



FAIRFIELD HIGH SCHOOL

Creativity Excellence Success

Year 10 Assessment Handbook 2021

Assessment Schedules for each subject
Assessment Policy and Procedures
Student Agreement Contract
Assessment Forms
Assessment Calendars

A copy of this handbook is located on the school's website

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Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Head Teacher:

English	Mr M Bianca
Mathematics	Mr J Fang
Science	Ms A Galagher
HSIE	Ms G Sansom
CAPA	Mr J Harris
PDHPE	Mr A Johnson
TAS	Ms L Molina
EAL/D	Ms V Veljkovic
LOTE/Administration	Ms K Bently
Secondary Studies	Ms M Hayes
Student Engagement	Ms Z Siddiqi
Enrichment	Ms K Lightfoot
Teaching And Learning	Ms C Weber
Writing	Ms S Frame
Welfare	Ms C Picone
SEU	Ms M Bianca

Executive and Welfare Support Staff

These are some staff students and parents may approach for support with assessment issues:

PRINCIPAL:	Mr C Borg
DEPUTY PRINCIPALS:	Ms D Knapman
	Mr K Erikson (Yrs 7, 10)
	Ms D Clarke (Yrs 8, 11)
	Ms K O'Sullivan (Yrs 9,12)

YEAR ADVISERS AND ASSISTANT YEAR ADVISERS:

	YEAR ADVISER	ASSISTANT YEAR ADVISER
Yr 7	Ms K Marinkovic – TAS Staffroom	Mr A Singh – TAS Staffroom
Yr 8	Ms A Saliba – PE Staffroom	Ms C Stibbard – X Block
Yr 9	Mr H Mgbemene – HSIE Staffroom	Ms A Do – HSIE Staffroom
Yr 10	Ms K Weldon –PE Staffroom	Mr J Dela Cruz - CAPA Staffroom
Yr 11	Ms R Lee – English Staffroom	Ms N Ponce – SEU Staffroom
Yr 12	Ms J Pasalic – EALD Staffroom	Ms A Kezic – PE Staffroom

Staff members may be contacted at school via the school reception on 02 9727 2111. We advise parents to make an appointment to speak at length with the staff member concerned in order to facilitate effective and valuable communication and so that mutually beneficial outcomes may be reached

Introduction

This document has been developed to make clear the procedures, expectations and rules about assessment at Fairfield High School. It also outlines what students will study in each subject throughout the year and how students will be assessed.

The first section contains Fairfield High School's Assessment Policy and the second section provides the assessment schedules for each subject.

Assessment tasks are used to determine the grades that students achieve in Semester 1 and Semester 2 Reports. Other assessment measures will also be used to assist teachers in determining the grade that best describes student achievement in that subject.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify students in writing when they issue the assessment task notification. Any changes will often be within a week or two of the original date on the calendar.

It is the student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up. Students must satisfactorily complete all assessment tasks prior to being able to progress to the following year.

Satisfactory Completion of a Course

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes

Factors which may prevent satisfactory completion of a course include:

- excessive rate of absence or lateness to school or classes
- poor achievement in class tests and assessments due to lack of application and effort
- poor classroom behaviour that inhibits learning
- failure to complete classwork and homework
- failure to submit assessment tasks
- proven cases of plagiarism, copying or cheating

Syllabus and Outcomes

What is a syllabus?

A syllabus is a document developed by The NSW Education Standards Authority (NESA) (previously BOSTES) which lists all the knowledge and skills that students must achieve in each subject. The direct internet link to the syllabus documents is: <http://syllabus.nesa.nsw.edu.au/> Each subject's syllabus has a number of Learning Outcomes that must be achieved in order for students to complete the course requirements as set by NESA.

What is a learning outcome?

Learning outcomes are the skills or knowledge students should know as a result of being taught a unit of work. The purpose of assessment is to measure how much students have learned at a given point in time towards those outcomes. Teachers devise assessment programs which measure student learning towards the outcomes at different times throughout the year.

In this handbook, each faculty has published an **Assessment Schedule** for each subject indicating:

- the topics students will be studying each semester.
- the assessment tasks which will take place throughout the year.
- when each task will take place.

Homework

Homework plays an integral part in the overall *Assessment for Learning* as it assists in helping students to achieve all learning outcomes. It is also reported on in all student's academic reports

At Fairfield High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks ON TIME, to the best of student's ability.
- be provided with appropriate feedback.

Some examples of homework include:

- Practical tasks
- Cooperative Learning/ Group tasks
- Creative responses
- Extension and Consolidation exercises
- Worksheets
- Reading and responding activities
- Surveys/ Questionnaires
- Writing essays / Extended responses
- Research tasks
- ICT tasks

Bookwork Standards

All subject books will have these Bookwork Standards glued inside the front cover. Students are expected to follow these and staff will be checking books regularly. Academic reports will include feedback on Bookwork each semester. This is an example of an informal assessment strategy to determine student progress.



Bookwork Standards

- ✓ Only subject work is to be in the subject book
- ✓ Subject books are to be brought to every lesson
- ✓ Recommend all books to be covered in contact
- ✓ Name, class and subject to be written on front cover
- ✓ Graffiti is not to be in any part of the book
- ✓ Bookwork Standards are to be glued inside front cover
- ✓ All pages are to have a ruled margin
- ✓ Dates are to be written at the start of each lesson's work
- ✓ Headings need to be clearly visible
- ✓ All worksheets are to be glued in
- ✓ Pages are not to be left blank between work
- ✓ Pages are not to be ripped out of the book
- ✓ Books are to be submitted for marking when teacher asks
- ✓ Teachers will check for organisation accuracy and completion of work



Bookwork Standards Marking Criteria

Scale	Sample Guide	Marks
C Consistently	All (or most) work is attempted to the best of the student's ability Evidence student is striving for correct spelling, punctuation, and accuracy All pages have ruled margins, clear headings, dates, worksheets glued in Book clearly labelled with name, subject and course No graffiti anywhere in or on the book No other subject information is in the book Book looks clean and organised, with no blank pages	10 - 8
S Sometimes	Evidence of student completing tasks, some are incomplete or inaccurate Some evidence of care taken with spelling, punctuation and accurate work Some graffiti throughout and on the book Most pages have ruled margins, clear headings, dates Some worksheets missing or not glued in Some pages ripped or missing	7 - 5
R Rarely	Most tasks are incomplete, inaccurate or missing Messy, incomplete, inaccurate work, with little attention to detail Lots of graffiti throughout and on the book Very little evidence of ruled margins, clear headings, dates Very few worksheets glued in or all worksheets are missing Evidence the book is used for more than one subject Many pages ripped or missing	4 - 0

Teacher Signature: _____ Date: _____ Bookmark: ____/10



What is Assessment?

Assessment means all the things that teachers use to measure student success as a learner.

There are two types of assessment:

Assessment FOR Learning (*informal assessment*):

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement informally as they complete their work using a whole range of strategies including self-assessment and peer-assessment.

Assessment OF Learning (*formal assessment*):

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

Examples of assessment activities (for both formal and informal tasks)

- Topic test
- Project
- Presentation
- Research assignment
- Portfolio
- Rich task
- Practical task
- Formal Examination
- Essay
- Model
- Observation of student learning
- Classroom activities and participation
- Homework assignments
- Mini test / Quiz
- Group and pair work
- Peer assessment
- Experiment
- Bookwork – will be included in the Semester 1 & 2 reports in the Commitment to Learning section
- Speech
- Performance

Assessment Policy and Procedures

a) Assessment Task Notifications:

Assessment task notifications will be issued to students **AT LEAST 2 SCHOOL WEEKS** before an Assessment Task is due (other than formal examinations).

The assessment task notification will outline:

- the syllabus outcomes the task is measuring
- how much the task is worth as a percentage (weighting %)
- instructions on how to complete the task
- marking criteria

Students **must** sign the teacher's *Assessment Task Form: Student Register* as proof they received the assessment notification.

b) Weighting of Tasks:

Each task is worth a percentage towards student's total grade. This is called 'Weighting'. Teachers will use the assessment marks achieved throughout the course to determine each student's final overall grade.

c) Dates and Timing of Assessment Tasks:

Assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing via the notification. Sometimes, more than one task will be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Start tasks early to ensure completion by the due date.

d) Assessment Task Progress Checks:

Assessment Task Progress Check dates will be given to students, where relevant. These are dates to check on student progress in completing the task. Students need to note the progress check dates and show the progress to their teacher by these dates.

e) Applying for an Extension:

If something serious or unexpected happens while a student is working on an assessment task, preventing a student from completing the task by the due date, then the student should see the Head Teacher to ask for an *Assessment Task Form: Extension Request* as soon as possible. Students must provide the reasons for the extension, get the form signed by a parent/guardian and then return it to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that computer equipment is reliable and that an electronic version of the task is saved safely

Extensions will only be considered **before** the due date. Students should not ask for an extension on the day a task is due. Extensions will not be provided if this process isn't followed.

f) Illness or Misadventure

If a student is absent on the day of an assessment task, a phone call to the school should be made to inform staff of the issue, where possible.

Illness – is when a student is too unwell to attend school and will get a doctor's certificate

Misadventure – is an unavoidable situation that makes it impossible to attend school, this does not include family holidays or social engagements

On the first day of a student's return to school after missing an assessment task due to illness or misadventure, the student needs to see the relevant teacher to:

- I. Submit the outstanding task
- II. Ask for an *Illness/Misadventure Form*
- III. Fill in the *Illness/Misadventure Form* and hand back to the teacher with medical certificate attached (For misadventures the student needs to return the form with a parent signature)

In the case of missed in class tests, formal exams, practical tests and performances the teacher will inform the student:

- I. when the next opportunity will be to undertake the task, or
- II. if an alternative task needs to be undertaken, or
- III. if an estimate mark will be allocated.

This decision will be made in accordance with faculty policy and procedures and will be made in consultation with the Head teacher.

In the case of a student falling ill during an assessment task (or suffering from a misadventure that is impacting on the student's ability to complete the task), the teacher will provide the student with an *Illness/Misadventure Form* and direct the student to report to the Front Office (or relevant Head teacher) for assistance.

It is expected the student fills in the *Illness/Misadventure Form*, has a parent sign the form and returns it to the teacher on the next day the student attends school. The teacher and Head Teacher will decide:

- I. when the next opportunity will be to undertake the task, or
- II. if an alternative task needs to be undertaken, or
- III. if an estimate mark will be allocated based on prior performance and the part of the task that may have been completed

This decision will be made in accordance with faculty policy and procedures and will be made in consultation with the Head teacher.

g) Late Attendance to an Assessment Task or Examination

If a student arrives late to an assessment task or exam, this will be noted in writing at the top of the task. The student is expected to complete as much of the task as possible. If the lateness was due to illness or misadventure, the same procedures apply in terms of allocating marks as above. Otherwise the student will simply receive a mark for what they completed and may also receive other consequences if the lateness was due to truancy or breaches of the school rule.

h) Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher.

Every assessment task submitted must have the official *Assessment Task Form: Cover Sheet* attached to the front.

Every time a student submits a task, the teacher will have an *Assessment Task Form: Student Register* for each student to sign as proof their task was submitted. Teachers keep this and file it in a faculty central location at the conclusion of the task.

If the teacher is absent on the day the assessment task is due, students must either submit their task to the replacement teacher or go to the staffroom and submit it to the Head Teacher. Students still need to sign a register of submission, so Head Teachers will set up faculty processes to ensure this can happen.

It is best practice to for students to keep either a photocopy or an electronic copy of the task.

It is also best practice for students to keep all notes and drafts until after they receive their marked assessment task back, as staff may ask to see these in the event of possible plagiarism.

All assessment tasks need to be submitted in the format required by the teacher. The task sheet will inform students as to how each task is to be submitted.

An electronic assessment task is **ONLY** considered submitted if:

1. The assessment task is readily identifiable.
2. It is readable and free of any sort of corruption or virus
3. It is written in applications to which school staff have ready access, and in a format which school computers can read (eg. Word, Excel, Publisher, PowerPoint and Adobe pdf)

Students will receive a reply from the teacher indicating receipt of the task. Teachers will acknowledge receipt as soon as possible. If a student does not receive a receipt, then they should follow up with the teacher to confirm it was received as soon as possible.

i) Failure to Submit an Assessment Task, Non-Serious Attempt or Late Submission

Students who fail to submit an assessment task will receive a zero mark (0), will have an N Warning letter sent home and will be expected to submit the task as soon as possible. A teacher or Head Teacher may also issue other consequences such as detentions.

Students who are deemed to have made a non-serious attempt will be receive a zero mark (0), will have an N Warning letter sent home (with a copy of the non-serious attempt task attached) and the student will be expected to resubmit the task as soon as possible. A teacher or Head Teacher may also issue other consequences such as detentions.

Students who submit an assessment task late, with no *Illness and Misadventure* form will receive a zero mark (0), will have an N Warning letter sent home and will be expected to submit the task as soon as possible. Other consequences, such as detentions, may be issued.

N Warning letters need to be signed by a parent and the tear off slip returned to the teacher. The slip will be kept in faculty files for future reference, if required.

Repeated non-submission of tasks may lead to parent interviews, referral to the Head Teacher Student Engagement and Deputy Principal for follow up. This may lead to a student not being allowed to progress into the next academic year.

j) Appeals Relating to Assessment Tasks

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally and there is no need for an *Assessment Task Form: Appeal* to be submitted. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

k) Alleged Malpractice in Assessment Tasks or Examinations

Malpractice or cheating is dishonest behaviour by a student that gives them unfair advantage over others. Any form of malpractice, including plagiarism is unacceptable and we treat these allegations very seriously.

The following is a list as identified by NESA (NSW Education Standards Authority)
It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own (plagiarism)
- 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 their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- non serious attempts, including only attempting a small section of the assessment task or exam e.g. multiple choice questions and answering questions in a language other than English (unless specifically instructed to do so)

Detected malpractice will limit your marks and jeopardise your ROSA/Preliminary HSC or HSC qualification.

If the student is suspected of malpractice, the student will need to show that all unacknowledged work is entirely their own by proving and explaining of the work process e.g. progressive drafts or answering questions about the assessment task, exam or submitted work to demonstrate their knowledge, understanding and skills.

If any malpractice is confirmed, the student will be given a zero and if in Year 10-12 an N warning and parents contacted.

To assist students to avoid committing malpractice in assessment tasks the school:

- may provide reminders in lesson when tasks are being issued
- may provide signage reminding students how to note sources used in tasks
- may provide lessons in class as to how to note sources used in tasks
- NESA'S All My Own Work is to be completed at the end of Year 10.

l) Academic Review

Each term the Academic Review process occurs for Years 10, 11 and 12. The Head Teacher Student Engagement with the Deputy Principal and Principal, leads interviews with students and their parents. The students selected for the interviews are the ones at risk of being N determined. The criteria for students to be on the Academic Review is that they have three or more N award warning letters from across three different Key Learning Areas. The purpose of the Academic Review is to inform students and their parents that the N warnings, either assessment tasks or classwork must be completed or the student will receive an N determination and not receive a Year 10 or Year 11 ROSA or, a HSC credential from NESA.

Support systems will be offered to the student. If the student redeems their N warnings within the time frame given by the Principal, they will achieve their credential. If not, the Principal will inform NESA and the student will not receive their credential. Students will not be able to proceed into the next year of study if they are in Year 10 or Year 11. It is important for all students to submit their tasks and communicate with their teachers if they require an extension or further assistance.

m) Consistency of Marking

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

Systems such as double marking, sample sets, faculty meeting discussions and one staff member marking the whole cohort may be implemented to ensure consistency of marks allocated to assessment tasks.

n) Final Grades for Year 10 Course of Study in Each Subject:

All assessment marks will combine to make one overall mark out of a hundred

Students will be ranked based on these marks

Teachers and the Head Teacher will compare these marks against NESA's Course Performance Descriptors to determine if students are ranked in a manner that reflects

To assist this, staff have been issued with a Common Grade Scale (see below) that will help with consistency of teacher judgement across class and subjects.

Each mark out of hundred is then converted into the most appropriate Grade for each student.

The RoSA Grades allocated are as follows:

Grade Indicative Marks	Common Grade Scale
A 100-85	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 84-70	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 69-50	The student has a sound knowledge and understanding of the main areas of content and have achieved an adequate level of competence in the processes and skills.
D 49-21	The student has a basic knowledge and understanding of the content and have achieved a limited level of competence in the processes and skills.
E 20-0	The student has an elementary knowledge and understanding in few areas of the content and have achieved very limited competence in some of the processes and skills.

o) Formal School Reports

The school formally reports on student progress twice each year: Semester 1 Report (issued at the end of Term 2) and a Semester 2 Report (issued at the end of the year).

These reports will provide information about student progress within each course.

Grades A to E will be issued to accurately reflect student achievement in each subject.

Disability Provisions

Students may be granted disability provisions if they have:

- visual or auditory difficulties
- learning difficulties
- fine motor skills difficulties
- illnesses such as diabetes
- ongoing injuries that will impact on student ability to complete assessment tasks
- psychological difficulties
- a PLASP (Personalised Learning and Support Plan)

Student parents/guardians must provide documentation and inform the school of student's disability.

Where a student has an illness or personal circumstance which may affect school assessments or examinations, students may ask for appropriate disability provisions. When teachers think a student may need additional support for in-class assessments or formal examinations, a referral via *Sentral – Wellbeing – New Incident – Referral for Support* may be made to the Head Teacher Welfare.

The Head Teacher Welfare will coordinate any disability provisions, including the provision of appropriate support via the Learning and Support Team. These may include:

- large print examinations
- provision of a writer or reader
- separate supervision
- extra time
- rest breaks
- permission to use a computer for writing (in exceptional circumstances)

To ensure that we support students as best we can, the following procedures should be followed:

1. Students are to notify their teacher as soon as they receive their assessment notification if they have an issue that requires special provisions. It will be the responsibility of the teacher to liaise with the Head Teacher to provide students with adequate support and provisions. The Head Teacher may liaise with Head Teacher Welfare for further guidance and support. The LaST team may assist with the provision of special provisions

2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and students will be closely supervised. Students may not use functions such as spelling or grammar checking, or other functions which may give students an advantage over candidates sitting a pen and paper examination. Students may not format their work beyond simple paragraphing. A computer calculator is not an approved calculator for NESA Examinations. Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.



Assessment Task Form: Cover Sheet

Name:	Class:
Teacher:	Topic:
Assessment Task Title:	
Date Due:	Date Submitted:

My signature below is my commitment that:

- this assessment task is all my own work and is a result of my personal study, research and knowledge
- I have not copied (plagiarised), in part, or in whole, the work of other students, authors or internet sources
- I have acknowledged all the material and sources used in the preparation of this assessment task
- It is my responsibility to keep a copy of my assessment task to keep the receipt below
- I understand that zero marks will be awarded in the sections identified as not complying with these guidelines

Student Signature:

ASSESSMENT TASK FEEDBACK

(to be filled in by teacher before returning to student)

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Teacher Signature:	Assessment Mark/Grade:	
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Assessment Task Form: Extension Request

This form is to be completed and signed by a parent/guardian
An extension can only be granted if a student has a satisfactory reason.
Application must be made to the subject Head Teacher before the task due date.

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for extension request:	
Student Signature:	Date:
Parent Signature:	Date:
Head Teacher Decision – Extension Granted?	New Due Date: (if approved)
Head Teacher signature:	Date:

The Head Teacher will give this slip back to the student with the decision recorded on it

EXTENSION REQUEST – DECISION <i>(to be filled in by Head Teacher before returning to student)</i>	
Student Name:	Year:
Extension granted: YES NO	New Due Date:





Assessment Task Form: Illness/Misadventure

This form is to be completed and signed by a parent/guardian
 An extension can only be granted if a student has a satisfactory reason.
 Application must be made to the subject Head Teacher before the task due date.

Name:		Year:	
Course:		Date Due:	
Assessment Task Title:			
Class Teacher:			
Reason for illness/Misadventure:			
Medical Certificate attached? YES NO		Other documentation attached? YES NO	
Parent statement attached? ? YES NO		Teacher statement attached? YES NO	
Student Signature:		Date:	
Parent Signature:		Date:	
Class Teacher Signature:		Date:	
Head Teacher Decision:			
Head Teacher signature:		Date:	

The Head Teacher will give this slip back to the student with the decision recorded on it

ILLNESS/MISADVENTURE - DECISION <i>(to be filled in by Head Teacher before returning to student)</i>	
Student Name:	Year:
Head Teacher Decision:	
Head Teacher Signature:	Date:



Assessment Task Form: Appeal

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally and there is no need for an *Assessment Task Form: Appeal* to be submitted. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

Submit this form to the relevant Deputy Principal, with a copy of the assessment task attached

Name:	Year:
Course:	Date Due:
Assessment Task Title:	
Class Teacher:	
Reason for Assessment Task Appeal:	
Student Signature:	Date:
Parent Signature:	Date:

*The Deputy Principal will give this slip back to the student with the decision recorded on it
The Deputy Principal will also inform the Head Teacher and note the decision on Sentral*

APPEAL – DECISION <i>(Student should keep this safe as evidence of outcome of the appeal)</i>	
Student Name:	Year:
Deputy Principal Decision:	
Deputy Principal Signature:	Date:



Assessment Task Form: Student Register

Subject:		Assessment Name:		Assessment No:	
Due Date:				Weighting (%):	
Teacher:					

I hereby acknowledge receiving / submitting the assessment task described above.

Class	PRINT NAME	Assessment Task Received		Assessment Task Submitted	
		Signature	Date	Signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
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30					

When the Assessment Task has been marked and returned - this sheet is to be given to your HT for central filing



Assessment Schedules

For

All Courses

2021

These are issued to students by their course teachers. Students sign to acknowledge receipt of the assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

The assessment of a student's achievement throughout the course is ongoing and is made at several points and in a variety of methods.

Satisfactory completion of classwork and assessable tasks is mandatory for all students. Unsatisfactory completion or failure to submit assessable tasks may result in an 'N' Determination being issued in the course.

STUDENT INSTRUCTIONS

- * Ensure you have collected all Assessment Schedules.
- * courses.

- * **Assessment Calendar:** Check the assessment calendar on next pages and highlight the assessment tasks for your courses.

- * **Keep Assessment Handbook** for future reference.

- * **Remember:** All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate as per NESAs regulations.



Assessment Task Calendar

Term 1 - 2021

Week	Dates	Course	Task
1A	28/01/2021 – 29/01/2021		
2B	01/02/2021 – 05/02/2021		
3A	08/02/2021 – 12/02/2021		
4B	15/02/2021 – 19/02/2021	Science	First-hand Scientific Investigation
5A	22/03/2020 – 26/02/2020	Lote (Spanish)	'Let's plan a quinceañera and other festivities' PART A::Blog PART B: Answering questions
6B	01/03/2021-05/03/2021	ISem	Inquiry based Assessment Task
		Personal Development, Health & Physical Education	Case Study
7A	08/03/2021 – 12/03/2021	Commerce	Employment & Work Futures Research Report
		Geography	Environmental Change & Management Research Task
		Music	Performance
8B	15/03/2021 – 19/03/2021	English	Poetry – Voices of Protest Language Modes – Reading/Writing
		History	Depth Study 5: The Globalising World - Speech
		History Elective	Ancient, Medieval & Modern Societies Ancient Assyria – Research Task
		Industrial Technology Multimedia	Apps & Interactivity
		Photography & Digital Media	Photographic Manipulation
		Physical Activity & Sports Studies	Assessment – Physical Fitness
9A	22/03/2021 – 26/03/2021	Food Technology	Food Service & Catering
		Information Software Technology	Animation
		Mathematics	Class Text
10B	29/03/2021 – 01/04/2021	English	Poetry – Voices of Protest Language Modes – Reading/Writing
		Industrial Technology Timber	Childrens Toy



Assessment Task Calendar

Term 2 – 2021

Week	Dates	Course	Task
1A	19/04/2021 -23/04/2021		
2B	26/04/2021 – 30/04/2021	Visual Arts	Critical Task
3A	03/05/2021 – 07/05/2021	History	Core Study – Depth Study 4: Rights & Freedoms Source Based Topic Test
		iSTem	Practical Skill Assessment
		Mathematics	Preseen Questions Task
4B	10/05/2021-14/05/2021	History Elective	Thematic Studies Myths & Legends Source Analysis
		Lote (Spanish)	Online Doctor Consultation – Conversation Script
		Music	Composition
		Personal Development, Health & Physical Education	Alcohol & Driver Survivor
		Photography & Digital Media	Experimental Photography
		Science	Motion Investigation
5A	17/05/2021 – 21/05/2021	Industrial Technology Engineering	Wind Turbines
6B	24/05/2021 – 28/05/2021	Commerce	Law, Society & Political Involvement Topic Test
7A	31/05/2021-04/06/2021		
8B	07/062021 – 11/06/2021	Food Technology	Food Product Development
		Geography	Environmental Change & Management Topic Test
		Industrial Technology Multimedia	Apps & Interactivity
		Physical Activity & Sports Studies	Assessment – Australia's Sporting Identity
9A	15/06/2021 – 18/06/2021	Information Software Technology	Chatbot
10B	21/06/2021 – 25/06/2021	English	Prose: Change in Perspective Language Modes – Reading/Writing-
		Industrial Technology Timber	Cabinet



Assessment Task Calendar

Term 3 - 2021

Week	Dates	Course	Task
1A	12/07/2021 - 16/07/2021		
2B	19/07/2021 - 23/07/2021		
3A	26/07/2021 - 30/07/2021	Industrial Technology Engineering	Lego Mind Storms
4B	02/08/2021 - 06/08/2021	Visual Arts	Art Making Task 2
5A	09/08/2021 - 13/08/2021	Industrial Technology Engineering	Arduino Electronics
		Music	Presentation
6B	16/08/2021-20/08/2021	IStem	STEM Project based Learning Task
7A	23/08/2021 - 27/08/2021		
8B	30/08/2021 - 03/09/2021	Geography	Human Wellbeing - Reprot
		History Elective	History, Heritage & Archaeology
		Industrial Technology Multimedia	Games & Simulations
		Lote (Spanish)	Environmental issues and films PART A: Youth Forum:presentation PART B: Film Festival Text message
		Physical Activity & Sports Studies	Practical – The Olympic Games
		Science	Practical Examination
9A	06/09/2021 - 10/09/2021	Commerce	Promoting & Selling Brochure
		English	Drama: All Hail Macbeth Language Modes – Listening/Writing/Viewing & Representing
		Histry	Depth Study 6 School Developed Topic Vietnam War – Essay Structured Question
		Information Software Technology	Simulation
		Photography & Digital Media	Diorama Photography
10B	13/09/2021 - 17/09/2021	Food Technology	Food For Special Needs



Assessment Task Calendar

Term 4– 2021

Week	Dates	Course	Task
1A	05/10/2021 -08/10/2021	Music	Small Ensemble Performance
2B	11/10/2021 – 15/10/2021		
3A	18/10/21 – 22/10/2021	Industrial Technology Engineering	Engineering Project
4B	25/10/2021 – 29/10/2021	Commerce	Yearly Examination
		English	Yearly Examination
		Food Technology	Yearly Examination
		Geography	Yearly Examination
		History	Depth study 5: The Globalising World Yearly Examination
		History Elective	Thematic Studies Conspiracy Theories Yearly Examination
		Industrial Technology Engineering	Yearly Examination
		Industrial Technology Timber	Yearly Examination Major Project
		IStem	Yearly Examination
		Industrial Technology Multimedia	Yearly Examination
		Lote (Spanish)	Yearly Examination
		Mathematics	Yearly Examination Assignment
		Information Software Technology	Yearly Examination
		Personal Development, Health & Physical Education	Yearly Examination
		Photography & Digital Media	Yearly Examination
		Physical Activity & Sports Studies	Yearly Examination – The Olympic Games & Coaching
Science	VALID Online Yearly Examination		
Visual Arts	Yearly Examination		
5A	01/11/2021 – 05/11/2021		
6B	8/11/2021 – 12/11/2021	Industrial Technology Timber	Pen Box
7A	15/11/2021 – 19/11/2021		
8B	22/11/2021 – 26/11/2021	English	Global Representations Multimodal Presentation
9A	29/11/201 – 3/1/22021		
10B	6/12/2021 – 10/12/2021		
11A	13/12/201 -15/12/2021		



Commerce

Year 10 Assessment Outline 2021

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS COMPONENTS:		Task:	Employment & Work Futures Research report	Law, Society & Political Involvement Topic test	Promoting & Selling Brochure	Yearly Examination
		Outcomes:	5-1, 5-5, 5-7	5-2	5-4, 5-6	5-8, 5-9
		Timing:	Term 1 Week 7	Term 2 Week 6	Term 3 Week 9	Term 4 Week 4
		Knowledge & Understanding	30%	5%	10%	5%
Skills	40%	10%	10%	10%	10%	
Values & Attitudes	30%	5%	10%	5%	10%	
		100%	20%	30%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Employment & Work Futures Research report	20%	5-1, 5-5, 5-7	Written research task using legal cases
2	Law, Society & Political Involvement Topic Test	30%	5-2	Complete a topic test on Law, Society and Political Involvement
3	Promoting and Selling Brochure	20%	5-4, 5-6	Design a brochure to promote environmental sustainability in FHS
4	Yearly Examination	30%	5-8, 5-9	Multiple choice, short answer and extended response on all topics covered.



English

Year 10 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	1a – 1b Poetry: Voices of Protest Language Modes: Reading 15/30 Writing 10/40	Prose: Change in Perspective Language Modes: Speaking 5/5 Writing 10/40	Drama: All Hail Macbeth. Language Modes: Listening 10/10 Writing 5/40 Viewing & Representing 15/15	Global Representations Multimodal and Yearly Examination Language Modes: Reading 15/30 Writing 15/40
Outcomes:	EN5-1A EN5-2A, EN5-3B EN5-5C	EN5-1A, EN5-2A, EN5-5C EN5-7D EN5-9E	EN5-3B EN5-4B EN5-8D	EN5-1A EN5-2A EN5-3B, EN5-4B, EN5-5C EN5-6C EN5-7D, EN5-8D EN5-9E
Timing:	Part 1 Term 1 Week 8 Part 2 Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	Yearly Examination Term 4 Week 4 Presentation Term 4 Week 8
SYLLABUS COMPONENTS:				
Poetry Voices of Protest. Slam Poetry	20%	20%		
Prose Fiction: Extended Response	20%	20%		
Drama: Creative Response. Appropriation/adaptation of a scene from Macbeth	30%		30%	
Global Representations: Multimedia	30%			30%
100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Poetry Voices of Poetry examination. Slam Poetry	20%	EN5-1A EN5-2A, EN5-3B EN5-5C	Compose a response to a specific question/ statement. Focus on structure, academic voice and analysis and evaluation of language features associated with novel.
2	Prose Fiction: Essay / Extended Response	20%	EN5-1A, EN5-2A, EN5-5C EN5-7D EN5-9E	Answer short answer questions and write an extended response about one of the poems studied in class. Compose a "spoken word" poetic representation that persuasively conveys a perspective on a specific issue and/or idea about the human condition.
3	Drama: Creative Response. Appropriation/adaptation of a scene from Macbeth	30%	EN5-3B EN5-4B EN5-8D	Create a multimodal presentation that demonstrates research and the development of a position on polarizing issue. (small group work) Students reflect on their/other visual representation and evaluate the effect and impact of visual codes
4	Global Representations: Multimedia Presentation. Yearly Examination	30%	EN5-1A EN5-2A EN5-3B, EN5-4B, EN5-5C EN5-6C EN5-7D, EN5-8D EN5-9E	Respond to poetry(one of the poems studied in class) Respond to a specific scene from Macbeth View and respond to unseen print advertisements that utilize visual language features and elements of composition

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Food Service & Catering	Food Product Development	Food For Special Needs	Yearly Examination
	Outcomes:	FT5-7, FT5-8, FT5-9, FT5-11	FT5-4, FT5-5, FT5-10	FT5-1, FT5-6, FT5-7	FT5-2, FT5-3, FT5-6, FT5-12, FT5-13
	Timing:	Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	Term 4 Week 4
Food properties and preparation	25%	5%	5%	5%	10%
Food nutrition and society	20%	5%		5%	10%
Food hygiene and safety	30%	5%	5%	5%	15%
Researching and communicating	15%	5%	5%	5%	
Design, Producing and evaluating	10%		5%	5%	
	100%	20%	20%	25%	35%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Food Service and Catering	20%	FT5-7, FT5-8, FT5-9, FT5-11	After many years of wanting to operate your own business with a friend, you have finally saved enough money and now you are ready to start organizing your new venture. You are to open a small food service / catering business in an area of your choice.
2	Food Product Development	20%	FT5-4, FT5-5, FT5-10	Food Product Development: Part A – Design and make a biscuit or snack bar which appeals to teenagers and meets their nutritional requirements as recommended by the 2013 Australian Dietary Guidelines. Part B – Document the development of your food product in a folio.
3	Food For Specific Needs	25%	FT5-1, FT5-6, FT5-7	Special food needs arise for a variety of reasons including age, health, lifestyle, and cultural influences. Part A: Written Assessment Task, Part B: Practical Assessment Tasks.
4	Yearly Examination	35%	FT5-2, FT5-3, FT5-6, FT5-12, FT5-13	Examines all modules.

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS COMPONENTS:	Task:	Environmental Change and Management: Research Task	Environmental Change and Management: Topic Test	Human Wellbeing: Report	Human Wellbeing: Yearly Examination
	Outcomes:	GE5-3, GE5-8	GE5-1, GE5-2	GE5-3, GE5-7	GE5-6, GE5-4
	Timing:	Term 1 Week 7	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4
	Acquiring geographical information	20%	10%	5%	5%
Processing geographical information	35%	5%	5%	5%	20%
Communicating geographical information	45%	5%	10%	10%	20%
	100%	20%	20%	20%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Environmental change and management: Research Task	20%	GE5-3, GE5-8	Research task on Environmental Change & Management
2	Environmental change and management: Topic Test	20%	GE5-1, GE5-2	Class test on Environmental Change and Management: multiple choice, short answer questions, geographical skills and extended responses.
3	Human wellbeing: Report	20%	GE5-7, GE5-8	Geographical report
4	Human wellbeing: Yearly Examination	40%	GE5-6, GE5-4	Yearly Examination – On all topics covered

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
Task:	Depth Study 5: The Globalising World Speech	Core Study – Depth Study 4: Rights and Freedoms (1945-Present) Source Based Topic Test	Depth Study 6: School – Developed Topic Vietnam War Essay Structured Question	Depth Study 5: The Globalising World Yearly Examination	
Outcomes:	HT5 1, HT5 2 HT 5 10	HT5 5, HT5 7	HT5 3, HT5 4	HT5 6, HT5 8 HT5 9	
Timing:	Term 1 Week 8	Term 2 Week 3	Term 3 Week 9	Term 4 Week 4	
SYLLABUS COMPONENTS:					
Comprehension: chronology, terms and concepts. Analysis and use of sources	25%	5%	5%	10%	5%
Perspectives & interpretations. Empathetic understanding	25%	5%	5%	5%	10%
Research	25%	5%	10%	5%	5%
Explanation and communication	25%	5%		10%	10%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Depth Study 5: The Globalising World Oral Presentation	20%	HT5 1, HT5 2 HT 5 10	Oral Presentation on Migration Experiences
2	Core Study – Depth Study 4: Rights and Freedoms (1945-Present) Source Based Test	20%	HT5 5, HT5 7	In class source based Topic Test on Changing Rights and Freedoms
3	Depth Study 6: School Developed Topic - Vietnam War Essay/Structured Question(s)	30%	HT5 3, HT5 4	School Developed topic (Vietnam War) Students complete an essay/ structured question(s) based on Australia and its involvement in the Vietnam War.
4	Depth Study 5: The Globalising World Yearly Examination	30%	HT5 6, HT5 8 HT5 9	The examination will consist of questions on all topics covered in class (Depth studies 4, 5 & 6). This will comprise of multiple choice, source based tasks and structured essay type questions.



History Elective

Year 10 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Ancient, Medieval and Modern Societies Ancient Assyria Research Task	Thematic Studies Myths and Legends Source Analysis	History, Heritage and Archaeology Genocide Video Analysis	Thematic Studies Conspiracy Theories Yearly Examination
Outcomes:	HTE5.4, HTE5.10	HTE5.6, HTE5.8	HTE5.2	HTE5.1, HTE5.9
Timing:	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
SYLLABUS COMPONENTS:				
Comprehension: chronology, terms and concepts Analysis and use of sources	25%	10%	5%	10%
Perspectives and interpretations Empathetic understanding	25%	5%	10%	10%
Research	25%	15%	5%	5%
Explanation and communication	25%	5%	10%	5%
	100%	20%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Ancient, Medieval and Modern Societies Research Report	20%	HTE5.4, HTE5.10	Students will complete a Research Task on Significant Personalities of Ancient Assyria
2	Thematic Studies Source Analysis	20%	HTE5.6, HTE5.8	Students will complete a Source Analysis Task on unit Myth and Legends
3	History, Heritage and Archaeology Video Analysis	30%	HTE5.2	Students will complete a Video Analysis on a film based off Genocide
4	Thematic Studies Yearly Examination	30%	HTE5.1, HTE5.9	Students will complete a Yearly Examination that will consist of all topics covered in class.



Industrial Technology Engineering

Year 10 Assessment Outline 2021

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:			Wind Turbines	Arduino Electronics	Engineering Project	Yearly Examination
Outcomes:			IND5-1 IND5-2 IND5-3 IND5-5	IND5-7 IND5-8 IND5-3 IND5-9	IND5-5 IND5-6 IND5-7 IND5-8	IND5-4 IND5-8 IND5-9 IND5-10
Timing:			Term 2 Week 5	Term 3 Week 5	Term 4 Week 3	Term 4 Week 4
SYLLABUS COMPONENTS:						
Practical Skill	60%		20%	20%	10%	10%
Knowledge and Understanding	40%		10%	10%	10%	10%
	100%		30%	30%	20%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Wind Turbine	30%	IND5-1 IND5-2 IND5-3 IND5-5	Students research, design and make a wind turbine..
2	Arduino electronics	30%	IND5-7 IND5-8 IND5-3 IND5-9	Students further their knowledge and skills in electronics and programming with the use of Arduino electronics kits.
3	Engineering Project	20%	IND5-5 IND5-6 IND5-7 IND5-8	Students design and construct an engineering project
4	Yearly Examination	20%	IND5-4 IND5-8 IND5-9 IND5-10	Students consolidate their knowledge and understanding of the engineering content learnt throughout the year in an 80min formal examination

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Apps & Interactivity	Apps & Interactivity	Games & Simulations	Yearly Examination
	Outcomes:	IND5-1 IND5-2 IND5-3 IND5-5 IND5-9	IND5-7 IND5-8 IND5-3 IND5-2	IND5-5 IND5-7 IND5-8 IND5-9	IND5-4 IND5-6 IND5-8 IND5-9
	Timing:	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4
Practical Skill	60%	10%	10%	20%	20%
Knowledge and Understanding	40%	10%	10%	10%	10%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Apps & Interactivity	20%	IND5-1 IND5-2 IND5-3 IND5-5 IND5-9	Students develop their knowledge and skills in WHS, safety factors and the use of tools, materials and techniques related to interactive applications.
2	Apps & Interactivity	20%	IND5-7 IND5-8 IND5-3 IND5-2	Students create an interactive application. They utilise digital tools, materials, and techniques to develop their applications.
3	Games & Simulations	30%	IND5-5 IND5-7 IND5-8 IND5-9	Students develop their knowledge and skills in the use of tools, materials and techniques related to augmented and virtual reality products.
4	Yearly Examination	30%	IND5-4 IND5-8 IND5-9 IND5-10	Students consolidate their knowledge and understanding of the Multimedia course content learnt throughout the year in a formal examination.



Industrial Technology Timber

Year 10 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Childrens Toy	Cabinet	Major Project	Yearly Examination
Outcomes:	IND5-1 IND5-2 IND5-6 IND5-10	IND5-3 IND5-4 IND5-5 IND5-9	IND5-2 IND5-3 IND5-4 IND5-7	IND5-1 IND5-8 IND5-9 IND5-10
Timing:	Term 1 Week 10	Term 2 Week 10	Term 4 Week 4	Term 4 Week 4
SYLLABUS COMPONENTS:				
Practical Skill	60%	15%	15%	30%
Knowledge And Understanding	40%	5%	5%	20%
	100%	20%	40%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Childrens Toy	20%	IND5-1 IND5-2 IND5-3 IND5-8	Students research, design and make a small children's toy. A project report is required for this children's toy practical project and will form part of the overall assessment of each module.
2	Cabinet	20%	IND5-4 IND5-5 IND5-6 IND5-10	Students follow a set of plans to construct a small cupboard that uses a range of timber joints. A project report is required for this cabinet practical project and will form part of the overall assessment of each module.
3	Major Project	40%	IND5-1 IND5-3 IND5-7 IND5-8	Students research, design and make an individual timber project. A project report is required for this practical project and will form part of the overall assessment of each module.
4	Yearly Examination	20%	IND5-2 IND5-5 IND5-9 IND5-10	Yearly examination that consolidates all theory work covered in class and through portfolio work over the year.



Information Software Technology

Year 10 Assessment Outline 2021

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Animation	Chatbot	Simulation	Yearly Examination
	Outcomes:	5.1.1 5.1.2 5.2.1 5.2.2 5.2.3 5.3.1 5.5.3	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2	5.2.1 5.2.2 5.2.3, 5.3.2, 5.5.1	5.1.1 5.1.2 5.2.1, 5.2.3, 5.3.1 5.5.3, 5.2.1, 5.5.2, 5.5.3
	Timing:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
SYLLABUS COMPONENTS:					
Knowledge and understanding	20%	5%	5%	5%	5%
skills in designing, producing	60%	10%	10%	20%	20%
Skills in analysing, evaluating, and communicating solutions	20%	5%	5%	5%	5%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Animation	20%	5.1.1 5.1.2 5.2.1 5.2.2, 5.2.3 5.3.1 5.5.3	Individually complete a range of different tasks to create an animation. Students will then present to the class and receive/provide feedback.
2	Chatbot	20%	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2	Students develop a chatbot using Python or Blockly.
3	Simulation	30%	5.2.1 5.2.2 5.2.3, 5.3.2, 5.5.1	Students develop a physics based 3D simulation.
4	Yearly Examination	30%	5.1.1 5.1.2 5.2.1, 5.2.3, 5.3.1 5.5.3, 5.2.1, 5.5.2, 5.5.3	Yearly Examination.



iStem

Year 10 Assessment Outline 2021

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Inquiry Based Assessment Task	Practical Skill Assessment	STEM Project Based Learning Task	Yearly Examination
	Outcomes:	5.1.1- 5.6.2	5.1.1- 5.6.2	5.1.1- 5.6.2	5.1.1- 5.6.2
	Timing:	Term 1 Week 6	Term 2 Week 3	Term 3 Week 6	Term 4 Week 4
SYLLABUS COMPONENTS: Develop inquiry and project based learning skills appropriate to STEM practice. Develop skills in: solving STEM based problems and meeting STEM challenges using mechanical, graphical and scientific methods - communicating and critically evaluating - problem solving skills in a range of STEM contexts. Develop knowledge and understanding of scientific and mechanical concepts through investigations of technology and engineering. Develop knowledge and understanding of STEM principles and processes	60%	10%	20%	20%	10%
	40%	10%		10%	20%
	100%	20%	20%	30%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Inquiry Based Assessment Task	20%	5.1.1- 5.6.2	An inquiry based learning task assessing STEM skills and knowledge and understanding of STEM principles and processes
2	Practical Skill Assessment	30%	5.1.1- 5.6.2	An assessment of STEM practical skills
3	STEM Project Based Learning Task	30%	5.1.1- 5.6.2	A major project applying STEM techniques and technologies to find a solution to a contemporary STEM based problem
	Yearly Examination (PAT)	20%	5.1.1- 5.6.2	An online examination assessing knowledge and understanding of scientific and mechanical concepts and STEM principles, processes and skills



Lote (Spanish)

Year 10 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	'Let's plan a quinceañera and other festivities' <u>PART A:</u> :Blog <u>PART B:</u> Answering questions	'Online Doctor Consultation' Conversation script	Environmental issues and films <u>PART A:</u> Youth Forum:presentation <u>PART B:</u> Film Festival Text message	Yearly Examination
Outcomes:	LSP5-2C LSP5-4C LSP5-6U LSP5-7U LSP5-8U	LSP5-4C LSP5-6U LSP5-7U LSP5-8	LSP5-2C LSP5-4C LSP5-6U LSP5-7U	LSP5-1C LSP5-2C LSP5-3C LSP5-4C LSP5-6U LSP5-7U
Timing:	Term 1 Week 5	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
SYLLABUS COMPONENTS:				
Communicating	50%	10%	10%	20%
Understanding	50%	10%	15%	15%
	100%	20%	20%	35%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	'Let's plan a Quinceañera and other festivities'	20%	LSP5-1C LSP5-2C LSP5-6U LSP5-7U LSP5-8U	<u>PART A:</u> After doing research on the topic, students take on the role of party write a Blog in Spanish to celebrate the ideal 'Quinceañera'. <u>PART B:</u> students answer questions related to the topic of festivities in Spanish speaking countries.
2	Online Doctor Consultation'	20%	LSP5-4C LSP5-6U LSP5-7U LSP5-8U	Students write the script for an online consultation that occurs while they are visiting Colombia.
3	- The Environment Youth Forum and Film festival	25%	LSP5-2C LSP5-4C LSP5-6U LSP5-7U	<u>PART A:</u> Students will do research and give a short presentation in a Youth Forum about the environment, in Spanish, identifying environmental problems and expressing their solutions. <u>PART B:</u> Students will write a series of text messages discussing movies from the Spanish Film festival.
4	Yearly Examination	35%	LSP5-1C LSP5-2C LSP5-3C LSP5-4C LSP5-6U LSP5-7U	A written test to assess knowledge and understanding of the topics and language of studied this year.



Mathematics

Year 10 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Class Test	Preseen Questions task	Yearly Examination	Assignment
Outcomes:	MA5.1-1WM, 2WM, 3WM, 8MG, 9MG MA5.2-1WM, 2WM, 3WM, 11MG, 12MG MA5.3-1WM, 2WM, 3WM, 13MG, 14MG	MA5.1-1WM, 2WM, 3WM, 5NA, 9MG, 13SP MA5.2-1WM, 2WM, 3WM, 7NA, 17SP MA5.3-1WM, 2WM, 3WM, 6NA	MA5.1-1WM, 2WM, 3WM, 10MG MA5.2-1WM, 2WM, 3WM, 6NA, 8NA, 13MG MA5.3-1WM, 2WM, 3WM, 5NA, 7NA, 15MG	MA5.1-1WM, 2WM, 3WM, 13SP MA5.2-17SP
Timing:	Term 1 Week 9	Term 2 Week 3	Term 4 Week 4	Term 4 Week 4
SYLLABUS COMPONENTS:				
Understanding, fluency and communication	50%	10%	10%	15%
Problem-solving and reasoning	50%	10%	10%	15%
	100%	20%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Class Test	20%	MA5.1-1WM, 2WM, 3WM, 8MG, 9MG MA5.2-1WM, 2WM, 3WM, 11MG, 12MG MA5.3-1WM, 2WM, 3WM, 13MG, 14MG	Class Test on the current topics. Test will be 45 minutes and completed in class.
2	PRE SEEN Questions Task	20%	MA5.1-1WM, 2WM, 3WM, 5NA, 9MG, 13SP MA5.2-1WM, 2WM, 3WM, 7NA, 17SP MA5.3-1WM, 2WM, 3WM, 6NA	Students are given a list of questions to prepare for, and a test on the date will be given made entirely from questions from this list. Test will be completed in class.
3	Yearly Examination	30%	MA5.1-1WM, 2WM, 3WM, 10MG MA5.2-1WM, 2WM, 3WM, 6NA, 8NA, 13MG MA5.3-1WM, 2WM, 3WM, 5NA, 7NA, 15MG	80 minute examination completed in the school hall. Based on recent topics completed in class.
4	Assignment	30%	MA5.1-1WM, 2WM, 3WM, 13SP MA5.2-17SP	A research task based on current topics. Students will have the opportunity to take home the task as well as complete some of the task in class with teacher support.



Music

Year 10 Assessment Outline 2021

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<i>Task:</i>	Performance	Composition	Presentation	Small Ensemble Performance
<i>Outcomes:</i>	5.1, 5.2, 5.4	5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3
<i>Timing:</i>	Term 1 Week 7	Term 2 Week 4	Term 3 Week 5	Term 4 Week 1
SYLLABUS COMPONENTS:				
Performing	40%	10%		30%
Composing	30%	10%	20%	
Listening	30%		30%	
	100%	20%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Popular Music Performance	20%	5.1, 5.2, 5.4	Students to compose a short song using a four-chord popular music structure. Students will also have to perform either this piece or another of their choosing within the pop music genre.
2	Art Music Composition	20%	5.4, 5.5, 5.6	Students to compose in a style of art music using instruments from the orchestral families using a variety of compositional methods and software.
3	Jazz Presentation	30%	5.7, 5.8, 5.9, 5.10	Students will undertake a research project into the Jazz genre and sub-genres and present this to their class.
4	Small Ensemble Performance	30%	5.1, 5.2, 5.3	Students will perform a song of their choosing. They must perform as part of a small ensemble.



Personal Development, Health and Physical Education

Year 10 Assessment Outline 2021

SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	Task:	Case Study	Alcohol and Driver survivor	PE Observations	Yearly Examination
	Outcomes:	PD5-6, PD5-9	PD5-1, PD5-2, PD5-7	PD5-4, PD5-5	PD5-3, PD5-6, PD5-8
	Timing:	Term 1 Week 6	Term 2 Week 4	On-Going	Term 4 Week 4
SELF MANAGEMENT SKILLS (Strengthening personal identity, Self-Awareness, Emotion and stress management, decision making and problem solving, help seeking)	30%	10%	10%	5%	5%
INTERPERSONAL SKILLS (Communication, collaboration, inclusion and relationship building, empathy building, leadership and advocacy, social awareness)	30%	10%	10%	5%	5%
MOVEMENT SKILLS Fundamental and specialised movement skills and concepts, tactical and creative movement, health and fitness enhancing movement)	40%			30%	10%
	100%	20%	20%	40%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Case Study	20%	PD5-6, PD5-9	Unit 1: Drink, Drank, Drunk Part A: Influences on health decision making and risk behavior Part B: health promotion, the nature of health knowledge
2	Alcohol and Driver survivor	20%	PD5-1, PD5-2, PD5-7	Unit 1, 2 and 3: The task takes the form of a written test following the topics below; Section A: Unit 1 - Drink, Drank Drunk Section B: Unit 2 - It couldn't happen to me Section C: Unit 3 - Driver survivor
3	PE Observations	40%	PD5-4, PD5-5	Student technique and motor skills are both teacher and peer assessed throughout the units of Net/Barrier Games, Athletics, Dance and Strike and Field Games. Students will both provide and receive formal feedback and reflect upon the skills of themselves and others.
4	Yearly Examination	20%	PD5-3, PD5-6, PD5-8	Unit 4, 5 and 6. The task takes the form of a written test following the topics as below; Part A: Career planning Part B: Racism and discrimination Part C: Team work/Inclusivity in sport

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Photographic Manipulation	Experimental Photography	Diorama Photography	Yearly Examination
Outcomes:	5.1, 5.4, 5.6	5.3, 5.4, 5.6, 5.9	5.2, 5.5, 5.6	5.7, 5.8, 5.10
Timing:	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
SYLLABUS COMPONENTS:				
Making of Photographic and Digital works	60%	20%	10%	30%
Critical and Historical Interpretations	40%		10%	30%
	100%	20%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Photographic Manipulation	20%	5.1, 5.4, 5.6	Students will look at the history and techniques behind photographic manipulation and will use a number of different software and applications to create their own manipulated work.
2	Experimental Photography	20%	5.3, 5.4, 5.6, 5.9	Students will experiment with alternative photography mediums to create a body of work. Students will be shown a number of methods to use, though will have freedom to explore the full range of the art form.
3	Diorama Photography	30%	5.2, 5.5, 5.6	Students to build a diorama set to photograph. Students will use a range of techniques they have learned both digitally and physically and can combine all of these in the art making process.
4	Yearly Examination	30%	5.7, 5.8, 5.10	Critical analyse of contemporary photographic and digital imagery with a focus on the Structural and Subjective Frames.

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	Assessment Unit 1: Physical Fitness	Assessment Unit 2: Australia's Sporting Identity	Practical Unit 3: The Olympic Games	Yearly Examination Unit 3 & 4: The Olympic Games & Coaching
Outcomes:	PASS5-1, PASS5-2, PASS5-8, PASS5-9, PASS5-10 PASSLS-1, PASSLS-2, PASSLS-8, PASSLS-9, PASSLS-10	PASS5-3, PASS5-4, PASS5-9 PASSLS-3, PASSLS-4, PASSLS-9	PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10 PASSLS-5, PASSLS-7, PASSLS-8, PASSLS-9, PASSLS-10	PASS5-1, PASS5-3, PASS5-5, PASS5-6, PASS5-10 PASSLS-1, PASSLS-3, PASS5-5, PASS5-6, PASSLS-10
Timing:	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4
SYLLABUS COMPONENTS:				
Foundations of Physical Activity	45%	20%	5%	20%
Enhancing Participation and Performance	30%		10%	20%
Physical Activity and Sport in Society	25%		20%	5%
100%	20%	20%	20%	40%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Assessment	20%	PASS5-1, PASS5-2, PASS5-8, PASS5-9, PASS5-10 PASSLS-1, PASSLS-2, PASSLS-8, PASSLS-9, PASSLS-10	Unit 1: Physical Fitness Part A: Participation in fitness test Part B: Fitness programme
2	Assessment	20%	PASS5-3, PASS5-4, PASS5-9 PASSLS-3, PASSLS-4, PASSLS-9	Unit 2: Australia's Sporting Identity Part A: Presentation on Australian athlete Part B: Participation in Australian & Indigenous activities
3	Assessment	20%	PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10 PASSLS-5, PASSLS-7, PASSLS-8, PASSLS-9, PASSLS-10	Unit 3: The Olympic Games Part A: Research task Part B: Participation in Olympic Activities
4	Yearly Examination	40%	PASS5-1, PASS5-3, PASS5-5, PASS5-6, PASS5-10 PASSLS-1, PASSLS-3, PASS5-5, PASS5-6, PASSLS-10	Unit 3 & 4: The Olympic Games & Coaching Part A: Unit 3: The Olympic Games Part B: Unit 4: Coaching Part C: Unit 4: Coaching

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
Task:	First-hand scientific Investigation	Motion Investigation	Practical Examination	VALID Online Yearly Examination
Outcomes:	WS5.2 – WS5.3	PW2 WS5-WS7.1 Literacy	CW3 WS5 – 8WS ES3	WS5 – 9WS Literacy
Timing:	Term 1 Week 4	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
SYLLABUS COMPONENTS:				
Develop knowledge, understanding of and skills in applying the processes of Working Scientifically	60%	20%	10%	30%
Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.	40%	20%	20%	
	100%	20%	20%	30%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	First-hand scientific Investigation	20%	WS5.2 – WS5.3	A first-hand scientific investigation assessing working scientifically skills.
2	Motion Investigation	20%	PW2 WS5-WS7.1 Literacy	An activity assessing working scientifically skills, scientifically literacy and knowledge and understanding outcomes.
3	Practical Examination	30%	CW3 WS5 – 8WS ES3	An assessment of working scientifically skills.
4	VALID Online Yearly Examination	30%	WS5 – 9WS Literacy	An online examination assessing knowledge and understanding outcomes, scientific literacy and working scientifically skills.



Visual Arts

Year 10 Assessment Outline 2021

		Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
		Task:	Art making Task 1	Critical Task	Art Making Task 2	Yearly Examination
		Outcomes:	5.1, 5.2, 5.3	5.7, 5.8, 5.9	5.4, 5.5, 5.6	5.9, 5.10
		Timing:	Term 1 Week 8	Term 2 Week 2	Term 3 Week 4	Term 4 Week 4
SYLLABUS COMPONENTS:	Knowledge, Understanding and Skills – Art Making	60%	20%		40%	
	Critically and Historically Interpret Art	40%		20%		20%
		100%	20%	20%	40%	20%

TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Artmaking Task 1	20%	5.1, 5.2, 5.3	Exploring a range of 2D wet and dry media in the creation of artworks – The Best of Me Journal series.
2	Critical and Historical Task	20%	5.7, 5.8, 5.9	Critical Analysis of a Modern and Contemporary Artist.
3	Art Making Task 2	40%	5.4, 5.5, 5.6	Exploring a range of 2D and 3D art materials in the creations of artworks.
4	Yearly Examination	20%	5.9, 5.10	Historical Task - Yearly Examination.



Assessment Policy Handbook

Student Acknowledgement

I have received a copy of the Fairfield High School's Student Assessment Policy Handbook, and understand that:

- All assessment tasks must be completed by the due date
- Assessment Tasks AND all classwork and homework to assess student academic progress
- Attendance in all classes is expected to be over 85% in order to meet all course outcomes satisfactorily
- All work that is submitted is original and not copied or plagiarised from other sources
- Failure to submit a task on time will result in a letter home
- All tasks MUST be submitted, even if it is after the due date
- A student signature is required when a task is issued by the teacher
- A student signature is required when a task is submitted to the teacher
- Assessment tasks need to be uploaded to Turn It In website, when directed by teacher
- If an assessment task is late or missed due to illness, the task must be submitted on the first day back at school after the illness, with a doctor's certificate attached
- There is a Misadventure Form that needs to be filled in if asking for special consideration when a task is late
- For students in Years 7 – 9, a Level Green letter will go home advising parents of a missed assessment task
- For students in Years 10 – 12, a N Award warning letter will go home advising parents of a missed assessment task
- Students may be required to attend to the Homework Centre (Tues, Wed or Thurs) or lunch detentions until an outstanding task is submitted
- Computer and/or printer problems is not a satisfactory reason for failing to submit an assessment task, so ensure tasks are backed up and saved in appropriate locations
- If there are any problems or issues in relation to completing assessment tasks, liaise with teacher or head teacher as soon as possible

Tear off this slip and return to Year Adviser (who will give this to the Head Teacher Secondary Studies for filing)

I understand and accept the conditions and guidelines set out in this Assessment Policy Handbook

Student Name:			
Year Group:		Date Booklet Received:	
Student signature:			