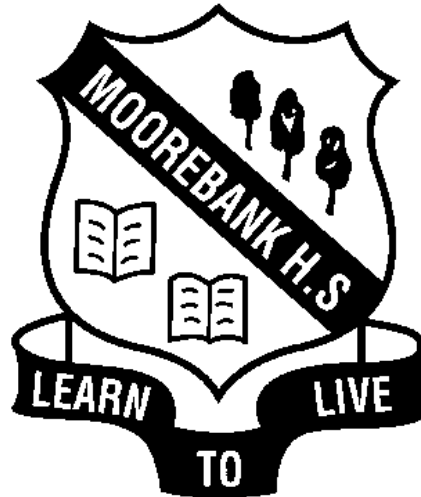


# Moorebank High School



Year 10

Stage 5

2021

## Assessment Policy and Procedures

## 1. The Nature and Purpose of Stage 5 Assessment

### 1.1. Stage 5 assessment tasks.

Stage 5 assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing Stage 5 assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final course mark and RoSA grade.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any weak areas in knowledge before they commence Stage 6 courses.

### 1.2. Contribution of assessment marks to the Record of School Achievement (RoSA) grade.

NESA's (NSW Education Standards Authority) grading system is intended to describe the student's achievement at the end of each Stage 5 course. Teachers will make the final judgment of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors and other material produced by NESA to support the consistent awarding of grades.

## 2. Assessment Procedures

### 2.1. Student rights:

- to be informed of the assessment policies of the school and NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request from the Principal an appeal against the RoSA grade(s) awarded.

### 2.2. Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school.
- to complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

### 2.3. School responsibilities:

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

### 3. Submission of Tasks

#### 3.1. Absence when a task is notified.

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued. 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 Deputy Principal of their year group an Application for Special Consideration.

#### 3.2. Extensions to due dates or special consideration.

An extension of time for completion of tasks may only be granted by the Deputy Principal of your year group after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal of their year group using the school's Application for Special Consideration, **well before the due date of the task**. Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

#### 3.3. Process for submitting tasks completed outside the classroom.

All tasks must be submitted to your classroom teacher during your scheduled lesson time unless otherwise stated on the Assessment Notification. All tasks are to be submitted as a hard copy unless otherwise stated on the Assessment Notification. A Declaration of Authenticity must be signed by the student and be submitted with the completed assessment task.

#### 3.4. Prior knowledge of absence.

Where a student has a clash between an assessment task and another authorised school activity the student must notify the Deputy Principal of their year group and complete an Application for Special Consideration. The Assessment Appeals Committee, if the application is upheld, will either determine an alternative method for submitting the task or will grant an extension.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify the Deputy Principal of their year group and their class teacher, and submit the work before the due date.

#### 3.5. Absence due to illness / misadventure.

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the Deputy Principal of their year group, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure;

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.

- **On the day of their return to school**, see the Deputy Principal of their year group to submit an Application for Special Consideration. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

### 3.5.1. Extended leave (Travel or Holiday).

From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered.

### 3.6. Illness / misadventure while sitting an assessment task.

**If a student attempts an assessment, the mark obtained in that task will stand.** Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you will be required to sit a substitute task or, in exceptional circumstance, you will be provided with an estimate based on other tasks.

### 3.7. Malpractice.

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's results.

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

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source

- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, 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.

### 3.8. Non-serious attempts of tasks.

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded.

### 3.9. Non-discriminating or invalid tasks.

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

### 3.10 Attendance on day task is due.

Students must arrive to school on time and attend all scheduled lessons on the day of a task, unless other arrangements have been communicated (eg. yearly examinations). Students with a scheduled late start may arrive according to those approved times. Students who arrive late or truant classes will have gained an unfair advantage over other students and will consequently receive zero for that task.

### 3.11 Working on tasks during lesson of other subjects.

Students must not truant classes to work on assessment tasks or use time during lessons of other subjects, unless prior approval has been sought and given by the Head Teachers involved and this will only be in exceptional circumstances. Students may work on assessment tasks during designated study periods. Students who use time during lessons of other subjects to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

## 4. Reviewing progress

### 4.1. Course Completion Criteria.

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 NESAs; 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.

### 4.2. Attendance.

Principals may determine that, as a result of absences, the course completion criteria might not be met. A student whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting course completion criteria. At Moorebank High School, students whose attendance falls below 85% may have their performance reviewed. It is a requirement for the award of the Record of School Achievement that students attend until the final day of Year 10.

### 4.3. Warning of 'N' determination.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue a non-completion determination.

## 5. Examination / Assessment Rules

### 5.1. Attendance.

It is the responsibility of each student to arrive on time at the correct venue and to remain in the assessment / exam room for the set duration of the task.

### 5.2. Equipment.

Written work must be written in blue or black pen, not pencil. Mobile phones and electronic devices, such as organisers, MP3 players and dictionaries are not permitted during in-class assessments or examinations. Any specific equipment you are required to bring must be in working order. Illness / misadventure appeals on the grounds of forgotten equipment, or for equipment that did not work properly, will not be accepted.

### 5.3. Conduct during in-class assessments or examinations.

Students must not speak to any other person during an in-class assessment or examination other than the supervisor of the task. Students must also not behave in any way likely to disturb the work of any other student or upset the conduct of the task. Students also are not allowed to eat during a task, except as approved by the Head Teacher Secondary Studies (e.g. for diabetic students).

If a student does not follow these rules, or if they cheat in any way, they will be removed from the classroom / examination room and will receive zero for the task.

## 6. Appeals and reviews

### 6.1. Dispute regarding assessment marks.

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. The Head Teacher's decision in these matters is final.

### 6.2. Disputes regarding the administration of assessment tasks

Each student has the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. Students may also appeal if the task does not conform to the school's assessment policy. Such appeals will be made to the Deputy Principal of their year using the Assessment Task Appeal Form. **Appeals must be submitted within three days of the dispute arising.**

## 7. Disability Provisions

### 7.1. School assessments.

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Head Teacher Secondary Studies who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESAs in the HSC examination. NESAs do not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

## 8. Results and credentials

### 8.1. Notification of assessment results.

Students are provided with information on their performance in each task (mark / grade) after the completion of each task and will be provided with their progressive grading at intervals throughout the course. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

### 8.2. The allocation of grades for the Record of School Achievement.

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of the course. During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

In setting activities or tasks, careful consideration is given to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, teachers build up a profile of the achievement of each student in relation to the course performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2.

Teachers will make the final judgement of the most appropriate grade by making an on-balance professional judgement on the basis of available assessment information and with reference to the course performance descriptors.

### 8.3. Students who transfer during Year 10.

Students who transfer into the school after the commencement of the Year 10 course will be given substitute tasks wherever possible. In some cases estimates may be given. If the student transfers after the end of Term 2 Year 10, they will be required to complete any future tasks, but their previous school will be responsible for submitting grades to NESAs.



#### 8.4. The Record of School Achievement (RoSA).

The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

#### 8.5. Student eRecord.

Students who complete Stage 5 requirements and progress to Year 11 will have access to their record of results on a Student eRecord. The student eRecord is available through Students Online through the NESA website. The Student eRecord is not a formal NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes where applicable.



## MOOREBANK HIGH SCHOOL Application for Special Consideration

|                  |  |              |  |
|------------------|--|--------------|--|
| Full Name / Year |  |              |  |
| Assessment Task  |  |              |  |
| Subject/Course   |  | Date of Task |  |
| Teacher's Name   |  |              |  |

| Reason for Application (Tick)                            |  |
|--|--|
| Absent from assessment or when task was due              |  |
| Extension (due to illness or exceptional circumstances)  |  |
| Other school commitment on the day of an assessment task |  |
| Misadventure   |  |

|   |  |          |  |
|---|--|----------|--|
| Information supporting application (continue over if necessary) |  |          |  |
| Medical Certificate or Independent Evidence Attached            |  | Yes / No |  |
| Student's Signature   |  | Date     |  |
| Parent's Signature  |  | Date     |  |

| Special Consideration Application Acknowledgement |  |              |  |
|---|--|--------------|--|
| Student's Name                                    |  | Date Lodged  |  |
| Subject / Course                                  |  | Date of Task |  |
| Received By                                       |  | Signature    |  |

### Special Consideration - Decision

Student's Name

Year

Subject / Course

Teacher

Assessment Task

Date of Task

Reason for Application

Decision

Panel members

Date

Comments

- Result remains as marked
- Estimate based on other tasks
- Substitute task to bet set and completed
- Extension of time granted
- Zero mark to be given
- Other



# **MOOREBANK HIGH SCHOOL**

*A Selective and Comprehensive School*

## **Assessment Task Appeal**

Student's Name:

Year:

Subject/Course:

Teacher:

Assessment Task:

Date of Task:

Date form issued:

Issued by:

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### Reason for appeal

The administration of the task. (Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage.)

The task not conforming to the school's assessment policy. (Such as failing to notify that a task is assessable.)

Reasons for the appeal:

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Student Signature:

Date:

Parent Signature:

Date:

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Teacher's Comment:

Head Teacher's Recommendation:



# MOOREBANK HIGH SCHOOL

*A Selective and Comprehensive School*

## Decision of School Assessment Panel

Student's Name:

Year:

Subject / Course:

Teacher:

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Decision / Reason

---

Panel member signatures (DP, HT, Year Adviser)

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Distribution of copies of assessment appeal decision

- Deputy
- Faculty Head Teacher
- Year Adviser
- Student
- Student File



# **MOOREBANK HIGH SCHOOL**

*A Selective and Comprehensive School*

## **Declaration of Authenticity**

(to be submitted for all tasks completed, in part or whole, outside of school)

I certify 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.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## CHILD STUDIES

| Semester 1  |                  |                              |   |
|---|------------------|------------------------------|---|
| Task  | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>Research Task and<br>Presentation       | Term 1, Week 8   | 40                           | 10  |
| Task 2<br>Research Report<br>Media and Technology | Term 2, Week 6   | 40                           | 10  |
| Assessment for learning                           | Semester 1       | 20                           | 5   |
| <b>Total</b>                                      |                  | <b>100%</b>                  |   |

| Semester 2                                      |                  |  |   |
|---|------------------|--|---|
| Task  | Approximate Date |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 3<br>Case Study<br>Family Interactions     | Term 3, Week 2   |  | 35  |
| Task 4<br>Examination                           | Term 3, Week 10  |  | 20  |
| Task 5<br>Research Task<br>Career Opportunities | Term 4, Week 2   |  | 20  |
| <b>Total</b>                                    |                  |  | <b>100%</b>   |

## COMMERCE

| Task 1                      | Task 2                                      | Task 3                  |
|-----------------------------|---|-------------------------|
| Employment and Work Futures | Law, Society and Political Involvement Task | Running a Business Task |
| Term 1 Week 8               | Term 2 Week 9                               | Term 3 Week 9           |

The HSIE Faculty uses a combination of assessment for learning, assessment as learning and assessment of learning to gather evidence about student achievement of syllabus outcomes. This means that assessments are generally completed in class over several weeks to allow teachers to provide effective and ongoing feedback to students about their level of achievement of individual syllabus outcomes, as current educational research shows the key role of feedback in improving student learning.

For reporting purposes, a grade is provided to summarise student achievement across a range of syllabus outcomes. In arriving at the grade, teachers primarily consider student achievement of syllabus outcomes in assessment tasks. However, teachers also consider non-assessment work when making a professional judgment about student achievement of outcomes.



## DESIGN & TECHNOLOGY - ENGINEERING

| Semester 1                  |                  |                              |   |
|-----------------------------|------------------|------------------------------|---|
| Task                        | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>Practical Product | Term 1 Week 9    | 60                           | 10  |
| Task 2<br>Folio             | Term 1 Week 10   | 20                           | 10  |
| Task 3<br>Examination       | Term 2 Week 4    | 20                           | 5   |
| <b>Total</b>                |                  | <b>100%</b>                  |   |

| Semester 2                  |                  |  |   |
|-----------------------------|------------------|--|---|
| Task                        | Approximate Date |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 6<br>Examination       | Term 3 Week 10   |  | 15  |
| Task 4<br>Practical Product | Term 4 Week 2    |  | 40  |
| Task 5<br>Folio             | Term 4 Week 2    |  | 20  |
| <b>Total</b>                |                  |  | <b>100%</b>   |

## ENGLISH

| Semester 1              |                  |                              |   |
|-------------------------|------------------|------------------------------|---|
| Task                    | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>Media         | Term 1, Week 8   | 45                           | 15%   |
| Task 2<br>Poetry        | Term 2, Week 4   | 45                           | 15%   |
| Assessment for Learning |                  | 10                           | 10%   |
| <b>Total</b>            |                  | <b>100%</b>                  |   |

| Semester 2                    |                  |  |   |
|-------------------------------|------------------|--|---|
| Task                          | Approximate Date |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 3<br>Close Study of Text | Term 3, Week 2   |  | 15%   |
| Task 4<br>Craft of Writing    | Term 3, Week 9   |  | 15%   |
| Task 5<br>Yearly Examination  | Term 4, Week 3   |  | 15%   |
| Assessment for Learning       |                  |  | 15%   |
| <b>Total</b>                  |                  |  | <b>100%</b>   |

## FOOD TECHNOLOGY

| Semester 1                                |                      |                              |   |
|---|----------------------|------------------------------|---|
| Task                                      | Approximate Date     | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>Research Report<br>Food Product | Term 1<br>Weeks 9-10 | 60                           | 15  |
| Task 2<br>Practical Task                  | Term 2<br>Week 2     | 20                           | 15  |
| Assessment for learning                   | Ongoing              | 20                           | 0   |
| <b>Total</b>                              |                      | <b>100%</b>                  |   |

| Semester 2                                       |                      |                              |   |
|--|----------------------|------------------------------|---|
| Task   | Approximate Date     | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 3<br>Multimedia Presentation<br>Food Equity | Term 2,<br>Weeks 8-9 |                              | 20  |
| Task 4   | Term 3,<br>Weeks 7-8 |                              | 25  |
| Task 5<br>Yearly Examination                     | Term 3,<br>Week 10   |                              | 25  |
| <b>Total</b>                                     |                      |                              | <b>100%</b>   |

## FRENCH

| Semester 1                                   |                  |                              |  |
|--|------------------|------------------------------|--|
| Task   | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly. |
| Listening & Speaking                         | Term 1, Week 8   | 40                           | 15   |
| Reading & Writing                            | Term 2, Week 6   | 40                           | 15   |
| All Skills- continuous<br>assessment (Sem.1) | Term 2, Week 8   | 20                           | 10   |
| <b>Total</b>                                 |                  | <b>100%</b>                  |  |

| Semester 2                                     |                     |  |  |
|--|---------------------|--|--|
| Task   | Approximate<br>Date |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly. |
| Listening & Speaking                           | Term 3, Week 7      |  | 15   |
| Reading & Writing                              | Term 3, Week 9      |  | 15   |
| All Skills – continuous<br>assessment (Sem. 2) | Term 4, Week 2      |  | 30   |
| <b>Total</b>                                   |                     |  | <b>100%</b>  |

## GEOGRAPHY

| Task 1               | Task 2                                   | Task 3               |
|----------------------|--|----------------------|
| Changing Places Task | Environmental Change and Management Task | Human Wellbeing Task |
| Term 1 Week 8        | Term 2 Week 8                            | Term 3 Week 8        |

The HSIE Faculty uses a combination of assessment for learning, assessment as learning and assessment of learning to gather evidence about student achievement of syllabus outcomes. This means that assessments are generally completed in class over several weeks to allow teachers to provide effective and ongoing feedback to students about their level of achievement of individual syllabus outcomes, as current educational research shows the key role of feedback in improving student learning.

For reporting purposes, a grade is provided to summarise student achievement across a range of syllabus outcomes. In arriving at the grade, teachers primarily consider student achievement of syllabus outcomes in assessment tasks. However, teachers also consider non-assessment work when making a professional judgment about student achievement of outcomes.

Students undertake the entire Stage 5 Geography course in Year 10. Therefore, the Record of School Achievement (RoSA) grade received for Geography will reflect their performance in Year 10. 'N' determinations will be issued for the non-completion of course requirements in the Stage 5 Geography course

## INDUSTRIAL TECHNOLOGY - TIMBER

| Semester 1                            |                  |                              |   |
|---------------------------------------|------------------|------------------------------|---|
| Task                                  | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>Practical Project           | Term 2, Week 2   | 60                           | 10  |
| Task 2<br>Project Management<br>Folio | Term 2, Week 3   | 20                           | 10  |
| Task 3<br>Examination                 | Term 2, Week 4   | 20                           | 5   |
| <b>Total</b>                          |                  | <b>100%</b>                  |   |

| Semester 2                            |                  |  |   |
|---------------------------------------|------------------|--|---|
| Task                                  | Approximate Date |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 4<br>Examination                 | Term 3, Week 10  |  | 15  |
| Task 5<br>Major Practical Project     | Term 4, Week 1   |  | 40  |
| Task 6<br>Project Management<br>Folio | Term 4, Week 1   |  | 20  |
| <b>Total</b>                          |                  |  | <b>100%</b>   |

## INFORMATION & SOFTWARE TECHNOLOGY

| Semester 1          |                  |                              |   |
|---------------------|------------------|------------------------------|---|
| Task                | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>Project 1 | Term 1, Week 8   | 40                           | 10  |
| Task 2<br>Project 2 | Term 2, Week 3   | 40                           | 10  |
| Task 3              | Term 2, Week 6   | 20                           |   |
| <b>Total</b>        |                  | <b>100%</b>                  |   |

| Semester 2          |                  |  |   |
|---------------------|------------------|--|---|
| Task                | Approximate Date |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 4<br>Project 3 | Term 3, Week 2   |  | 30  |
| Task 5<br>Project 4 | Term 4, Week 1   |  | 30  |
| Task 6              | Term 4, Week 4   |  | 20  |
| <b>Total</b>        |                  |  | <b>100%</b>   |

## MATHEMATICS

| Semester 1                                    |                          |                              |   |
|---|--------------------------|------------------------------|---|
| Task  | Approximate Date         | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>Notes Sheet -<br>In Class Exam      | Term 1 Week 7            | 30%                          | 10%   |
| Task 2<br>Half Yearly Exam                    | Term 2 Week 4            | 40%                          | 15%   |
| Formative Assessment<br>In class all semester | In class all<br>semester | 30%                          | See next table  |
| <b>Total</b>                                  |                          | <b>100%</b>                  |   |

| Semester 2                             |  |  |   |
|--|--|--|---|
| Task                                   | Approximate Date                             |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 3<br>Assignment                   | Issued Term 2<br>Week 9<br>Due Term 3 Week 2 |  | 10%   |
| Task 4<br>In class Test                | Term 3 Week 7                                |  | 15%   |
| Task 5<br>Yearly Formal<br>Examination | Term 4 Week 1                                |  | 30%   |
| Formative<br>Assessment                | Ongoing Semester<br>1 and Semester 2         |  | 20%   |
| <b>Total</b>                           |  |  | <b>100%</b>   |



## MUSIC

| Semester 1   |                      |                              |   |
|--------------|----------------------|------------------------------|---|
| Task         | Approximate Date     | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Musicology   | Term 1<br>Weeks 8-9  | 30                           | 5   |
| Performance  | Term 1<br>Weeks 9-10 | 40                           | 10  |
| Listening    | Term 2<br>Weeks 3-4  | 30                           | 10  |
| <b>Total</b> |                      | <b>100%</b>                  |   |

| Semester 2   |                     |  |   |
|--------------|---------------------|--|---|
| Task         | Approximate Date    |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Composition  | Term 3<br>Week 5    |  | 25  |
| Performance  | Term 3<br>Week 9-10 |  | 25  |
| Listening    | Term 4<br>Week 3-4  |  | 25  |
| <b>Total</b> |                     |  | <b>100%</b>   |

## PASS

| Semester 1                     |  |                              |   |
|--------------------------------|--|------------------------------|---|
| Task                           | Approximate Date                               | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>Practical Assessment | Every practical<br>lesson in Semester<br>One*. | 50                           | 25  |
| Task 2                         | Term 2, Week 2                                 | 50                           | 10  |
| <b>Total</b>                   |  | <b>100%</b>                  |   |

| Semester 2                     |  |                              |   |
|--------------------------------|--|------------------------------|---|
| Task                           | Approximate Date                               | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 3<br>Practical Assessment | Every practical<br>lesson in Semester<br>Two** |                              | 25  |
| Task 4                         | Term 3, Week 6                                 |                              | 20  |
| Yearly Examination             | Term 4, Week 1                                 |                              | 20  |
| <b>Total</b>                   |  |                              | <b>100%</b>   |

Students are assessed throughout practical lessons across the year as they build their movement skills.

\*Notification to be issued in Term 1, Week 2

\*\* Notification to be issued in Term 3, Week 1

## PDHPE

| Semester 1                                 |                                    |                              |   |
|--|------------------------------------|------------------------------|---|
| Task                                       | Approximate Date                   | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>In Class Practical<br>Assessment | Term 1, every<br>practical lesson* | 50                           | 25  |
| Task 2<br>Research and<br>Analysis Task    | Term 1, Week 9                     | 50                           | 25  |
| <b>Total</b>                               |                                    | <b>100%</b>                  |   |

| Semester 2                   |                  |                              |   |
|------------------------------|------------------|------------------------------|---|
| Task                         | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 3<br>Coaching Task      | Term 2, Week 4** | 50                           | 25  |
| Task 4<br>Yearly Examination | Term 4, Week 1   | 50                           | 25  |
| <b>Total</b>                 |                  | <b>100%</b>                  |   |

Students are assessed throughout practical lessons in Term 1, as they build their movement skills.

\*Notification to be issued in Term 1, Week 2

\*\* Coaching task will have a theory component submitted in Week 4. Students will be assessed on the practical component ongoing from this date.

## PHOTOGRAPHY, VIDEO & DIGITAL IMAGING

| Semester 1                 |                  |                              |   |
|----------------------------|------------------|------------------------------|---|
| Task                       | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Portfolio + P.P.D.         | Term 1, Week 10  | 35                           | 5   |
| Written + P.P.D.           | Term 2, Week 4   | 35                           | 10  |
| Assessment for<br>Learning | Ongoing          | 30                           | 15  |
| <b>Total</b>               |                  | <b>100%</b>                  |   |

| Semester 2             |                  |                              |   |
|------------------------|------------------|------------------------------|---|
| Task                   | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Photo Artwork + P.P.D. | Term 3, Week 8   |                              | 40  |
| Yearly Exam + P.P.D.   | Term 4, Week 3   |                              | 30  |
| <b>Total</b>           |                  |                              | <b>100%</b>   |

## SCIENCE

| Semester 1                               |                  |                              |   |
|--|------------------|------------------------------|---|
| Task                                     | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Information<br>Literacy In-Class<br>Task | Term 1, Week 6   | 35%                          | 10%   |
| Student Research<br>Project              | Term 1, Week 10  | 65%                          | 25%   |
| <b>Total</b>                             |                  | <b>100%</b>                  |   |

| Semester 2                            |                  |  |   |
|---------------------------------------|------------------|--|---|
| Task                                  | Approximate Date |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Research Task                         | Term 2, Week 5   |  | 15%   |
| Working Scientifically<br>Examination | Term 3, Week 6   |  | 25%   |
| Yearly Examination                    | Term 4, Week 1   |  | 25%   |
| <b>Total</b>                          |                  |  | <b>100%</b>   |

## VISUAL ARTS

| Semester 1                             |                  |                              |   |
|--|------------------|------------------------------|---|
| Task                                   | Approximate Date | Course Report<br>Course Mark | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 1<br>BOW and VAPD<br>Written Task | Term 1, Week 10  | 60%<br>40%                   | 15%<br>10%  |
| <b>Total</b>                           |                  | <b>100%</b>                  |   |

| Semester 2                               |                  |  |   |
|--|------------------|--|---|
| Task                                     | Approximate Date |  | Yr 10 Assessment<br>Weighting to be<br>reported in yearly |
| Task 2<br>BOW and VAPD<br>Written task   | Term 2, Week 10  |  | 15%<br>15%  |
| Task 3<br>BOW and VAPD<br>Examination    | Term 3, Week 10  |  | 15%<br>15%  |
| Task 4<br>Independent student<br>project | Term 4, Week 4   |  | 15%   |
| <b>Total</b>                             |                  |  | <b>100%</b>   |

|               | Wk1   | Wk2                                     | Wk3                             | Wk4   | Wk5     | Wk6                            | Wk7                         | Wk8   | Wk9  | Wk10  | Wk11 |
|---------------|---|---|---------------------------------|---|---------|--------------------------------|-----------------------------|---|--|---|------|
| <b>Term 1</b> |   |   |                                 |   |         | Science                        | Maths                       | Child Studies<br>Commerce<br>English<br>French<br>Geography<br>IST<br>Music | Engineering<br>Food Tech<br>Music<br>PDHPE | Engineering<br>Food Tech<br>Music<br>Photography<br>Science<br>Visual Arts  |      |
| <b>Term 2</b> |   | Food Tech<br>Timber<br>PASS             | IST<br>Music<br>Timber          | Engineering<br>English<br>Timber<br>Math<br>Music<br>Photography<br>PDHPE | Science | Child Studies<br>French<br>IST |                             | Food Tech<br>French<br>Geography  | Commerce<br>Food Tech                      | Visual Arts   |      |
| <b>Term 3</b> |   | Child Studies<br>English<br>IST<br>Math |                                 |   | Music   | PASS<br>Science                | Food Tech<br>French<br>Math | Food Tech<br>Geography<br>Photography                                       | Commerce<br>English<br>French<br>Music     | Child Studies<br>Engineering<br>Food Tech<br>Timber<br>Music<br>Visual Arts |      |
| <b>Term 4</b> | IST<br>Timber<br>Math<br>PDHPE<br>PASS<br>Science | Child Studies<br>Engineering<br>French  | English<br>Music<br>Photography | IST<br>Music<br>Visual Arts   |         |                                |                             |   |  |   |      |