues annotated. This is to be accompanied by a stage map outlining key set pieces and demonstrating their vision for their lighting plan	30%	5.1.4, 5.2.1, 5.2.2, 5.3.3	<b>Term 1 Week 11</b>
<b>2. Shakespeare - Monologue</b>	<b>Practical (20%)</b> Students are required to select a 1-2 minute monologue from one of Shakespeare's plays to perform, employing Stanislavski's Method. <b>Subtext Exercise (10%)</b> Students are to annotate the script for their monologue, exploring the subtext, motivations, objectives, units of action and given circumstances.	30%	5.1.1, 5.2.1, 5.2.2, 5.3.1	<b>Term 2 Week 9</b>
<b>3. Scripted Drama - <i>Away</i></b>	<b>Practical (20%)</b> Students are to perform an extract from Michael Gow's <i>Away</i> to explore characterisation in scripted drama. <b>Logbook Submission (10%)</b> Students are to submit their logbook complete with weekly reflections, specified activities and their completed practice essay.	30%	5.1.1, 5.2.2, 5.3.1	<b>Term 3 Week 10</b>
<b>4. Yearly Examination</b>	<b>Australian Drama Essay (10%)</b> Students will be given an essay question in which they will be asked to explore the theatrical conventions used in Michael Gow's play, <i>Away</i> , and their own experiences with the play.	10%	5.3.2	<b>Term 4 Week 3</b>
		<b>100%</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Engineering Studies**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	Practical & Report Timing Mechanism- Students will be designing and constructing simple open control system that uses a variety of mechanisms that will act to automatically cause a stationary object to fall over.	20%	5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1	Term 1, Week 7
<b>2</b>	Practical & Report Sensors - Students will explore the function and application of sensors, controllers and actuators within a control system. They will construct a physical 3-D model of a device, and present their findings with the aid of their model and AV presentation.	20%	5.1.1, 5.1.2 5.2.1, 5.2.2 5.3.2, 5.4.1 5.5.1, 5.6.1 5.7.1, 5.7.2	Term 2, Week 2
<b>3</b>	Practical and Report Robot- Students design and construct a control system that simulates an automated materials handling system operating in an egg production facility	30%	5.1.1, 5.1.2 5.2.1, 5.2.2 5.3.2, 5.4.1 5.5.1, 5.6.1 5.7.1	Term 3, Week 1
<b>4</b>	Group Practical and Report Wind Turbine- Students investigate some of the current and future uses of wind power as an alternative energy source. They will design a solution to a common alternative energy problem using wind as their primary energy source.	30%	5.1.1, 5.1.2 5.2.1, 5.3.2 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	Term 4, Week 2
		<b>100%</b>		

## YEAR 10 ASSESSMENT SCHEDULE: 2020

## English

Task	Type and Description of Task	Mode(s)	Overall Weighting	Outcomes	Due Date
<b>1. Voices of Australia</b>	<b>Writing Project – Major Work (15%) and Reflection (10%)</b> This task is a submission. Students will write <u>an imaginative response</u> that includes a perspective on the ‘Australian Voice’ as inspired by the texts studied in class. It must demonstrate an understanding of the skill and experimental nature of composing an original text. (15 marks) Students also will write a <u>reflection statement</u> explaining how their texts influenced their work in terms of the skill and experimentation used to create their work. (10 marks)	Reading Writing	25%	EN5-1A EN5-5C EN5-7D EN5-9E	<b>Term 1 Week 11</b>
<b>2. Close Study of Shakespeare</b>	<b>Response to Shakespeare</b> <b>Part A – Written Response (15%)</b> -This task is a test in which students respond to a question in essay form assessing the universality of the ideas within the text and making detailed reference to Shakespeare’s <i>Othello</i> .(15 marks) <b>Part B – Performance and Viva Voce (10%)</b> - The task requires students (in a group or duologue) to select a scene from the play and perform it to the class. The Viva Voce is a verbal response to questions which will reflect their understanding of their own performance and the play as a whole. (10 marks)	Reading Writing Listening	25%	EN5 -1A EN5-2A EN5- 5C EN5-7D	<b>Term 2 Week 10</b>
<b>3. Yearly Examination</b>	<b>Part A – Reading Task (15 marks; 5%)</b> This task is a test that will require short responses to unfamiliar texts related to ‘Voices of Australia’. <b>Part B - Creative Writing</b> inspired by the Shakespearean text (10 marks) <b>Part and C – Extended Written Response (Comparative Study “Texts in Time”)</b> (15 marks; 15%)	Reading Writing	30%	EN5-1A EN5-3B EN5-4B EN5-6C	<b>Term 3 Week 9</b>
<b>4. Comparative Study of Texts and Contexts</b>	<b>Speech and Multimodal Presentation (20 marks)</b> <b>“Texts of Time” unit:</b> Students will plan and present a speech and multimodal presentation in response to a question on <i>Gattaca</i> and either <i>Brave New World</i> or <i>Ender’s Game</i> and their contexts.	Speaking Viewing Representing	20%	EN5-2A EN5-5C EN5-6C	<b>Term 4 Week 3</b>
			<b>100%</b>		



**YEAR 10 ASSESSMENT SCHEDULE: 2020****Food Technology**

<b>Task</b>	<b>Type and Description of Task</b>	knowledge and understanding	skills researching evaluating	skills in designing producing	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b> Research Task 1: Food for Special Needs	researching, evaluating and communicating issues in relation to food designing, producing and evaluating solutions for specific food purposes		10	10	20	5.4.1 5.4.2 5.6.1	<b>Weeks 9.10</b> <b>Term 1</b>
<b>2</b> Food Preparation and Processing Skills	skills related to food hygiene, safety and the provision of quality food food properties, processing and preparation and an appreciation of their interrelationship to produce quality food		10	20	30	5.1.1 5.1.2 5.2.2 5.2.3	<b>Week 2</b> <b>Term 2</b>
<b>3</b> Research Task: Food Product Development	appreciation of the significant role of food in society selects and employs appropriate techniques and equipment for a variety of food-specific purposes		10	10	20	5.5.1 5.5.2 5.6.2	<b>Weeks 3.4</b> <b>Term 3</b>
<b>4</b> Yearly Examination	All topics: 45 minute written examination that will test all course content. The examination will include multiple choice, short answer and extended responses.	30			30	5.2.1 5.3.1 5.3.2	<b>Week 3</b> <b>Term 4</b>
		<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Geography**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
Extended Response	Environmental Change and Management: Students are to select ONE environmental issue and relevant case study to complete individual research to prepare for an extended response. The extended response will be completed in class under examination conditions.	25%	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7 and GE5-8	<b>Term 1, Week 9</b>
Half Yearly Examination: Skills	The examination will comprise of Geographical Skills including; thematic maps, data tables, pie graphs, column graphs, statistics, photographs, aerial photographs and cartoons. Previous skills from Year 7-9 can also be included, including; latitude and longitude, climate graphs, bearings and topographic maps.	25%	GE5-7 and GE5-8	<b>Term 2, Week 3</b>
Research Assignment	Human Wellbeing: Students will complete research on TWO nations to complete a comparison report using human wellbeing indicators.	25%	GE5-1, GE5-2, GE5-6, GE5-7 and GE5-8	<b>Term 3, Week 3</b>
Yearly Examination	The examination will comprise of multiple choice, short answer and an extended response question. The topics covered in the examination will be: Geographical Skills, Environmental Change and Management and Human Wellbeing.	25%	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7 and GE5-8	<b>Term 4, Week 3</b>
		<b>100%</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****History**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
1. ICT/Research	ICT/Research The Challenges of World War I: Students will be required to research the challenges (faced by Australian troops) in World War I. Students are to choose a source that relates to the challenges, and analyse its key features.	25%	HT5-3, HT5-5, HT5-7, HT5-8 and HT5-10	<b>Term 1, Week 7B</b>
2. Source Analysis	Source Analysis Background to World War II: Students will be given a series of sources and asked to draw conclusions based on them and their own knowledge of the topic being assessed. There will be a combination of multiple choice, short answer and extended response questions in this task.	25%	HT5-1, HT5-4, HT5-5 and HT5-9	<b>Term 2, Week 2B</b>
3. Portfolio/ Article	Portfolio/ Article Popular Culture/Decade study: Students will be required to research one area of popular culture and what that reveals about their society in the decade they are studying. .	25%	HT5-5, HT5-6, HT5-7, HT5-8 and HT5-10	<b>Term 3, Week 5A</b>
4. Yearly Examination	Yearly Examination Yearly Examination: The Examination will be a combination of multiple choice, short answer and extended response questions.	25%	HT5-1, HT5-3, HT5-4, HT5-6, HT5-7, HT5-8 and HT5-10	<b>Term 4, Week 3A</b>
		<b>100%</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Information Software Technology**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b> Major Project 1: Individual component	Students will need to create a Tic-Tac-Toe game application using Visual Basic 6 platform and demonstrate their understanding of the programming concepts.	15%	5.4.1 5.4.2 5.6.1	<b>Weeks 9, Term 1</b>
<b>2</b> Major Project 1: Group component	Students will be demonstrating their understanding and applying all the high-level programming constructs learned in the unit via the group task to create a Hangman game application along with SDLC styled portfolio.	20%	5.1.1 5.1.2 5.2.2 5.2.3	<b>Week 3, Term 2</b>
<b>3</b> Major Project 2	Students will identify and analyse how artificial intelligence is applied in various domains of the modern world. Students will be demonstrating a pseudo AI Engine by creating a Chatbot using the previous programming knowledge as well as applying Artificial Intelligence principles.	35%	5.5.1 5.5.2 5.6.2	<b>Weeks 6, Term 3</b>
<b>4</b> Major Project 3	Students will identify and analyse how artificial intelligence is applied in various domains of the modern world. Students will be demonstrating innovation by designing a robot that is yet to be created and construct a prototype of it in 3D using CAD tools as well as 3D print their design.	30%	5.2.1 5.3.1 5.3.2	<b>Week 4 Term 4</b>
		<b>100%</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Japanese**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Communicating (Outcome: C)</b>	<b>Understanding (Outcome: U)</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	<u>Listening/Reading</u> Students will listen to and read a variety of texts in Japanese and respond in English or Japanese.	5% (Accessing & Responding)	5% (System of Language)	10%	LJA5-3C LJA5-7U,	<b>Term 1, Week 9</b>
<b>2</b>	<u>Let's Go to Hisai Project 1</u> Students will research and create a 10 frame slide shows on the topic(s) learnt in class using Power Point. The target audience is your imaginary Hisai host family in Japan.	20% (Accessing & Responding, Composing)		20%	LJA5-3C, 4C,	<b>Term 2, Week 2</b>
<b>3</b>	<u>Let's Go to Hisai Project 2</u> Students will present their work (Task 2) with their speech to your imaginary Hisai class. The scripts are to be submitted.	10% (Composing)	10% (System of Language)	20%	LJA5-4C, LJA5-7U,	<b>Term 3, Week 3</b>
<b>4</b>	<u>Video Matsuri Project 2</u> Students will create roleplays in groups and submit their work to the Video Matsuri competition. Conversations scenes are to be included.	5% (Interacting, Accessing & Responding, Composing)	5% (System of Language)	10%	LJA5-1C, 4C, LJA5-7U, 8U,	<b>Term 3 Week 9</b>
<b>5 Yearly Examination</b>	<u>Listening/Reading</u> Students will listen to and read a variety of texts in Japanese and respond in English or in Japanese. <u>Writing:</u> Students will apply a range of linguistic structures to express own ideas in writing	20% (Accessing & Responding, Composing)	20% (System of Language, The role of Language and Culture)	40%	LJA5-3C, 4C LJA5-7U, 8U, 9U	<b>Term 4, Week 4</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Mathematics**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1</b>	In Class test: 20 minute non - calculator test 70 minute test using calculators	7.5	7.5	15%	Number and Algebra	<b>Term 1 Week 5B</b>
<b>2</b>	In Class test: 20 minute non - calculator test 70 minute test using calculators	7.5	7.5	15%	Number and Algebra Measurement and Geometry	<b>Term 2 Week 2B</b>
<b>3</b>	In Class test: 20 minute non - calculator test 70 minute test using calculators	12	12	24%	Number and Algebra Measurement and Geometry	<b>Term 3 Week 4B</b>
<b>4</b>	Yearly Examination: 120 minute test using calculators (20 minute non - calculator test : Term 3, Week 10B)	23	23	46%	Number and Algebra Measurement and Geometry Statistics and Probability	<b>Term 4 Week 3A</b>
		<b>50</b>	<b>50</b>	<b>100</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Music**

Task	Type and Description of Task	Performance	Composition	Musicology/ Listening	Overall Weighting	Outcomes	Due Date
<b>1. Music for Multimedia (Film, TV, Video Games)</b>	Topic Performance (Music for	30%			<b>Semester 1 =100%</b>	5.1, 5.2, 5.3	<b>Term 1 Week 7</b>
	Multimedia) Free Choice	20%					<b>Term 2 Week 3</b>
	Performance						
	Media Composer Viva Voce & Analysis			30%		5.7, 5.8, 5.9	<b>Term 1 Week 10</b>
	Multimedia Theme Arrangement		20%			5.4, 5.5, 5.6	<b>Term 2 Week 4</b>
<b>2. Music for Small Ensembles</b>	MADD Preparation & Participation	10%			<b>Semester 2 =100%</b>	5.1, 5.2, 5.3	<b>Ongoing</b>
<b>3. Australian Music (Mandatory Topic)</b>	Topic Performance (Australian Music)	20%				5.1, 5.2, 5.3	<b>Term 3 Week 8</b>
	Original Composition (Australian Focus)		30%			5.4, 5.5, 5.6	<b>Term 3 Week 10</b>
<b>4. Yearly Examinations</b>	Free Choice Performance	20%				5.1, 5.2, 5.3	<b>Term 4 Week 5</b>
	Yearly Aural Examination			20%	5.7, 5.8, 5.9	<b>Term 4 Week 3</b>	

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Physical Activity and Sport Studies (PASS)**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Unit Assignment</b>	Take home assessment with hand-in component, and presentation on the links between nutritional intake and physical activity for varying individual needs.	5	5	10	1.1, 4.4	<b>Terms 1, Weeks 9B</b>
<b>2. Practical Assessment 1</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	15	5	20	4.1, 4.2, 4.3	<b>Terms 1-2 Ongoing</b>
<b>3. Practical Assessment 2</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	30	5	35	4.1, 4.2, 4.3	<b>Term 3-4 Ongoing</b>
<b>4. Yearly Examination</b>	Formal examination on all theory-based content.	10	15	25	1.1, 2.1, 2.2, 3.2	<b>Term 4 Week 3A</b>
		<b>60</b>	<b>40</b>	<b>100</b>		



**YEAR 10 ASSESSMENT SCHEDULE: 2020****PDHPE**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>1. Practical Assessment 1</b>	Students learn several sets of extended sequences in the Latin genre demonstrating technical dance skills, movement retention and performance skills. In groups, students then choreograph an additional sequence of new movement to create a short dance that reflects the intent of the original set sequences.	15	10	25	PD5-1,4,5,7,8,9,11	<b>Terms 1, Weeks 8-10</b>
<b>2. Health Examination &amp; Class work</b>	In-class examination based on the inherent risks associated with young people, including driver safety. Class work will be monitored continuously throughout the semester.	10	5	15	PD5-1,2,6,7,9	<b>Term 1, Week 10A</b>
<b>3. Practical Assessment 2</b>	Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20	10	30	PD5-1,4,5,7-10	<b>Ongoing Term 2-3</b>
<b>4. Health Examination &amp; Class work</b>	In-class examination based on the year's content. Class work will be monitored continuously throughout the semester.	15	15	30	PD5-1-3,6,7,9	<b>Term 3, Week 10B</b>
		<b>60</b>	<b>40</b>	<b>100</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Science**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Working Scientifically Skills Task</b>	This task assesses students' achievement of the Working Scientifically Skills. This includes questioning and predicting, planning and conducting investigations, processing and analysing data and information, problem solving, and communicating scientifically.	20%	0%	20%	SC5-4WS - SC5-9WS	<b>Term 1, Week 7</b>
<b>Half Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC5-4WS – SC5-9WS, SC5-15LW, SC5-11PW, SC5-17CW	<b>Term 1, Week 11</b>
<b>Student Research Project</b>	This is an independent project conducted by students to investigate the scientific relationship between two variables. Students conduct the experiment independently and present their findings in a formal manner.	20%	5%	25%	SC5-4WS – SC5-9WS	<b>Term 3, Week 7</b>
<b>Yearly Examination</b>	This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC5-4WS – SC5-9WS, SC5-10PW, SC5-11PW, SC5-15LW	<b>Term 4, Week 3</b>
		<b>60%</b>	<b>40%</b>	<b>100%</b>		

**YEAR 10 ASSESSMENT SCHEDULE: 2020****Visual Arts**

<b>Task</b>	<b>Type and Description of Task</b>	<b>Practical</b>	<b>Art History Criticism</b>	<b>Overall Weighting</b>	<b>Outcomes</b>	<b>Due Date</b>
<b>Task 1 Practice Art making &amp; Critical and Historical Studies</b>	<b>My world in a Triptych</b> Students learn about what makes up triptych paintings. Artworks, the role of the artist/designers and how the world around us influences the student's art/design practice.	15	15	30	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 5.7, 5.8, 5.9, 5.10	<b>Term 1 Week 11</b>
<b>Task 2 Art History Criticism</b>	<b>Origins and Identities</b> A postmodern and cultural investigation of social identity focusing on photography, video, installation art practices and the use of new technologies. In critical and historical studies, they investigate, interpret and explain how artists represent ideas about social and cultural identity using postmodern themes and techniques.	10	10	20	5.7, 5.8, 5.9, 5.10	<b>Term 2 Week 6</b>
<b>Task 3 Practice Art making</b>	<b>Origins and Identities</b> A postmodern and cultural investigation of social identity focusing on photography, video, installation art practices and the use of new technologies. Students investigate the conceptual framework to make artworks that represent a point of view about cultural identity using postmodern themes and techniques..	25		30	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	<b>Term 3 Week 10</b>
<b>Task 4 Art History Criticism</b>	<b>Yearly Examination</b> Students will answer questions related to the concepts of the Frames, Conceptual Framework and Artist Practice.		25	25	5.7, 5.8, 5.9, 5.10	<b>Term 4 Week 3</b>
		<b>50</b>	<b>50</b>	<b>100</b>		



## SUMMARY OF YEAR 10 ASSESSMENT TASKS

**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Semester 1

#### Term 1

WEEK	
1B	
2A	
3B	
4A	
5B	
6A	Mathematics,
7B	Engineering Studies, Music, History, Science
8A	PDHPE, Commerce, Dance
9B	Geography, Food Tech, Japanese, PASS, IST
10A	PDHPE, Music
11B	Drama, English, Science, Visual Arts

#### Term 2

WEEK	
1A	STEM
2B	Science, Engineering Studies, Food Tech, Japanese, History, Mathematics,
3A	Geography, Commerce, Music, IST
4B	Music
5A	
6B	Visual Arts
7A	
8B	
9A	Drama
10B	English

### Semester 2

#### Term 3

WEEK	
1A	Engineering Studies
2B	
3A	Geography, Food Tech, Japanese
4B	Mathematics
5A	History
6B	IST
7A	Science
8B	Commerce, Music
9A	English, Japanese
10B	Drama, Music, Visual Arts

#### Term 4

WEEK	
1A	
2B	Engineering Studies
3A	<b>Yearly Examination Week – All subjects</b>
4B	STEM, IST
5A	Music
6B	
7A	
8B	
9A	
10B	