

**Year 10**

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**Assessment Schedule 2021**

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## Principal's Message

Year 10 is the first point in either NSW primary and secondary education where students must meet specific requirements in order to proceed to the next year of learning. Whilst there are no longer any external examinations, students still complete an external credential, the Record of School Achievement (RoSA). As such, all students across the state are obliged to meet the expectations of their school and the NSW Education Standards Authority (NESA) in terms of meeting course outcomes.

Internal school assessment is an integral component of Year 10. It allows student performance to be measured in a varied way over a period of time, rather than relying solely on a final examination.

This booklet outlines the general principles, purposes and rules of the assessment scheme for Year 10 at Batemans Bay High School. The schedule within also lists the specific requirements and tasks for each course. Further information is available from the NESA website at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).

The importance of reading and understanding these requirements cannot be stressed highly enough. Parents can contact the school at any time in regard to these guidelines and their child's progress.

Success in Year 10 is a combination of effort, resilience, commitment and an ability to focus your energy on your studies to achieve your goals.

I encourage you to access support to help you settle into your learning. If you are concerned or need help, please see your teachers, head teacher, year advisor or deputy principal so that we can form a plan to support you through Year 10.

Be kind to yourself, your friends and family.

Trust and believe in yourself. You can succeed if you put your mind to it.

Mrs Paula Hambly  
Principal

## Assessment Policy

The School Certificate was abolished in 2011, recognising the new school leaving age of 17 and the importance of the Higher School Certificate as the preferred credential for school leavers. As a result, no certificate is automatically awarded to students prior to the completion of Year 12, however successful completion of Year 10 is still a prerequisite to commencement of the Preliminary HSC in Year 11. Assessment in Year 10 is overseen by the NSW Education Standards Authority (NESA) and students have to conform to a mandatory statewide assessment policy.

If a student leaves school for any reason between the end of Year 10 and Year 12, he/she will be awarded a Record of School Achievement (ROSA), reporting on his/her performance in the most recently completed year.

This booklet outlines the Batemans Bay High School Year 10 Assessment Policy. It aims to help students by:

- informing them of the aims and various practical aspects of the NESA assessment system and
- warning them of certain rules they must follow and requirements they must meet

For each course an assessment schedule has been included in this booklet. It identifies;

- the general nature of each task
- the course outcomes that will be assessed
- the estimated date of the task
- the weighting of each task towards the final assessment mark.

This booklet should be read in conjunction with the NESA policies available online at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

Assessment tasks are subject to change from year to year. Information in this booklet applies to students completing year 10 in 2021. While the information is correct at the time of printing, in some circumstances, information may change.

It is important for students to check the specific notification for each individual task that is handed out by their class teacher.

## What is Assessment?

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the course. As such, it is a vital component of learning and students will be graded in each course at the end of the year.

Another very important role of assessment is to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of achievement.

## Assessment Methods

Assessment tasks take a variety of forms in an attempt to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.

In all subjects these may involve some of the following:

- half-yearly and yearly examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity,
- oral presentations, or fieldwork.

## The Standard - Completing assessment tasks honestly

This standard sets out the NESA requirements concerning students submitting their own work in assessment.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the assessment process and the principles of good scholarship. Throughout the assessment process, the highest level of honesty is required.

### What is meant by good scholarship?

Good scholarship means three things:

- **Being honest and ethical:** you must be honest about what is your own work and what isn't, and about where you got your information.
- **Listing all your sources:** research using different sources of information is an important part of your work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source.
- **Using your own words:** communicate what you have learnt in your own words. This isn't always easy to do but it is very important and really worth the effort.

Each student's mark 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 NESA subject specification documentation. Use of inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning does not require formal acknowledgement.

## The responsibilities of the School

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESA, incorporating mandatory assessment components and weightings for that course
- The assessment policy and procedure and a student sign off acknowledgement
- Written notification provided to students at least two (2) weeks in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void, a new task will be set, and the same requirement of two week's notification will be upheld.

## The responsibilities of the Student

It is the responsibility of the student to:

- Complete each course in which he/she is enrolled. This will be demonstrated by:
  - Following the course that has been developed or endorsed by NESA
  - Applying themselves with diligence and sustained effort to the set tasks and experiences provided by the course, and
  - Achieving some or all of the course outcomes.
- Absence from class may mean that a student is not applying himself/herself with diligence and sustained effort and may therefore lead to an "N Determination" warning.
- Complete tasks immediately on return to school after an absence. In cases where tasks may be assessed over several days (for instance speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day he/she returns to school.
- Attend school for the full day of an assessment task, otherwise a penalty may result.
- Make a serious attempt at all tasks which are set out in the assessment program for each course.
- Present work that is his/her own, in the specified form by the due date. A student who is found guilty of malpractice will be given a zero mark for the task and an "N Determination" warning will be issued.
- Be responsible to be present for, or to hand in all assessment tasks at the required time as specified on the specific task notification.
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should telephone the school in order to notify the class or head teacher of the relevant faculty. An "Assessment Task Illness and Misadventure Application" (included in this document or available from the deputy principal) must be completed and returned to the deputy principal immediately who will then determine the case. Supporting documentation must be provided, such as a medical certificate or a satisfactory explanation in writing in the case of misadventure, explaining your inability to do the task. It is not the responsibility of teachers to request an appeal.
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness/misadventure process must be followed.
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Students should use the "appeal for a Change of Date" form or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. With the exception of exam periods, an alternative date or task may be negotiated. However, if a leave of absence is denied, absence or non completion of the task will result in a zero mark.
- Complete all set course work and learning tasks (not just Assessment Tasks) in order to achieve course outcomes even when absent from class.
- Complete mandatory work placement if enrolled in a VET course.

- Attend classes regularly and ensure their attendance does not fall below 90% to meet each course requirements.

## **The responsibilities of the Teacher**

It is the responsibility of the teacher to:

- Develop an assessment schedule in line with NESA requirements (for instance formal examinations, practical tests, oral presentations).
- Allocate weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task.
- Supply their students with detailed information (Assessment task notifications) about each assessment.
- Notify students in writing of the course assessment requirements.
- Notify students in writing at least two weeks prior to each task. This notification will include:
  - The date the task is due,
  - A description of the task,
  - The weighting of the task,
  - The outcomes being assessed, and
  - The criteria on which the task will be marked.
- Notify students and their parents in writing by issuing a "N Determination" warning letter if they fail to meet course requirements, including assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- Arrange for disability provisions and or adjustments for the completion of assessment tasks for those students who were granted such provisions by the Learning and Support Teacher (LaST), or in accordance with the adjustments and accommodations agreed upon in the student's current Individual Learning Plan.
- Ensure that assessment tasks are returned within two weeks of submission to students with a mark or grade and feedback to assist improvement in student performance. This feedback should include:
  - The student's achievement in relation to the outcomes
  - The student's position relative to the course group.
  - Appropriate and specific feedback about the student's performance in the task.
  - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course.
- Refer appeals and variations to the head teacher and/or deputy principal and/or principal for determination, under exceptional circumstances.
- If a change of date for completion of a task is required there is no need for a further two weeks' notice provided the task is not being brought forward.
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing.

## **The responsibilities of Head Teachers**

In order to support students to successfully meet the NESA requirements for the ROSA and assessment, head teachers will:

- Negotiate with the deputy principal any alternative arrangements for a task to be approved.
- Keep a copy of the task in print and/or electronic form in case the original is mislaid.
- Make recommendations about extensions, malpractice, illness/misadventure and refer these to the deputy.
- Follow up any concerns with assessment tasks at the time they are marked and returned. (see Appeals Procedure for school based assessment task)
- Check assessment schedules to ensure they accurately reflect course component weightings and ensure all students must follow the principles and practices of good scholarship.
- Maintain 'markbooks' and or centralised systems of record keeping to suit the reporting methods used by Batemans Bay High School.
- Ensure that all classes doing the same assessment task for the same course are dealt with equitably.

## **What happens if a student fails to fulfil his/her responsibilities?**

If a student fails to fulfil his/her responsibilities, he/she may receive:

- A zero mark for work that is not his/her own.
- A zero mark for work not submitted by the due date.
- A zero mark for a non-serious attempt.
- A zero mark for work not granted consideration due to illness/misadventure.
- An “N Determination” warning in a particular course if he/she fails to complete tasks.

**Failure to meet responsibilities may result in a “N Determination” warning letter, which may place a student’s ability to proceed into Year 11 in jeopardy. Students and parents will be warned in writing.**

## **Notification of assessment tasks**

Assessment tasks are clearly designated, and notice of the due date is given in writing to students at least two weeks in advance (see sample Notification of Assessment Task included in this document). Students who are absent from school or class on the day a task is issued have the responsibility to collect the task from the teacher and sign for it. Students cannot use the excuse that they were absent on the day a task was issued and therefore unable to complete or sit the task. Assessment tasks will not be due or take place in the two-week period before half-yearly or yearly examinations.

## **School based assessment task appeals procedure**

In the event that a student questions or has concerns relating to marked assessment tasks, these must be raised with the teacher within two to three days of receipt of the marked task. All further appeals should be directed to the deputy principal within five days of the decision.

In particular, appeals can only be made on the basis of:

- The weightings specified by the school not conforming with the Board’s requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach the Batemans Bay High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark.

If necessary, appeals may be referred to the principal for determination.

## **Non-serious attempts**

Students are warned that NESA does not treat non-serious attempts lightly and may prevent the award of an ROSA. Non-serious attempts include:

- Failure to submit an assessment task.
- Submitting a frivolous attempt of an assessment task.
- Failure to submit, on request, evidence of weekly work completed.

Where a student fails to comply with NESA or school requirements for the satisfactory completion of a Year 10 course, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.



## Assessment in VET courses

VET courses use competency-based assessment. This enables students to gain a nationally recognised Australian Qualification Framework (AQF) credential.

It is mandatory that all students studying VET courses do the mandatory work-placement. Failure to satisfactorily complete work-placement will result in an “N Determination” for the course.

## Official warning letters

A student will be considered to have satisfactorily completed a course if, in the principal’s view, there is sufficient evidence that the student has:

- Followed the course developed or endorsed by the Board; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.

Where students do not complete components of the course, and do not subsequently provide documented explanation, official warning letters of concern (“N” determination warning letters) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements, including zero marks being awarded.

The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter’s requirements in full.

Failure to submit assessment items to a reasonable standard will make it impossible for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate who will follow the “N” Determination process.

## Technology problems

Computer, Internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- a draft printout of the task,
- a hand written draft version of the task,
- an electronic copy of the task given to the teacher, in the case of a printer malfunction.

Furthermore, students must be able to supply independent evidence of technology problems (e.g. a letter from a computer repairer).

An “N Determination” warning and zero mark will be awarded if a student is unable to show evidence of the task in draft form. It is recommended that students keep a back-up copy of tasks in progress. Students can email themselves a copy of the task each, thereby having access to the latest copy of the task from any computer connected to the Internet.

## New enrolments

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

## NESA special provisions

NESA may grant special provision to students who have medical conditions that require, for example, rest breaks, food, special furniture. Where provisions are likely to be granted by the NESA they will also be available to students during exams. Students who have special needs should discuss them with the school counsellor/learning support teacher as early as possible so that appropriate documentation can be completed.

## Excursions and school events

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit for the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their assessment obligations on the given date unless alternative arrangements have been pre-arranged.

## Grading

Students in Year 10 study the mandatory courses of English, Mathematics, Science, History, Geography and PDHPE. In addition, students at Batemans Bay High School study three 200 hour elective courses.

A grade from A to E will be awarded by the school in all courses on the basis of performance descriptors issued by NESA. These grades will indicate the student's level of achievement relative to the knowledge and skills objectives of the course.

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
<b>N</b>	An "N determination" may be applied, meaning the student has failed to meet course outcomes.

The grades form part of a student's ROSA.

# Tips for Being a Successful Student

## Be Organised

The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and can find things when you need them. If you have your own room, make sure that all your books and equipment are in one place.

Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment. A school diary is a very useful resource that can help you get organised. Your diary will have a calendar and a weekly planner where you can write when homework, assignments or other school work is due. Develop a habit of regularly writing in your diary and looking up the things you write. A study guide is a great tool that can help you get organised. You can quickly glance over important dates and events. Your study guide works well with your diary if you regularly update your guide with dates you write in your diary. A weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.

Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks. You should have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

## Prioritise Your Time and Work

To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.

Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.

Your *To Do* list will help you always feel in control and it will give you a sense of achievement. Your *To Do* list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list. Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you.

It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.

School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use a weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

## Get Things Done

Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.

Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.

You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

# Formatting a Bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task, bibliographical references need to be cited in an alphabetical list at the end of the work.

## Web site

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

## E-mail references

Langford, L (1998). Information Literacy (online). Available at: email@langford@csu.edu.au

## Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

## CD-ROMs

Author's surname, initials. (Year). Title: (*use italics*) [CD-ROM]. Place of publication: Publisher.

Hawking, S.W. (1994). *A Brief History of Time: an interactive adventure*. [CD-ROM]. New York: Crunch Media.

## Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

## Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

## Reference Books

*Title of book*. (Year). Place of publication: Publisher.

*The Cambridge Encyclopaedia of Human Evolution*. (1992). Cambridge: Cambridge Uni. Press.

## Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

## Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

## Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999 **Videos**

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

## Annotated Bibliography

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

# Glossary of Key Verbs

Subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do.

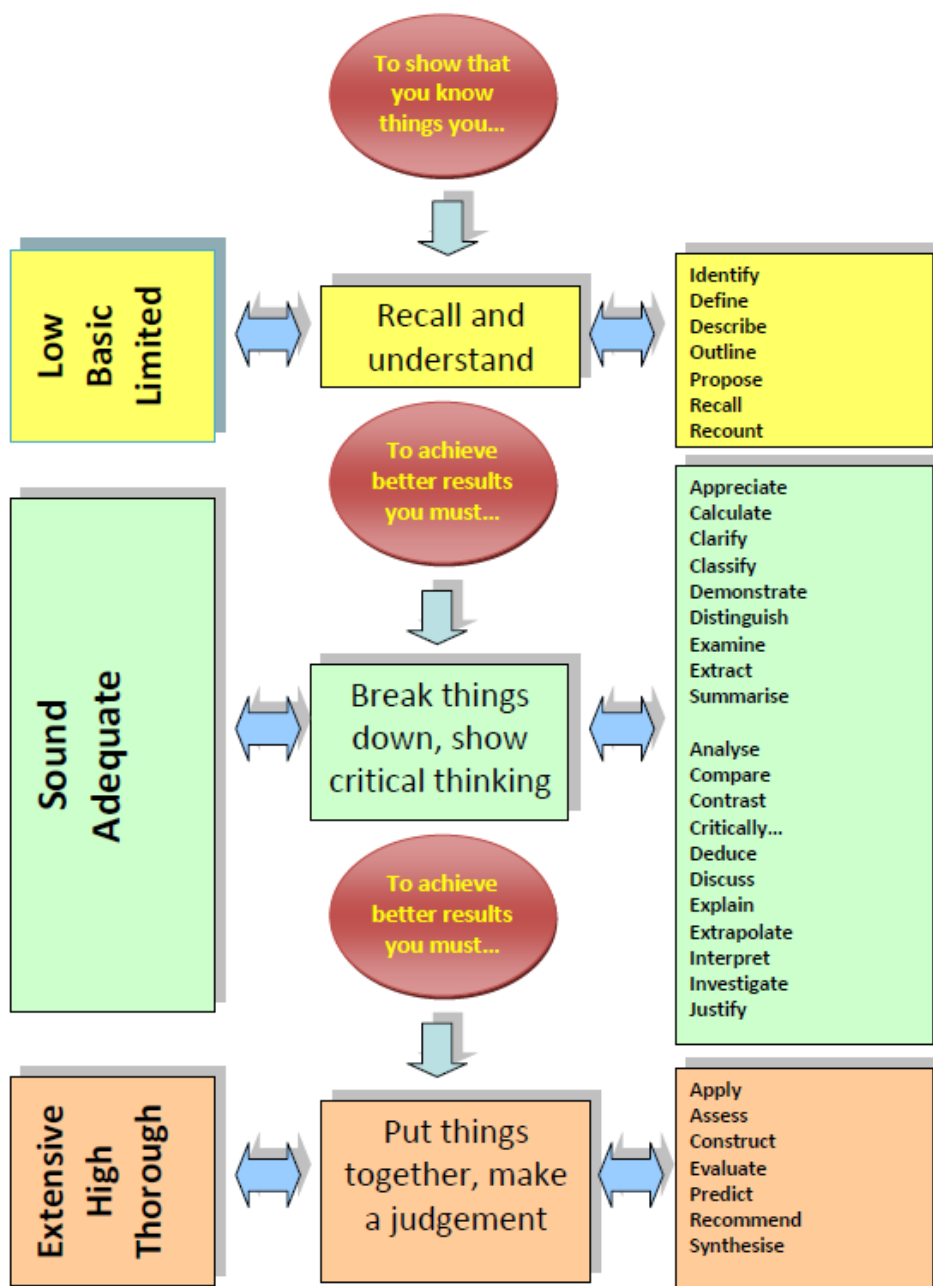
This glossary of key verbs has been developed to help provide a common language and consistent meaning from year 10 through into Preliminary and HSC tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

Key Word	Definition – what you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

## The Sequence of Key Verbs

Students should be aware that the key words used by the NESa in examinations and course outcomes are verbs, or doing words. These verbs can explicitly guide students when studying, completing assessment tasks or preparing for exams. These verbs can also be sequenced by the level of difficulty – with lower order verbs typically linked to questions worth fewer marks, and with higher order verbs typically associated with questions worth more marks. There is an explicit link between students' ability to engage in higher order thinking using higher order verbs and high achievement.

### Key Skills and Levels of Achievement





# Sample Assessment Task Notification



**Task Number:**

**Task Name:**

**Module/Unit/Topic:**

**Weighting:**

**Class Teacher/s:**

**Date Distributed:** Term \_\_, Week \_\_ - Day \_\_/\_\_/\_\_

**Due Date:** Term \_\_, Week \_\_ - Day \_\_/\_\_/\_\_

**Submission Details:** Task must be submitted to your class teacher by TIME on the due date.

**Outcomes to be Assessed:**

**Task Description:**

**Task Criteria:**

You will be assessed on how well you:

- 

Marking Criteria	Marks
•	A 9-10
•	B 7-8
•	C 5-6
•	D 3-4
•	E 1-2
<b>Total</b>	____/10





# Appeal for Change of Date Due Form



The appeal should be made verbally to the class teacher initially, and then in writing to the Head Teacher.

To Head Teacher	
<b>Student Name:</b>	<b>Course:</b>
	<b>Task:</b>
<b>Class Teacher:</b>	<b>Date originally given task:</b>
<b>Date task due:</b>	<b>Has the matter been discussed with class teacher?</b>  Yes                      No
<b>Reason for appeal:</b>	
<b>Outcome of appeal:</b>	
<b>Date appeal received by Head Teacher:</b> _____	
<b>Signature of Head Teacher:</b>	
<b>Student notified:</b>  Yes              No	<b>Date:</b>



## Assessment Task Illness/Misadventure Application



If illness, misadventure or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Where possible, advise the Head Teacher on or before the due date, either in person or by a phone call to the school
- Upon returning to school, complete this form and attach any appropriate documentation and present it to the Deputy Principal as soon as possible.

Part A: To be completed by student					
Student Name					
Class Teacher					
Course					
Assessment Task				Due Date	
Circle reason for appeal	Illness	Misadventure	Approved Leave	School Commitment	Other
Explanation <i>(attach supporting documents such as medical certificate and/or letter from parent/carer)</i>					
Student <i>(signed)</i>				Date	
Part B: To be completed by Head Teacher					
Recommendation <span style="float: right;"><input type="checkbox"/> School notified on day</span>					
Head Teacher <i>(signed)</i>				Date	
Part C: To be completed by Deputy Principal					
<input type="checkbox"/> Upheld: Complete task, task due <input type="checkbox"/> Upheld: Marks averaged at completion of course <input type="checkbox"/> Dismissed: Zero marks, no N determination warning issued <input type="checkbox"/> Dismissed: Zero marks, N determination warning issued <input type="checkbox"/> Other:				<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on database	
Deputy Principal <i>(signed)</i>				Date	

# Batemans Bay High School

## Student Assessment Planner

**2021**

**Note:**

The following pages have been included so that you may record the actual date of your Assessment Tasks.

- By using your term calendar, you should be able to avoid that last minute panic.
- If overcrowding of tasks is evident, speak with your class teacher and/or year advisor.

**Term dates**

Term 1 2021	Monday 1 February to Thursday 1 April (school development days 27, 28 January)
Term 2 2021	Tuesday 19 April to Friday 25 June (school development day Monday 20 April)
Term 3 2021	Tuesday 13 July to Friday 17 September (school development day Monday 12 July)
Term 4 2021	Tuesday 5 October to Thursday 16 December (school development day Friday 17 December)

Individual Assessment Task Record Sheet (Record your results when you receive your assessment feedback)									
Subject					Subject				
Task	Due date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

Individual Assessment Task Record Sheet (Record your results when you receive your assessment feedback)									
Subject					Subject				
Task	Due date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

Individual Assessment Task Record Sheet (Record your results when you receive your assessment feedback)									
Subject					Subject				
Task	Due date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

Individual Assessment Task Record Sheet (Record your results when you receive your assessment feedback)									
Subject					Subject				
Task	Due date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

# Term 1 2021

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JAN	1		26 Public Holiday	27 School Development Day	28 School Development Day	29 Year 7, 11, 12	
FEB	2	1	2	3	4	5	
FEB	3	8	9	10	11	12	
FEB	4	15	16	17	18	19	
FEB	5	22	23	24	25	26	
MAR	6	1	2	3	4	5	
MAR	7	8	9	10	11	12	
MAR	8	15	16	17	18	19	
MAR	9	22	23	24	25	26	
MAR/ APR	10	29	30	31	1	2 Public Holiday	

**Term 2 2021**

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
APR	1	19 School Development Day	20	21	22	23	
APR	2	26	27	28	29	30	
MAY	3	3	4	5	6	7	
MAY	4	10	11	12	13	14	
MAY	5	17	18	19	20	21	
MAY	6	24	25	26	27	28	
MAY/ JUN	7	31	1	2	3	4	
JUN	8	7	8	9	10	11	
JUN	9	14 Public Holiday	15	16	17	18	
JUL	10	21	22	23	24	25	

**Term 3 2021**

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JUL	1	12 School Development Day	13	14	15	16	
JUL	2	19	20	21	22	23	
JUL/ AUG	3	26	27	28	29	30	
AUG	4	2	3	4	5	6	
AUG	5	9	10	11	12	13	
AUG	6	16	17	18	19	20	
AUG	7	23	24	25	26	27	
AUG/ SEP	8	30	31	1	2	3	
SEP	9	6	7	8	9	10	
SEP	10	13	14	15	16	17	

**Term 4 2021**

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
OCT	1	4 Public Holiday	5	6	7	8	
OCT	2	11	12	13	14	15	
OCT	3	18	19	20	21	22	
OCT	4	25	26	27	28	29	
NOV	5	1	2	3	4	5	
NOV	6	8	9	10	11	12	
NOV	7	15	16	17	18	19	
NOV	8	22	23	24	25	26	
NOV/ DEC	9	29	30	1	2	3	
DEC	10	6	7	8	9	10	
DEC	11	13	14	15	16	17 School Development Day	





# Batemans Bay High School

## Assessment Schedules Year 10

**2021**

**Note:**

The following section of the assessment booklet provides the assessment overview for all HSC courses delivered by Batemans Bay High School, giving students an indication of what will be assessed and how it will be assessed. Students should pay close attention to the weighting of each task and how it contributes to the overall assessment mark.

The weeks provided in each overview are intended as a guide only and while information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task when it is handed out.

## Schedule

T 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
						Sc Task 1	Comm Task 1 Drama Task 1 Music Task 1 VisArt Task 1	Ab St Task 1 Agr Task 1 Food T Task 1 IST Task 1 PASS Task 1	Geog Task 1 Hist Task 1 Marine Task 2 Math Task 1 PDHPE Task1 Photo Task 1	Eng Task 1 IT Eng Task 1 IT Tim Task 1 World Task 1 Text Task 1
T 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Science Task2	Drama Task 2		IT Eng Task 2 IT Tim Task 2	Agr Task 2	Ab St Task 2 Math Task 2 Music Task 2 PASS Task 2 VisArt Task 2	Geog Task 2 Hist Task 2 IST Task 2 World Task 2	Comm Task 2 Food T Task 2	Eng Task 2 Photo Task 2	Text Task 2
T 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
					Drama Task 3 Marine Task 3 Math Task 3		IT Eng Task 3 IT Tim Task 3	Ab St Task 3 Agr Task 3 Comm Task 3 Eng Task 3 IST Task 3 Music Task 3 Sc Task 3 VisArt Task 3 World Task 3	Food T Task 3 Photo Task 3	PASS Task 3 Text Task 3
T 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
		PDHPE Task2		Ag Task 4 Eng Task 4 Math Task 4 Text Task 2 Sc Task 4	Comm Task 4 IT Eng Task 4 IT Tim Task 4 Music Task 4 VisArt Task 4	Ab St Task 4 IST Task 4 World Task 4	Drama Task 4 Photo Task 4			

<b>Aboriginal Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 6
		Case Study	Research Project and Practical Task	Research Task	Case Study
		Outcomes: 5.1, 5.5, 5.6, 5.7, 5.8, 5.11	Outcomes: 5.3, 5.6, 5.7, 5.10	Outcomes: 5.1, 5.2, 5.4, 5.5, 5.7, 5.10, 5.11	Outcomes: 5.2, 5.9, 5.10, 5.11
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Aboriginal self determination and autonomy	25%	25%			
Aboriginal peoples and technologies	25%		25%		
Local Aboriginal peoples, places and stories of significance	25%			25%	
Aboriginal peoples in the media	25%				25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>Agriculture</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4
		Research Task	Story Book Presentation	Pamphlet on Animal Disease	Vegetable Garden Part 2
		Outcomes: 5.41, 5.42	Outcomes: 5.34, 5.43	Outcomes: 5.42, 5.34	Outcomes: 5.34, 5.43
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Agricultural Enterprises and Systems	50%	20%	15%	10%	5%
Production and Marketing	10%				10%
Safe, ethical and sustainable practices	30%	5%	10%	5%	10%
Problem solving and communicating	10%			10%	
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>Commerce</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 7	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
		Investment Portfolio	In class Test	Scenario Based Response	Independence Plan
		Outcomes: 55.1, 5.4, 5.5, 5.6, 5.9	Outcomes: 5.1, 5.2, 5.3, 5.4, 5.8	Outcomes: 5.1, 5.4, 5.7, 5.8, 5.9	Outcomes: 5.1, 5.4, 5.5, 5.6, 5.8
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Investing	25%	25%			
Economy	25%		25%		
Employment and work futures	25%			25%	
Towards independence	25%				25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>Drama</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 7	Term 2 Week 2	Term 3 Week 5	Term 4 Week 7
		Playbuilding: work in progress. Script draft	Playbuilding: final performance. Journal and script submission	Critical review: text study and written review	Theatre of Education: journal, script and performance submission
		Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	Outcomes: 5.3.1, 5.3.2, 5.3.3	Outcomes: 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Making	40%	5%	15%	5%	15%
Performing	30%	5%	15%		10%
Evaluating	30%	10%		15%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

<b>English</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Week 4
		Multimodal Presentation	Essay Task	Published Writing	Yearly Examination
		Outcomes: EN5-2, EN5-3, EN5-7	Outcomes: EN5-1, EN5-3, EN5- 5	Outcomes: EN5-1, EN5-4, EN5-6	Outcomes: EN5-1, EN5-4, EN5-8, EN5-9
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Close study of text	25%	25%			
Representations of war	25%		25%		
Shakespeare comparative study	25%			25%	
Australian story	25%				25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>



<b>Food Technology</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
		Food Trends	Food Service and Catering	Food Equity
		Outcomes: 5.3.2, 5.5.2, 5.6.1, 5.1.1	Outcomes: 5.6.2, 5.1.2, 5.2.2, 5.2.3, 5.2.1	Outcomes: 5.3.2, 5.5.1, 5.5.2, 5.6.1, 5.3.1, 5.4.2, 5.4.1
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>			
Documentation: Planning, research, idea generation, development and presentation	60%	20%	20%	20%
Practical: Management, skill, hygiene, evaluation and WHS	40%	10%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

<b>Geography</b>		<b>Task 1</b>	<b>Task 2</b>
		Term 1 Week 9	Term 2 Week 7
		Biomes Topic	Comparative Study
		Outcomes: GE5.1, GE5.2, GE5.7, GE5.8	Outcomes: GE5.2, GE5.3, GE5.4, GE5.6, GE5.7, GE5.8
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>		
Develop knowledge and understanding of the features and characteristics of places and environments across a range of scales	30%	20%	10%
Develop knowledge and understanding of interactions between people, places and environments	30%	10%	20%
Develop skills to acquire, process and communicate geographical information	40%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

<b>History</b>		<b>Task 1</b>	<b>Task 2</b>
		Term 1 Week 9	Term 2 Week 7
		Source Skills and Extended Writing Response for The Holocaust Topic	Written Description and Evaluation of a Significant Event for the USA Civil Rights Movement Topic
		Outcomes: HT5.1, HT5.2, HT5.3, HT5.4, HT5.6, HT5.8	Outcomes: HT5.1, HT5.2, HT5.4, HT5.9
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>		
Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia	40%	20%	20%
Develop skills to undertake the process of historical inquiry	20%	5%	15%
Develop skills to communicate their understanding of history	40%	25%	15%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

<b>Industrial Technology Engineering</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 10	Term 2 Week 4	Term 3 Week 7	Term 4 Week 5
		Mechanisms Project	Research Task	Alternative Energy Project	Design Task
		Outcomes: 5.5.1, 5.6.1, 5.2.1, 5.4.1, 5.7.1	Outcomes: 5.4.1, 5.4.2, 5.7.1, 5.7.2	Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Research	30%	5%	10%	5%	10%
Producing	50%	20%		20%	10%
Evaluating	20%	5%		5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>

<b>Industrial Technology Timber</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 10	Term 2 Week 4	Term 3 Week 7	Term 4 Week 5
		Regency Table	Wood Machining Research Task	Major Project	Written and Practical Exam
		Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2	Outcomes: 5.4.1, 5.4.2, 5.7.1, 5.7.2	Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Research	20%	5%	10%	5%	
Producing	60%	20%		20%	20%
Evaluating	20%	5%		5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>	<b>30%</b>

<b>Information and Software Technology</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	Term 4 Week 6
		<ul style="list-style-type: none"> <li>• Data handling and issues (core)</li> <li>• Database Design (option)</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Past, Current and Emerging Technologies (core)</li> <li>• Artificial Intelligence, Simulation and Modelling (option)</li> </ul>	<ul style="list-style-type: none"> <li>• People (core)</li> <li>• Authoring and Multimedia (option)</li> </ul>	<ul style="list-style-type: none"> <li>• Hardware and Issues (core)</li> <li>• Project Management (core)</li> <li>• Networking Systems (option)</li> </ul>
		Outcomes: 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	Outcomes: 5.2.1, 5.2.2, 5.2.3, 5.4.1	Outcomes: 5.2.1, 5.2.2, 5.2.3, 5.5.3	Outcomes: 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Research / planning	25%	10%	5%	5%	5%
Practical project	50%	10%	15%	15%	10%
Written component	25%	5%	10%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>30%</b>	<b>25%</b>	<b>20%</b>

<b>Marine and Aquaculture Technology</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1&2	Term 1 Week 9	Term 3 Week 5	Term 3&4
		Water Activities Practical Work	Marine Ecology Research Task	Fish Biology Research Task	Water Activities Practical Work
		Outcomes: 5.3.2, 5.4.1, 5.4.2, 5.5.1	Outcomes: 5.1.1, 5.2.1, 5.4.1	Outcomes: 5.7.1, 5.7.2	Outcomes: 5.3.2, 5.4.1, 5.4.2, 5.5.1
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Marine leisure pursuits	50%	25%			25%
Management of marine ecosystems	25%		25%		
Marine species biology	25%			25%	
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>Mathematics</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	Term 4 Week 6
		Class Test	Class Test	Class Test	Class Test
		Outcomes: MA5.1 – 6 NA MA5.2 – 9 NA MA5.1 – 4 NA MA5.2 – 4 NA MA5.3 NA	Outcomes: MA5.1 – 8 MG MA5.2 – 11 MG MA5.2 – 12 MG MA5.1 – 5 NA MA5.2 - 6 NA MA5.2 – 7 NA MA5.3 – 5 NA	Outcomes: MA5.2 – 8 NA MA5.1 – 7 NA MA5.2 – 5 NA MA5.2 – 10 NA MA5.3 – 4 NA MA5.3 – 9 NA MA5.3 – 15 MG	Outcomes: MA5.1-10 MG MA5.2-13 MG MA5.1 – 13 SP MA5.2 – 17 SP MA5.2 – 16 SP MA5.3 – 18 SP MA5.3- 19 SP MA5.1 – 12 SP MA5.2 – 15 SP
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Understanding, fluency and communicating	50%	12.5%	12.5%	12.5%	12.5%
Problem solving, reasoning and justification	50%	12.5%	12.5%	12.5%	12.5%
<b>Total</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>



<b>Music</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 7-8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5
		Film Music Perform a Topic Related Piece	Music of a Culture Compose a Topic Related Piece Aural Task	Music for Small Ensembles Perform a Topic Related Piece Aural and Score Reading Test	Australian Music Perform and Compose Topic Related Pieces Class Presentation
		Outcomes: 5.1, 5.3, 5.12	Outcomes: 5.5, 5.6, 5.9	Outcomes: 5.3, 5.7, 5.8	Outcomes: 5.4, 5.8, 5.10
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Performance	35%	20%		15%	
Composition	30%		15%		15%
Listening	35%		15%	15%	5%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

<b>Personal Development, Health and Physical Education (PDHPE)</b>		<b>Task 1</b>	<b>Task 2</b>
		Term 1 Week 9	Term 4 Week 2
		Balanced Lifestyles and Wellbeing  Practical task	Mythbusters: Critical Thinking  Theory task
		Outcomes: PD 5-7	Outcomes: PD5-2, 5-6, 5-7, 5-8
<b>Objectives</b>	<b>Syllabus Weightings</b>		
Knowledge and understanding	60%	20%	40%
Skills	40%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

<b>Photographic and Digital Media</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 7
		Digital Imaging Series of Manipulated Photographic Images	Video Series of Portraits and Video	Digital Imaging Photo Montage, Collage, Blended Images	Major Portfolio
		Outcomes: 5.1, 5.2, 5.4, 5.5, 5.7, 5.10	Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Outcomes: 5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10	Outcomes: 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Making	70%	10%	20%	20%	20%
Critical and historical studies	30%	10%		10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

<b>Physical Activity and Sport Studies (PASS)</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 10
		Risk Analysis  Module – Participating With Safety While Being Active	Coaching Junior Students  Module – Coaching and Fundamental Movement Skills	Camping Assessment  Module – Lifestyle, Leisure and Recreation
		Outcomes: PASS 5-1, 5-7, 5-8, 5-9, 5-10	Outcomes: PASS 5-2, 5-5, 5-6, 5-7, 5-8, 5-9	Outcomes: PASS 5-3, 5-4, 5-5, 5-7, 5-9, 5-10
Objectives	Syllabus Weightings			
Knowledge and understanding	40%	15%	10%	15%
Skills	60%	15%	25%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

<b>Science</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 6	Term 2 Week 1	Term 3 Week 8	Term 4 Week 4
		Biotechnology Research Task	Motion Practical Task	Student Research Project	Yearly examination
		Outcomes: SC 5.9WS, SC 5-15LW, SC 5-14LW	Outcomes: SC 5-10PW, SC 5-9WS	Outcomes: SC 5.4WS, SC 5.5WS, SC 5.6WS, SC 5.7WS, SC 5.8WS	Outcomes: All course outcomes
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Skills working scientifically	40%	5%	15%	15%	5%
Knowledge and understanding	60%	20%		10%	30%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>15%</b>	<b>25%</b>	<b>35%</b>

<b>Textiles Technology</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4
		Costume for Chimera	Designer PJs	Culture and Kimono	Mini MTP
		Outcomes: TEX 5.1, 5.2, 5.4, 5.6, 5.8, 5.10, 5.11, 5.12	Outcomes: TEX 5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	Outcomes: TEX 5.2, 5.4, 5.5, 5.6, 5.7, 5.9, 5.11	Outcomes: TEX 5.2, 5.4, 5.6, 5.8, 5.9, 5.10, 5.11, 5.12
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Project work: Knowledge, understanding and skills		20%	40%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>30%</b>	<b>10%</b>

<b>Visual Arts</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 6	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5
		Artist Practice Extended response	Artmaking Collection of Works	Case Study Extended response	Artmaking Body of Work
		Outcomes: 5.7, 5.8, 5.9, 5.10	Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5	Outcomes: 5.7, 5.8, 5.9, 5.10	Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Artmaking	50%		25%		25%
Critical and historical studies	50%	25%		25%	
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>World History</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
		Term 1 Week 10	Term 2 Week 7	Term 3 Week 8	Term 4 Week 6
		Serial Killers	Terrorism	Environmental Movement	Stereotypes
		Outcomes: HTE5.1, HTE5.2, HTE5.6, HTE5.7, HTE5.8	Outcomes: HTE5.1, HTE5.3, HTE5.4, HTE5.8	Outcomes: HTE5.3, HTE5.6, HTE5.9	Outcomes: HTE5.2, HTE5.6, HTE5.7, HTE5.9
<b>Course Component/ Areas for Assessment Topic/Content area</b>	<b>Syllabus Weightings</b>				
Knowledge and understanding of history and historical inquiry	40%	10%	10%	10%	10%
Skills to undertake the process of historical inquiry	30%	5%	10%	5%	10%
Skills to communicate their understanding of history	30%	10%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>



***End of Booklet***