



**STAGE 5**

**Years 9 & 10**

**2023**

**Record of School Achievement (RoSA)**

**ASSESSMENT POLICY**

**&**

**ASSESSMENT SCHEDULES**

# **RECORD OF SCHOOL ACHIEVEMENT (ROSA)**

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Year 11 Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the HSC minimum standard to receive their HSC.

## **Eligibility for a RoSA**

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10.
- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy Education Standards' (NESA) curriculum and assessment requirements for the RoSA
- complied with the requirements from the Education Act 1990.

## **School Attendance and Curriculum Requirements**

To receive a RoSA, students must attend school until the final day of Year 10. All students between the ages of six and seventeen are legally required to attend an approved school (The Education Act 1990). Parents and caregivers are legally responsible for the regular school attendance of their children. The school teaching staff has a duty of care responsibility to monitor student absence from school and to encourage good attendance practices. Parents are required to explain the absences of their children from school promptly and within seven days to the school. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence.

Principals may grant students leave for legitimate reasons, such as illness, physical injury, employment in the entertainment industry or participation in elite arts or sporting events. If leave has been granted during the year there will be no effect on course completion requirements provided that you have completed compensatory assignments during the period of absence or have been able to catch up on missed work on your return to school. If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year. Any extensive period of unexplained absence may result in non-completion of a course(s) and may impact on your eligibility for the award of the RoSA.

Students are expected to meet a minimum attendance requirement of 85%.

## School Attendance and Curriculum Requirements Continued

Students must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** NESA's syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** NESA's syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Science:** NESA's syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.
- **Human Society and its Environment:** NESA's syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.
- **Languages Other than English:** 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
- **Technological and Applied Studies:** NESA's Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. NESA expects that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** NESA's mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

If you think you will not meet these requirements by the end of Year 10, you should speak to the Deputy Principal Years 10 – 12 or the Principal.

## Entry Procedures

When you are in Year 10, the school will complete a RoSA entry for you and lodge it with NESA in Term 1. By the end of Term 1 you will receive a Confirmation of Entry notice. You should carefully check the details to ensure that they are correct, including spelling of your name and the courses for which you are entered. Any changes to your entry must be notified to your school immediately so that the school can inform NESA. You will be required to sign the Confirmation of Entry when it is correct.

## **RoSA Satisfactory Course Completion Requirements**

Criteria for satisfactory completion of Year 10 RoSA courses:

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:

- (a) followed the course developed or endorsed by the NSW Education Standards Authority (NESA);
- (b) **applied** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

**Satisfactory completion of a course is judged by your attendance, level of involvement in class, the completion of assessment tasks, homework and your level of achievement.**

'N' determinations are issued to students who do not complete the requirements for a course.

Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

If a student is given an 'N' determination in a non-mandatory course, the course will appear on the transcript with the words 'Not Completed'. The student will still be eligible to receive their RoSA. However, not completing the course may have implications for being eligible to study similar courses in Stage 6.

The Principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

The Principal is required to notify NESA of any such redemption and eligibility for the RoSA.

# RoSA Reporting and Grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) courses the student has satisfactorily completed.

## Grades are:

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4
- monitored by NESA for fairness and consistency.

A standards-referenced approach is used to report student achievement.

Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved.

The NSW Syllabuses state what students at each stage are expected to learn.

The school is responsible for awarding each student who completes a Stage 5 course (except life skills and VET courses) a grade from A to E to represent that students' achievement.

Students with Special Education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school. Teachers moderate their adjustments by comparing work samples for their students with samples aligned to grades A to E. These are available for a selection of courses on the ARC Website.

Teachers use their professional judgement in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist, or provide a comprehensive description of student performance at each grade level. The descriptor that provides the best overall description of the students' achievement will determine the grade awarded.

Course performance descriptors are available from NESA for a range of courses at

the following web address:

<https://arc.nesa.nsw.edu.au/go/9-10/stage-5-grading/cpds/index>

The following table shows the General Descriptors for A to E Grades:

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

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

## **Banora Point High School Stage 5 Assessment Policy**

Students are regularly assessed in many different ways. However, reporting on assessment is completed on a semester, or half year basis. Assessment of student learning is progressive. Class work, assignments, homework and monthly tests may all contribute to a student's final result.

Assessment is an integral part of teaching and learning. It is used to appraise student achievement in relation to the outcomes of each syllabus/school course and to inform the planning of further learning experiences

Assessment of learning is undertaken according to the following guidelines:

Each student is assessed in each course on a regular basis.

Learning outcomes are reported twice yearly- Semester 1 and Semester 2.

Teachers are responsible for carrying out assessment of student learning in line with the rules and procedures of the school and of the faculty.

### **Formative Assessment**

At Banora Point High School we have a strong focus on formative assessment. The main aim of formative assessment is to monitor student learning so that ongoing feedback can be used by teachers to improve their teaching and by students to improve their learning. It helps students to:

- identify their strengths and weaknesses and
- target areas that need work

It helps teachers to:

- recognise where students are having difficulties and
- address problems as quickly as possible

Teachers need to be aware of and aim to provide feedback to students relative to the following feedback questions:

- Where am I going?
- How am I going to get there?
- Where to next?

### **Feedback**

Teachers will provide students with a clear understanding of the learning intentions (goals) of the lesson and/or the unit of work. These will be provided using one or a combination of the following strategies:

- Blackboard Configuration - providing the learning goals at the start of the lesson
- Proficiency scales - either a general or a specific proficiency scale
- Rubrics which clearly articulate explicit quality criteria

Feedback can be provided at 3 levels, all of which should be linked to the learning goals:

- Task and product level - aimed at building more knowledge and is more information focused
- Process level - aimed at the processes used to complete the task
- Self-regulation level - the student monitoring their own learning processes.

## Stage 5 Rules and Procedures

- Student class placements will be reviewed at the end of each assessment period although a student may move classes at other times at the discretion of the Head Teacher(s) involved.
- Only the knowledge, skills and process objectives of each course are used to evaluate student achievement.
- Attitude outcomes will not be used in evaluating student achievement.
- Students are expected to complete all assessment tasks in all courses to the best of their ability and to sit for formal examinations at the time specified.
- **Absence from any assessment tasks must be justified** to the satisfaction of the Head Teacher involved before the use of estimates or the re-scheduling of tasks for individual students will be considered.
- Extensions of time must be applied for to the Head Teacher of the course through the student's teacher. This must be done before the due date of the task.
- Students and parents will be made aware of all assessment requirements and procedures.
- Marks will be lost for non-completion of assessment tasks by the due date at the rate of 20% per calendar day or a reduction of 1 grade per calendar day. A mark of "O" will be recorded after the third day late. Students will still be required to submit the work to demonstrate their achievement of the learning outcomes. This will also apply to absences from assessment tests.
- Student's class placement is evaluated regularly. Parents are contacted where a class placement is not considered suitable and a change is recommended to ensure the student continues to make progress and maintain motivation.

### Examination Policy

Examinations form an integral part of assessment. They are however, not the only means of assessing students' achievement of learning outcomes.

Class tests and other assessments are held regularly throughout each semester. Some subjects hold half yearly and yearly examinations in Terms 2 and 4 respectively.

Students are expected to complete examinations by following the directions of the teacher and remaining quiet until all papers have been collected. Failure to follow instructions and talking during the examination or otherwise disrupting an examination is serious and can lead to a mark of "O". This is the situation in all external examinations and is followed by the school in all exams to train students in the skills and behaviours required in later years.

Any student who is ill on the day of an examination must ring the school and speak to the Head Teacher of the faculty and students must provide a medical certificate. It is the responsibility of the student to see their teacher on the first day back and make arrangements to complete the examination. Students must be prepared to do the examination on the day they return.



# **HSC Online Minimum Standards Testing**

You need reading, writing and maths skills to be successful in everyday life after school.

That's why you're required to show a minimum standard of literacy and numeracy to receive the Higher School Certificate (HSC) from 2020.

To check you have the basics right, you need to sit short online tests of reading, writing and numeracy for everyday life.

You get two chances a year to pass each of the tests from Year 10 until a few years after the HSC.

Your school will help you decide when you are ready to take each test.

If you pass the online tests of basic reading, writing and numeracy skills you will show you've met the HSC minimum standard.

## **How is the standard set?**

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and numeracy skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

## **Disability provisions and exemptions**

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or be exempt from meeting the HSC minimum standard in order to receive their HSC.

Banora Point High School will provide regular opportunities for students to sit these tests throughout the year. Notifications, letters and reminders about the testing will be sent home and placed in the school newsletter.

We will provide students with a program of support so that students are successful in achieving these test requirements.

Parents and students will need to complete a form of exemption if they do not want to sit these tests –this can be withdrawn at any time.

## **Year 10 Students**

### **Illness/Misadventure Appeals**

A Year 10 student may submit an Illness/Misadventure Appeal if:

- the student has been unable to complete or submit an assessment task by the due date and period due to special circumstances eg illness/ misadventure;
- the student was unable to fully complete an assessment task by the due date and period. In this case the student must still hand in what has been completed;
- the student completes or submits an assessment task but feels that the standard of work was affected by special circumstances.

Students are expected to supply (where reasonably possible) supporting documentation when submitting an Illness/Misadventure Appeal. In the event of absence through illness a Medical Certificate ***must*** be presented with the Illness/Misadventure Appeal documentation.

A student's appeal will be considered by the school's Assessment Appeals Panel. An appeal must be submitted to the Deputy Principal 10-12 **within one day** following the specified due date or upon return to school in the case of illness. ***If an appeal is not lodged under these conditions then the awarded mark will stand.***

This school's Assessment Appeals Panel will consist of the Deputy Principal and Principal.

See the following pages for the Illness/Misadventure and Appeal forms.

After considering the appeal, one of the following actions will be taken:

- grant an **extension of time** for the assessment task without any penalty;
- grant an **extension of time** with reduced marks;
- permit a **substitute assessment task** to be set;
- **confirm the mark**, zero or otherwise, which the teacher has already given;
- give an **estimate** based on other evidence.

**Note:** There are no grounds for appeal against the value of the mark awarded.

**Medical Certificates** are obligatory to cover ***absences through illness***. Lodged forms will be filed with the student's pupil record file once it has been processed.



## **Illness, Accident , Misadventure and Special Circumstances Application**

(Year 10 RoSA, Year 11 and HSC Courses)

### **Instructions**

Complete this form if you:

- are applying in advance for an extension for an assessable task
- have handed in an assessable task after the due date
- were absent on the day of an assessable examination or class test

The completed form must be given to your class teacher:

- as soon as possible before the due date if you are applying for an extension
- within five school days after you return to school when absent due to illness
- within five school days of the due date of the assessment task if the task is late

Apart from exceptional cases, failure to submit the form within five days will render any excuse invalid.

### **SECTION A**

To be completed by the student and handed to the appropriate class teacher.

Name of student: .....

Class teacher: .....

Course (Subject): .....Year: .....

### **SECTION B**



## **Year 10 RoSA / Year 11 / HSC Assessment Task Appeal**

(This form is to be completed by any student who wishes to appeal against a mark / grade given for a late / missed assessment task. Submit to the Deputy 10-12)

STUDENT NAME: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TASK: \_\_\_\_\_

DUE DATE: \_\_\_\_\_

REASON FOR LATENESS / MISSED TASK: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_

PARENT / CARER NAME: \_\_\_\_\_ SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

.....  
DECISION MADE BY THE APPEALS COMMITTEE: \_\_\_\_\_

\_\_\_\_\_

DATE THIS DECISION IS COMMUNICATED TO STUDENT: \_\_\_\_\_

DEPUTY 10-12 SIGNATURE: \_\_\_\_\_

PRINCIPAL SIGNATURE: \_\_\_\_\_

## Malpractice and Stage 5 Assessment Tasks

Students are advised that, where possible, the rules applying to the conduct of the Higher School Certificate Tests also apply to the conduct of Assessments Tasks throughout Year 10.

**Written Material** - Candidates are not permitted to take with them into an examination or in-class assessment task any unauthorised books, notes, paper or materials. Candidates found to be in possession of any unauthorised material may have their papers in the course, or in all courses cancelled.

**General Conduct** - Candidates must not behave in any way likely to disturb the work of any other candidate or upset the conduct of any other student, nor borrow material or equipment unless permission has been given by the supervisor. School rules of conduct apply for examinations and assessment tasks.

**Malpractice** - In the event of there being a suspicion of malpractice associated with the completion of an assessment task (either done at school or out of school without supervision) then a zero assessment will be awarded.

**Cheating** - A student is considered to have been cheating if they:

- deliberately copy any work that is not their own and submit it for assessment.
- lend their work for copying, knowing that whole or part of it will be submitted by another student
- seek/provide assistance from/to another student during test and examinations
- plagiarise material, not acknowledging the source. (see following pages for definition and referencing guidelines)

Students involved in cheating will be awarded a zero assessment mark.

Students, however, may appeal to the Assessment Appeals Panel **within one day following the notification of the zero award**. If an appeal is not lodged under this condition then the zero assessment mark will stand. Such an appeal will be processed according to the procedures set out for Illness/Misadventure Appeals previously mentioned.

### Criteria for Teachers Giving Substitute Tasks

Where the result of an Assessment Task was affected for valid reasons by absence or other misadventure preventing presentation of part or all of the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence. Students who feel that they have a valid reason should complete a Misadventure Application form and follow the procedures as set out above. A medical certificate will need to be produced in most cases.

Any substitute task should:

- Be based on the same components or outcomes as the original task,
- Test or measure the same knowledge or skills as the original task,
- As far as possible, be of comparable standard to the original task and be assessed in the same manner as the original task.

# Plagiarism

"**Plagiarism**, i.e. the act of representing another's work or ideas as one's own without appropriate acknowledgement or referencing. There are three main types of plagiarism, which could occur within all modes of assessment (including examination):

Direct copying of text from a book, article, fellow student's essay, handout, thesis, web page or other source without proper acknowledgement.

Claiming individual ideas derived from a book, article etc. as one's own, and incorporating them into one's work without acknowledging the source of these ideas.

Overly depending on the work of one or more others without proper acknowledgement of the source, by constructing an essay, project etc. by extracting large sections of text from another source, and merely linking these together with a few of one's own sentences."

## Reference

*Procedures for Handling Cases of Suspected Cheating, including Plagiarism, in University Assessments, 2003,*

[online] Available: <http://www.ex.ac.uk/admin/academic/tls/tqa/plagl.htm>  
{2003, 2 Jun.]

# Banora Point High School Library Referencing Guide

## Referencing

A reference list is a list of texts quoted from or referred to in to in an assignment. A bibliography is similar but contains additional works relating to the topic that have not been cited in the assignment.

There are several ways to compile a reference list. The following method, based on the Harvard System, is widely used. Pay close attention to the setting out and punctuation as shown below. Check with your teacher for their specific requirements. You may be penalised if you do not follow their preferred format.

- Arrange references in alphabetical order by author.
- If there is no author, the title of the book or article replaces it.
- Double space entries and indent the second and any subsequent lines of a reference.
- Underlining may replace italics if italicising is not possible.

### A book with one author

Name & initials of author	Year	Name of book in italics	Edition (if not 1 <sup>st</sup> )	Publisher	Place of Publication
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eg. Dixon, J. 1993, *How to be a successful student*, Penguin Books, Ringwood.

### A book with more than one author (authors' names are listed in the order in which they appear on the title page)

All authors' names & initials	Year	Name of book in italics	Edition (if not 1 <sup>st</sup> )	Publisher	Place of publication
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eg. Liberti, A. M. & Bourbon, F. 1996, *Splendours of the Roman World*, Thames & Hudson, London.

### A book with no author

Name of book in italics	Year	Edition (if not 1 <sup>st</sup> )	Publisher	Place of Publication
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eg. *Who's Who in Australia*, 1998, 34<sup>th</sup> edn, Information Australia Group, Melbourne.

### A book with an editor

Name & initials of editor(s)	(ed.) or (eds.)	Year	Name of book in italics	Edition (if not 1 <sup>st</sup> )	Publisher	Place of Publication
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eg. Harvey, J. (ed.) 2002, *Water pollution*, 3<sup>rd</sup> edn, Penguin Books, Ringwood.

### Chapter or story by named author in an edited book or anthology (note lower case lettering for chapter title)

Author of chapter Name first then initials	Year	Chapter title in ' ' marks	In	Name of book in italics	Editor(s) Initials then name	Publisher	Place of Publication	Page nos
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eg. Alexander, I. 2000, 'The post-war city', in *The Australian Metropolis: A Planning History*, eds S. Hammnett & R. Freestone, Allen & Unwin, St Leonards, pp 98-112.

### Journal/Magazine/Newspaper articles with no named author (note lower case lettering for title of article)

Title of article in ' ' marks	Year	Journal/Newspaper in italics	Vol. no.	Issue no. or Date	Page nos
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'Voters lose their trust in politicians' 2000, *Weekend Australian*, 11-12 November, p.20.

### Journal/Magazine/Newspaper articles by named author (note lower case lettering for title of article)

Name & initials of author(s)	Year	Title of article in ' ' marks	Title of publication in italics	Vol. no.	Issue no. or Date	Page nos
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eg. Burns, S. 1989, 'There's more than one way to learn', *Australian Wellbeing*, Vol 6, No 33, October, pp 42-44.

### Encyclopedia articles

Title of article in ' ' marks	Year	in	Title of encyclopaedia in italics	Edition	Vol. no.	Publisher	Place of Publication	Page nos
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eg. 'Flatworms: phylum platyhelminthes' 1992, in *The New Encyclopedia Britannica: Macropaedia*, 15<sup>th</sup> edn, vol. 19, Encyclopedia Britannica International, Chicago, pp. 295-30.

## **Frequently Asked Questions**

### ***What is assessment?***

Assessment is the process of identifying, gathering and interpreting information about your achievement in each course. It is not about sitting for one test at the end of a course.

### ***Why do we have it?***

Assessment is used to:

- help you to learn.
- help teachers to improve teaching programs.
- provide information on how you have accomplished course outcomes.
- report on how you went at the end of a course.
- provide information on your performance in case of illness (including an accident) or misadventure (circumstance beyond your control).

### ***When does assessment take place?***

Assessment at Banora Point High School starts at the beginning of the year, Term 1. The assessment procedure will continue until the completion of courses. In Year 10, assessment tasks are distributed over four terms. Should circumstances create a need to amend the Assessment Policy or Schedule, students will be notified in writing.

### ***How is my progress assessed?***

- Within each course there is a set of nominated tasks e.g. field work, assignments, tests, practical experiments, essays.
- A mark is allocated for each of these tasks. A marking standard is set and a mark is allocated for the standard achieved.
- The total assessment mark is used to rank the students in each course.
- The school will inform you of the particular requirements for each subject.
- Not all tasks given to students will be included in the Assessment Scheme. For example, homework and assignments may not be included but will contribute to your assessed mark indirectly through knowledge and skills gained as shown in assessment tests and examinations.

### ***How does it affect me?***

- The final assessment mark summarises how you performed in a range of assessment tasks. This could include observations, research, oral presentation, fieldwork, practical skills or tests.
- Assessment is ongoing throughout the course, and is thus a measure of your commitment to learning throughout the year.



## A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher RoSA documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

## YEAR 9 ASSESSMENT OVERVIEW 2023

TERM 1- WEEK	SUBJECT
<b>WEEK</b>	
2 (30 <sup>th</sup> Jan – 3 <sup>rd</sup> Feb)	
3 (6 <sup>th</sup> – 10 <sup>th</sup> Feb)	
4 (13 <sup>th</sup> – 17 <sup>th</sup> Feb)	
5 (20 <sup>th</sup> – 24 <sup>th</sup> Feb)	CHILD STUDIES
6 (27 <sup>th</sup> Feb – 3 <sup>rd</sup> March)	PASS
7 (6 <sup>th</sup> – 10 <sup>th</sup> March)	PHOTOGRAPHY
8 (13 <sup>th</sup> – 17 <sup>th</sup> March)	PDHPE, ENGLISH, MUSIC
9 (20 <sup>th</sup> – 24 <sup>th</sup> March)	HISTORY
10 (27 <sup>th</sup> – 31 <sup>st</sup> March)	COMMERCE, SCIENCE, INDUSTRIAL TECHNOLOGY TIMBER
11 (3 <sup>rd</sup> – 6 <sup>th</sup> April)	VISUAL ART, SCIENCE

TERM 2 - WEEK	SUBJECT
1 (24 <sup>th</sup> – 28 <sup>th</sup> April)	JAPANESE
2 (1 <sup>st</sup> – 5 <sup>th</sup> May)	
3 (8 <sup>th</sup> – 12 <sup>th</sup> May)	
4 (15 <sup>th</sup> – 19 <sup>th</sup> May)	JAPANESE , FOOD TECHNOLOGY
5 (22 <sup>nd</sup> – 26 <sup>th</sup> May)	HISTORY, PASS, SCIENCE, CHILD STUDIES, ENGLISH
<b>EVAM WEEK</b>	
6 (29 <sup>th</sup> May – 2 <sup>nd</sup> June)	PHOTOGRAPHY, COMMERCE, PDHPE
7 (5 <sup>th</sup> – 9 <sup>th</sup> June)	MUSIC
8 (12 <sup>th</sup> – 16 <sup>th</sup> June)	
9 (19 <sup>th</sup> – 23 <sup>rd</sup> June)	VISUAL ART, INDUSTRIAL TECHNOLOGY TIMBER
10 (26 <sup>th</sup> – 29 <sup>th</sup> June)	

TERM 3 - WEEK	SUBJECT
1 (17 <sup>th</sup> – 21 <sup>st</sup> July)	
2 (24 <sup>th</sup> – 28 <sup>th</sup> July)	
3 (31 <sup>st</sup> July – 4 <sup>h</sup> August)	
4 (7 <sup>th</sup> – 11 <sup>th</sup> August)	
5 (14 <sup>th</sup> – 18 <sup>th</sup> August)	CHILD STUDIES
6 (21 <sup>st</sup> – 25 <sup>th</sup> August)	
7 (28 <sup>th</sup> August – 1 <sup>st</sup> Sept)	PHOTOGRAPHY , FOOD TECHNOLOGY, ENGLISH
8 (4 <sup>th</sup> – 8 <sup>th</sup> Sept)	PDHPE, GEOGRAPHY, MATHEMATICS
9 (11 <sup>th</sup> – 15 <sup>th</sup> Sept)	SCIENCE, INDUSTRIAL TECHNOLOGY TIMBER, MUSIC
10 (18 <sup>th</sup> – 22 <sup>nd</sup> Sept)	JAPANESE , SCIENCE, COMMERCE, VISUAL ART

<b>TERM 4 - WEEK</b>	<b>SUBJECT</b>
1 (9 <sup>th</sup> – 13 <sup>th</sup> Oct)	
2 (16 <sup>th</sup> – 20 <sup>th</sup> Oct)	
3 (23 <sup>rd</sup> – 27 <sup>th</sup> Oct)	<b>COMMERCE</b>
4 (30 <sup>th</sup> Oct – 3 <sup>rd</sup> Nov)	<b>CHILD STUDIES , PASS, MUSIC</b>
5 (6 <sup>th</sup> – 10 <sup>th</sup> Nov)	<b>ENGLISH, GEOGRAPHY, MATHEMATICS, PDHPE, SCIENCE</b>
EXAM WEEK	<b>FOOD TECHNOLOGY, JAPANESE</b>
6 (13 <sup>th</sup> – 17 <sup>th</sup> Nov)	<b>PHOTOGRAPHY, VISUAL ART</b>
7 (20 <sup>th</sup> – 24 <sup>th</sup> Nov)	
8 (27 <sup>th</sup> Nov – 1 <sup>st</sup> Dec)	<b>INDUSTRIAL TECHNOLOGY TIMBER</b>
9 (4 <sup>th</sup> – 8 <sup>th</sup> Dec)	
10 (11 <sup>th</sup> – 15 <sup>th</sup> Dec)	

## YEAR 9 ASSESSMENT PROGRAM - CHILD STUDIES 2023

SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Poster Term 1, Week 5</i>	Task 2 <i>Newborn Care Term 2, Week 5</i>	Task 3 <i>Pamphlet Term 3, Week 5</i>	Task 4 <i>Teddy Bears Picnic Term 4, Week 4</i>
CS 1.1	Conception to Birth	25%	25%			
CS 4.1	Newborn Care	25%		25%		
CS 3.2	Family Interactions	25%			25%	
CS 2.1	Play and development	25%				25%
	MARKS	100%	25%	25%	25%	25%

## YEAR 9 ASSESSMENT PROGRAM - COMMERCE 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Research Task</i> Term 1 Week 10	Task 2 <i>Research Task</i> Term 2 Week 6	Task 3 <i>Research Task</i> Term 3 Week 10	Task 4 <i>Research Task</i> Term 4 Week 3
5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Consumer and Financial Decisions & The Economic and Business Environment	25%	25%			
5.1, 5.2, 5.5, 5.7, 5.8, 5.9	Employment and Work Futures	25%		25%		
5.1, 5.4, 5.8, 5.9	Promoting and Selling (Plus The Economic and Business Environment)	25%			25%	
5.1, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9	Law, Society and Political involvement	25%				25%
	<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## YEAR 9 ASSESSMENT PROGRAM - ENGLISH 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Multimodal Presentation</i> Term 1, Week 8	Task 2 <i>Imaginative/creative writing</i> Term 2, Week 5	Task 3 <i>Graphic and Reflection</i> Term 3, Week 7	Task 4 <i>Reading/Responding and Writing</i> Term 4, Week 5
EN5-2A, EN5-3B, EN5-5C, EN5-8D	Representations of Australia	25%	25%			
EN5-1A, EN5-5C, EN5-7D	The Survivor's Voice (novel)	25%		25%		
EN5-2A, EN5-4B, EN5-6C, EN5-9E	Discovering the Classics Through Graphic Novels	25%			25%	
EN5-1A, EN5-3B, EN5-7D	Protesting For Change	25%				25%
	<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## YEAR 9 ASSESSMENT PROGRAM - FOOD TECHNOLOGY 2023

<b>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>Task 1</b> <i>Booklet &amp; practical task</i> Week 5, Term 2	<b>Task 2</b> <i>Research &amp; practical task</i> Week 7, Term 3	<b>Task 3</b> <i>Yearly examination</i> Week 5, Term 3
FT5.1, FT5.2, FT5.3, FT5.5, FT5.6, FT5.7, FT.11	Food selection and health	50%	50%		
FT5.1, FT5.8 FT5.3, FT5.9, FT5.10	Food for specific needs	30%		30%	
FT5.12. FT 5.13	Food for special occassions	20%			20%
	<b>Marks</b>	<b>100%</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

## YEAR 9 ASSESSMENT PROGRAM - HISTORY - SEMESTER 1, 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Research Task</i> Week 9, Term 1	Task 2 <i>Examination</i> Week 5, Term 2
HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	Overview & Depth Study 1 - Making of a better world - Industrial Revolution	50%	40%	10%
HT5-1, HT5-2, HT5-4, HT5-5, HT5-7 , HT5-9, HT5-10	Core Study - Depth Study 3 - Australians at War (World War I and II)	50%		50%
	<b>Marks</b>	<b>100%</b>	<b>40%</b>	<b>60%</b>

## YEAR 9 ASSESSMENT PROGRAM - GEOGRAPHY - SEMESTER 2, 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Research Task</i> Week 8, Term 3	Task 2 <i>Examination</i> Week 5, Term 4
GE5-1, GE5-2, GE5-3, GE5-5	Sustainable Biomes	50%	40%	10%
GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Changing Places	50%		50%
	<b>Marks</b>	<b>100%</b>	<b>40%</b>	<b>60%</b>



# YEAR 9 ASSESSMENT PROGRAM - INDUSTRIAL TECHNOLOGY TIMBER 2023

SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Term 1</i> Week 10	Task 2 <i>Term 2</i> Week 9	Task 3 <i>Term 3</i> Week 9	Task 4 <i>Term 4</i> Week 8
IND5.1, IND5.2, IND5.3,IND5.8	Footstool	25%	25%			
IND5.2, IND5.4, IND5.7	Tool caddy	25%		25%	25%	
IND5.3, IND5.6, IND5.9, IND5.10	Table clock	25%				
3, IND5.5, IND5.8	Cutting board	25%				25%
	Marks	100%	25%	25%	25%	25%

# YEAR 9 ASSESSMENT PROGRAM - JAPANESE 2023

SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Self, Family and Pets</i> Term 2, Week 2	Task 2 <i>Exam</i> Term 2, Week 5	Task 3 <i>School, Routines and Hobbies</i> Term 3, Week 10	Task 4 <i>Exam</i> Term 4, Week 5
LJA5-2C, LJA5-3C, LJA5-6U, LJA5-4C	Self, family and pets	25%	25%			
LJA5-1C, LJA5-2C, LJA5-4C, LJA5-6U, LJA5-8U, LJA5-9U	Exam	25%		25%		
LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U	School routines and hobbies	25%			25%	
LJA5-2C, LJA5-3C, LJA5-6U	Exam	25%				25%
	MARKS	100%	25%	25%	25%	25%

## YEAR 9 ASSESSMENT PROGRAM - MATHEMATICS 2023

SYLLABUS COMPONENTS	WEIGHTING	Task 1 Topic Tests	Task 2 Linear Relations Assignment	Task 3 Yearly Examination
		Ongoing 2023	Week 8 Term 3	Week 5 Term 4 2023
Understanding, Fluency and Communicating	50%	25%	12.5%	12.5%
Problem Solving, Reasoning and Justification	50%	25%	12.5%	12.5%
<b>Marks</b>	<b>100%</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>
Outcomes addressed		Various	MA5.1-6NA, MA5.1-7NA, MA5.2-9NA, MA5.1-2WM, MA5.1-3WM	Various

## YEAR 9 ASSESSMENT PROGRAM - MUSIC 2023

COMPONENTS	WEIGHTING	Task 1 Week 8 Term 1	Task 2 Week 7 Term 2	Task 3 Week 9 Term 3	Task 4 Week 4 Term 4
		Music for small ensembles	Popular Music	Rock	Australian Music
PERFORMING	50%			25%	25%
COMPOSING	25%		25%		
LISTENING	25%	25%			
<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes addressed		5.7, 5.8, 5.9, 5.10	5.4, 5.5, 5.6	5.1, 5.3	5.2, 5.3, 5.12

## YEAR 9 ASSESSMENT PROGRAM - PASS 2023

<b>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>Task 1</b> <i>Presentation Term 1, Week 6</i>	<b>Task 2</b> <i>Coaching Term 2, Week 5</i>	<b>Task 3</b> <i>Peer leadership Term 3, Ongoing</i>	<b>Task 4</b> <i>Report Term 4, Week 4</i>
PASS5.4	Traditional Indigenous games	A-E	A-E			
PASS5.8	Coaching	A-E		A-E		
PASS5.5	Event Management	A-E			A-E	
<b>PD5-6</b> , (PD5-2, PD5-7), life skills (PDLS-18)	Australia's sporting identity	A-E				A-E
	<b>MARKS</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>

## Year 9 ASSESSMENT PROGRAM - PHOTOGRAPHIC & DIGITAL IMAGING 2023

COMPONENTS	WEIGHTING	Task 1 Week 7 Term 1	Task 2 Week 6 Term 2	Task 3 Week 7 Term 3	Task 4 Week 6 Term 4
		Digital Portfolio	Digital Portfolio	Digital Portfolio	Digital Portfolio
MAKING	60%	10%	20%	15%	15%
CRITICAL & HISTORICAL INTERPRETATIONS	40%	5%	10%	15%	10%
<b>Marks</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>	<b>25%</b>
Outcomes addressed		5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

## YEAR 9 ASSESSMENT PROGRAM - PDHPE 2023

SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Safe Party Plan Term 1, Week 8</i>	Task 2 <i>Creative Response Term 2, Week 6</i>	Task 3 <i>App Review Term 3, Week 8</i>	Task 4 <i>Topic Test Term 4, Week 5</i>
<b>PD5-3</b> , (PD5-6, PD5-8, PD5-10) life skills (PDLS-23)	Equal Opportunity	25%	25%			
<b>PD5-10</b> , (PD5-1 PD5-3) life skills (PDLS-3)	Growing stronger	25%		25%		
<b>PD5-8</b> , (PD5-7, PD5-9, PD5-10), life skills (PDLS-9)	Training Program	25%			25%	
<b>PD5-6</b> , (PD5-2, PD5-7), life skills (PDLS-18)	Turning Knowledge into Action	25%				25%
	<b>MARKS</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## YEAR 9 ASSESSMENT PROGRAM - SCIENCE 2023

SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Research Task Term 1 Week 10</i>	Task 2 <i>Topic Test Term 1 Week 11</i>	Task 3 <i>Topic Test Term 2 Week 5</i>	Task 4 <i>Guided Prac Task Term 3 Week 9</i>	Task 5 <i>Topic Test Term 3 Week 10</i>	Task 6 <i>Topic Test Term 4 Week 5</i>
16WS, 9WS	Backyard Biomes	20%	20%					
14LW	Maintaining the dream	15%		15%				
16CW	Commination Technology	15%			15%			
7WS, 8WS, 9WS	Skills component of Semester 2 exam	20%				20%		
16CW	Up and Atoms	15%					15%	
13ES	Living in Iceland	15%						15%
	<b>Marks</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>



## YEAR 9 ASSESSMENT PROGRAM - VISUAL ARTS 2023

COMPONENTS	WEIGHTING	Task 1 Week 11	Task 2 Week 5	Task 3 Week 5	Task 4 Week 5
		Term 1	Term 2	Term 3	Term 4
		Artworks/Diary	Artworks/Diary	Artworks/Diary	Artworks/ Diary
Making	70%	20%	20%	15%	15%
Critical and Historical Study	30%	5%	5%	10%	10%
<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Outcomes addressed		5.1, 5.2, 5.3, 5.4, 5.5	5.1, 5.2, 5.3, 5.4, 5.5, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

## YEAR 10 ASSESSMENT OVERVIEW 2023

<b>TERM 1- WEEK</b>	<b>SUBJECT</b>
<b>WEEK</b>	
2 (30 <sup>th</sup> Jan – 3 <sup>rd</sup> Feb)	
3 (6 <sup>th</sup> – 10 <sup>th</sup> Feb)	
4 (13 <sup>th</sup> – 17 <sup>th</sup> Feb)	
5 (20 <sup>th</sup> – 24 <sup>th</sup> Feb)	<b>PASS,</b>
6 (27 <sup>th</sup> Feb – 3 <sup>rd</sup> March)	<b>PHOTOGRAPHY, DANCE</b>
7 (6 <sup>th</sup> – 10 <sup>th</sup> March)	
8 (13 <sup>th</sup> – 17 <sup>th</sup> March)	<b>PDHPE, ENGLISH</b>
9 (20 <sup>th</sup> – 24 <sup>th</sup> March)	<b>HISTORY, COMMERCE, SCIENCE</b>
10 (27 <sup>th</sup> – 31 <sup>st</sup> March)	<b>MUSIC, VISUAL ART</b>
11 (3 <sup>rd</sup> – 6 <sup>th</sup> April)	<b>HISTORY, SCIENCE, IST</b>

<b>TERM 2 - WEEK</b>	<b>SUBJECT</b>
1 (24 <sup>th</sup> – 28 <sup>th</sup> April)	<b>JAPANESE, DANCE</b>
2 (1 <sup>st</sup> – 5 <sup>th</sup> May)	
3 (8 <sup>th</sup> – 12 <sup>th</sup> May)	
4 (15 <sup>th</sup> – 19 <sup>th</sup> May)	
5 (22 <sup>nd</sup> – 26 <sup>th</sup> May) EXAM WEEK	<b>HISTORY, ENGLISH, SCIENCE, VISUAL ART, PASS, JAPANESE, FOOD TECHNOLOGY, PHOTOGRAPHY, MUSIC, VISUAL ART</b>
6 (29 <sup>th</sup> May – 2 <sup>nd</sup> June)	<b>COMMERCE, PDHPE</b>
7 (5 <sup>th</sup> – 9 <sup>th</sup> June)	<b>INDUSTRIAL TIMBER, MATHEMATICS</b>
8 (12 <sup>th</sup> – 16 <sup>th</sup> June)	
9 (19 <sup>th</sup> – 23 <sup>rd</sup> June)	
10 (26 <sup>th</sup> – 29 <sup>th</sup> June)	<b>IST, DANCE</b>

<b>TERM 3 - WEEK</b>	<b>SUBJECT</b>
1 (17 <sup>th</sup> – 21 <sup>st</sup> July)	
2 (24 <sup>th</sup> – 28 <sup>th</sup> July)	
3 (31 <sup>st</sup> July – 4 <sup>h</sup> August)	
4 (7 <sup>th</sup> – 11 <sup>th</sup> August)	
5 (14 <sup>th</sup> – 18 <sup>th</sup> August)	<b>VISUAL ART</b>
6 (21 <sup>st</sup> – 25 <sup>th</sup> August)	<b>PDHPE, PHOTOGRAPHY, IST, MUSIC</b>
7 (28 <sup>th</sup> August – 1 <sup>st</sup> Sept)	<b>ENGLISH</b>
8 (4 <sup>th</sup> – 8 <sup>th</sup> Sept)	<b>COMMERCE, GEOGRAPHY, JAPANESE</b>
9 (11 <sup>th</sup> – 15 <sup>th</sup> Sept)	<b>SCIENCE, FOOD TECHNOLOGY</b>
10 (18 <sup>th</sup> – 22 <sup>nd</sup> Sept)	<b>GEOGRAPHY, SCIENCE, DANCE</b>

<b>TERM 4 - WEEK</b>	<b>SUBJECT</b>
1 (9 <sup>th</sup> – 13 <sup>th</sup> Oct)	
2 (16 <sup>th</sup> – 20 <sup>th</sup> Oct)	<b>PASS</b>
3 (23 <sup>rd</sup> – 27 <sup>th</sup> Oct)	<b>COMMERCE</b>
4 (30 <sup>th</sup> Oct – 3 <sup>rd</sup> Nov)	<b>MUSIC</b>
5 (6 <sup>th</sup> – 10 <sup>th</sup> Nov) EXAM WEEK	<b>MATHEMATICS, GEOGRAPHY, ENGLISH, SCIENCE, VISUAL ARTS, FOOD TECHNOLOGY, JAPANESE, PDHPE</b>
6 (13 <sup>th</sup> – 17 <sup>th</sup> Nov)	
7 (20 <sup>th</sup> – 24 <sup>th</sup> Nov)	<b>INDUSTRIAL TIMBER</b>
8 (27 <sup>th</sup> Nov – 1 <sup>st</sup> Dec)	
9 (4 <sup>th</sup> – 8 <sup>th</sup> Dec)	
10 (11 <sup>th</sup> – 15 <sup>th</sup> Dec)	

## YEAR 10 ASSESSMENT PROGRAM - COMMERCE 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Research Task</i>  Term 1 Week 9	Task 2 <i>Research Task</i>  Term 2 Week 6	Task 3 <i>Research Task</i>  Term 3 Week 8	Task 4 <i>Research Task</i>  Term 4 Week 3
5.1, 5.4, 5.5, 5.7, 5.8, 5.9	Towards Independence (plus Personal Finance)	25%	25%			
5.1, 5.4, 5.5, 5.7, 5.8, 5.9	Buying a Car (plus Personal Finance)	25%		25%		
5.1, 5.4, 5.6, 5.7, 5.8, 5.9	Running a Business	25%			25%	
5.1, 5.3, 5.4, 5.5, 5.9	Law in Action	25%				25%
	<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## YEAR 10 ASSESSMENT PROGRAM - DANCE 2023

COMPONENTS	WEIGHTING	Task 1 Week 6 Term 1	Task 2 Week 1 Term 2	Task 3 Week 10 Term 2	Task 4 Week 10 Term 3	Task 5 Week 5 Term 4
		Contemporary Dance	Dance Film	Musical Theatre	Composition	Sweet Dreams
Performance	40%	10%	5%	15%		10%
Composition	30%		10%		15%	5%
Appreciation	30%	10%	5%	5%	5%	5%
Marks	100%	20%	20%	20%	20%	20%

## YEAR 9 ASSESSMENT PROGRAM – ENGLISH 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Reading/Responding and Writing</i> Term 1, Week 8	Task 2 <i>Critical extended response</i> Term 2, Week 5	Task 3 <i>Multimodal Presentation</i> Term 3, Week 7	Task 5 <i>Reading/Responding and Imaginative Writing</i> Term 4, Week 5
EN5-2A, EN5-3B	YOU'RE THE VOICE	25%	25%			
EN5-1A, EN5-5C, EN5-7D	CONFLICT IN LITERATURE	25%		25%		
EN5-2A, EN5-4B, EN5- 9E	SHAKESPEARE TRANSFORMED	25%			25%	
EN5-1A, EN5-3B, EN5-5C, EN5-6C, EN5-8D	COMMON MODULE: DISPLACEMENT	25%				25%
	<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## YEAR 10 ASSESSMENT PROGRAM - FOOD TECHNOLOGY 2023

SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Booklet &amp; Practical task</i> Week 5, Term 2	Task 2 <i>Research &amp; Practical task</i> Week 9, Term 3	Task 3 <i>Exam</i> Week 5, Term 4
FT5-2 FT5-6 FT5-7 FT5-1 FT5-10	Food in Australia	50%	50%		
FT5-4 FT5-5 FT5-8 FT5-11	Food Trends	30%		30%	
FT5-13 FT5-12 FT5-3	Food Service & Catering 2	20%			20%
	<b>Marks</b>	<b>100%</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>

## YEAR 10 ASSESSMENT PROGRAM - HISTORY - SEMESTER 1 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Research Task</i> Week 9, Term 1	Task 2 <i>Skills Test</i> Week 11, Term 1	Task 3 <i>Examination</i> Week 5, Term 2
HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	The Modern World and Australia - The Holocaust	40%	35%		5%
HT5-1, HT5-2, HT5-3, HT5-6, HT5-8, HT5-9	The Modern World and Australia - Rights and Freedoms	40%			40%
HT5.5	Skills Test	20%		20%	
	<b>Marks</b>	<b>100%</b>	<b>35%</b>	<b>20%</b>	<b>45%</b>

## YEAR 10 ASSESSMENT PROGRAM - GEOGRAPHY - SEMESTER 2 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Research Task</i> Week 8, Term 3	Task 2 <i>Skills Test</i> Week 10, Term 3	Task 3 <i>Examination</i> Week 5, Term 4
GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	<b>Environmental Change and Management</b>	40%	35%		5%
GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	<b>Human Wellbeing</b>	40%			40%
GE5-7	<b>Geographical skills</b>	20%		20%	
	<b>Marks</b>	<b>100%</b>	<b>35%</b>	<b>20%</b>	<b>45%</b>



YEAR 10 ASSESSMENT PROGRAM - INDUSTRIAL TIMBER 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Bedside Table</i> Week 7, Term 2	Task 2 <i>Cheval Mirror</i> Week 7, Term 4
IND5.1, IND5.2, IND5.3, IND5.5, IND5.6	Core Module 1	50%	50%	
IND5.4, IND5.7, IND5.8, IND5.9, IND5.10	Core Module 2	50%		50%
	Marks	100%	50%	50%

## YEAR 10 ASSESSMENT PROGRAM - INFORMATION & SOFTWARE TECHNOLOGY 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Automated System Project</i> Term 1, Week 11	Task 2 <i>Software Project</i> Term 2 Week 10	Task 3 <i>Topic Test</i> Term 3, Week 6
5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.1, 5.5.2	Software Development	30%		30%	
5.2.1, 5.2.2, 5.2.3, 5.1.2	Robotics & Automated Systems	40%	40%		
5.2.1, 5.2.2, 5.2.3, 5.4.1, 5.5.3	Networking Systems	30%			30%
	<b>Marks</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

## YEAR 10 ASSESSMENT PROGRAM - JAPANESE 2023

OUTCOMES	COMPONENTS	WEIGHTING	Task 1 Term 2 Week 1	Task 2 <i>Exam</i> Term 2 Week 5	Task 3 Term 3 Week 8	Task 4 <i>Exam</i> Term 4 Week 5
LJA5-1C, LJA5-3C, LJA5-5U, LJA5-9U	Seasons and Celebrations	25%	25%			
LJA5-2C, LJA5-4C, LJA5-7U	People and Clothing	25%		25%		
LJA5-4C, LJA5-6U, LJA5-8U, LJA5-9U	Food and Travel	25%			25%	
LJA5-2C, LJA5-5U, LJA5-7U	Pop Culture and Part Time Work	25%				25%
	<b>Marks</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## YEAR 10 ASSESSMENT PROGRAM - MATHEMATICS 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Topic Tests Ongoing Term 1 - Term 4	Bivariate Data Assignment Week 7 Term 2	Yearly Examination Week 5 Term 4
Understanding, Fluency and Communicating	50%	25%	12.5%	12.5%
Problem Solving, Reasoning and Justification	50%	25%	12.5%	12.5%
<b>Marks</b>	<b>100%</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>
Outcomes addressed		Various	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.3-19SP, MA5.1-1WM	Various

## YEAR 10 ASSESSMENT PROGRAM - MUSIC 2023

COMPONENTS	WEIGHTING	Task 1 <i>Composition</i> 1 Week 10	Task 2 <i>Voce</i> Term 2 Week 5	Task 3 <i>Performance</i> Term 3 Week 6	Task 4 <i>Exam</i> Term 4 Week 4
Protest Music - Music for Small Ensembles	25%	25%			
Music for Advertising	25%		25%		
Music of our Youth - Music of a culture	25%			25%	
Classical Music	25%		5%	5%	5%
<b>Marks</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

## YEAR 10 ASSESSMENT PROGRAM - PASS 2023

	<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>Task 1</b> <i>TOPIC TEST</i> <i>Term 1,</i> <i>Week 5</i>	<b>Task 2</b> <i>REVIEW</i> <i>Term 2,</i> <i>Week 5</i>	<b>Task 3</b> <i>LABS</i> <i>Ongoing</i> <i>Term 3</i>	<b>Task 4</b> <i>Topic Test</i> <i>Term 4,</i> <i>Week 2</i>
PASS 5.1	BODY SYSTEMS	25%	25%			
PASS 5.3	TECHNOLOGY REVIEW	25%		25%		
PASS 5.6	FUNDAMENTAL MOV'T SKILL LABS	25%			25%	
PASS 5.7	PATHWAYS IN SPORT	25%				25%
	<b>GRADES</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## YEAR 10 ASSESSMENT PROGRAM - PDHPE 2023

SYLLABUS OUTCOMES	COMPONENTS	WEIGHTING	Task 1 <i>Safe Party Plan</i> Term 1, Week 8	Task 2 <i>Creative Response</i> Term 2, Week 6	Task 3 <i>App Review</i> Term 3, Week 6	Task 4 <i>Topic Test</i> Term 4, Week 5
<b>PD5-9</b> , (PD5-7, PD5-1, PD5-10) life skills (PDLS-10)	BETTER SAFE THAN SORRY	25%	25%			
<b>PD5-1</b> , (PD5-9) life skills (PDLS-1)	REALTIONSHIP RECIPE	25%		25%		
<b>PD5-2</b> , (PD5-6, pd5-7), life skills (PDLS-8)	APP REVIEW / CREATE AN APP	25%			25%	
<b>PD5-7</b> , (PD5-1, PD5-8), life skills (PDLS-21)	The Next Chapter	25%				25%
	<b>MARKS</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>A-E</b>

## ASSESSMENT PROGRAM - PHOTOGRAPHIC & DIGITAL IMAGING 2023

COMPONENTS	WEIGHTING	Task 1 Week 6 Term 1	Task 2 Week 5 Term 2	Task 3 Week 6 Term 3	Task 4 Week 5 Term 4
		Digital Portfolio	Digital Portfolio	Digital Portfolio	Digital Portfolio
MAKING	60%	10%	20%	15%	15%
CRITICAL & HISTORICAL INTERPRETATIONS	40%	5%	10%	15%	10%
<b>Marks</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>30%</b>	<b>25%</b>
Outcomes addressed		5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10



## YEAR 10 ASSESSMENT PROGRAM - SCIENCE 2023

<b>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>WEIGHTING</b>	<b>Task 1</b> <i>Major Project Term 1 Week 9</i>	<b>Task 2</b> <i>Topic Test Term 1 Week 11</i>	<b>Task 3</b> <i>Topic Test Term 2 Week 5</i>	<b>Task 4</b> <i>Research Task Term 3 Week 9</i>	<b>Task 5</b> <i>Topic Test Term 3 Week 10</i>	<b>Task 6</b> <i>Topic Test Term 4 Week 5</i>
5WS, 4WS	STUDENT RESEARCH PROJECT	20%	20%					
17CW	WORKING AS A CHEMIST	15%		15%				
11PW, 10PW	FAST CARS	15%			15%			
7WS, 9WS	RESEARCH TASK	20%				20%		
15LW, 3VA	EVOLUTION OF YOU	15%					15%	
12ES	THE UNIVERSE	15%						15%
	<b>Marks</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>15%</b>

## YEAR 10 ASSESSMENT PROGRAM - VISUAL ARTS 2023

COMPONENTS	WEIGHTING	Task 1 Week 10 Term 1	Task 2 Week 5 Term 2	Task 3 Week 5 Term 3	Task 4 Week 5 Term 4
		Works and Diary	Written Task	Works and Diary	Works and Diary
ART MAKING	60%	20%		30%	10%
CRITICAL & HISTORICAL STUDIES	40%	10%	20%	5%	5%
<b>Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>35%</b>	<b>15%</b>
SYLLABUS OUTCOMES		5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10