



Woolooware High School

YEAR 10 ASSESSMENT POLICY & GUIDE

2024

WHAT IS ASSESSMENT?

Assessment is the broad name for the collection and evaluation of evidence of student learning.

Assessment:

- provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- enables students to demonstrate what they know and what they can do
- clarifies student understanding of concepts and promotes deeper understanding
- provides evidence that current understanding and skills are a suitable base for future learning

Each assessment task should:

- be based on syllabus outcomes
- be a valid instrument for what they are designed to assess
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning in a range of task types
- be reliable and free from bias
- measure what the task intends to assess, and provide accurate information on each student's achievement
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive of and accessible for all students
- be part of an ongoing process where progress is monitored over time

SCHEDULE OF TASKS

Students will be given **at least two weeks'** notice of a formal task. Staff will endeavour to ensure that students are not overburdened at any one time.

Students will be informed about:

- the scope of the task, including the outcomes to be assessed
- the form the assessment will take
- proposed timing and duration of the tasks

FEEDBACK TO STUDENTS ON FORMAL TASKS

Students will be given clear and honest feedback on their performance in each task. This will show the level of achievement of syllabus outcomes. Academic reports from each semester will also indicate the student's overall level of attainment, regarding these particular syllabus outcomes.

STUDENT RESPONSIBILITIES

It is the student's responsibility to:

- be aware of this assessment policy and the information provided by each faculty with which the student studies;
- present work on time;
- not plagiarise work from any source;
- be aware of the penalties for late submission and non-submission of assessment tasks;
- present evidence to substantiate claims where unavoidable lateness or absence has occurred (See Non-completion of Assessment Tasks).

It is the responsibility of each student to read all examination timetables correctly and follow all instructions relating to procedures in examinations. No allowance will be made for students who fail to present for examinations due to misreading of a timetable or fail to comply with instructions due to misreading of a paper.

Students should read carefully the assessment task for each course they are studying. It is the student's responsibility to be aware of the guidelines e.g. type of task and date due. Not knowing about a task, the nature of a task or when the task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task.

Where tasks are to be submitted at school, the onus is on the student to hand the task to the teacher conducting the task during the lesson on the due date. If the teacher is absent then the student should hand the task to the Head Teacher. Students should not just leave the task on the teacher's desk in the staff room or the classroom.

It is the student's responsibility after an absence to find out what assessment tasks have been set.

The school (where possible) should be notified of a student's absence for an assessment task **before the task is administered**. The student's parent or guardian must submit an Illness/Misadventure form explaining the absence, and give it to the Head Teacher. In case of sickness, **an illness/misadventure form must be submitted**. Head Teachers have discretion to determine that a student has a legitimate reason for not doing a task or not submitting a task on time. They will then decide which of the following is appropriate:

- an extension of time for submission;
- completion of the same task at a different time;
- completion of an alternative task;
- an estimate (only to be used once all other avenues are exhausted)

The student must complete the task or an alternative task on the first appropriate occasion after returning to school. Otherwise a "non-attempt" will be recorded.

TECHNOLOGY AND ASSESSMENT

If students are presenting work produced using technology it is their responsibility to make sure they have adequate backups of information. Technology failure is not an acceptable excuse for late submission of tasks.

THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The NSW Education Standards Authority (NESA) awards 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 progress up until the date they leave school. This could be between the end of Year 10 and up until and including some results from Year 12. Students need to meet requirements to a satisfactory level in relation to: effort, attendance and achievement.

To receive the RoSA, students are required to study courses in each year in Years 7-10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education. Students are to have studied courses in Languages, Technological and Applied Studies, and Creative Arts (Music and Visual Arts). At Woollooware High, this is completed in Years 7 and 8.

Students are awarded a grade (A - E) for each of the courses they have studied in Years 9 and 10. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2). The grades are based on a set of Course Performance Descriptors developed by the Board of Studies. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

ELIGIBILITY FOR A RECORD OF SCHOOL ACHIEVEMENT (RoSA)

To be eligible for the award of the Stage 5 RoSA, students must have:

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

Note that final grades issued for the purposes of the RoSA will take into consideration all assessment tasks AND all classwork / class tasks.

COURSE COMPLETION CRITERIA

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

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

Students will receive a 'Non-Completion of Course Determination' in a course if they do not meet all of the above requirements. the course completion criteria have not been met.

At any time if it appears that a student is at risk of receiving a 'Non-Completion of Course Determination' in any course, the teachers will warn the student as soon as possible and advise the parent or guardian in writing. This warning will be given in time for the problem to be corrected.

Students who have not complied with the above requirements and have received at least two written warnings may not be regarded as having satisfactorily completed the course. The Principal may then apply the 'Non-Completion of Course Determination'.

A 'Non-Completion of Course Determination' in English, Mathematics, Science, Australian History/Geography, or PDHPE will make a student ineligible for the award of the Stage 5 Record of School Achievement. This 'Non-Completion of Course Determination' will appear on subsequent RoSA. **This may also make the student ineligible to progress into Year 11.**

SCHOOL ATTENDANCE

NESA do not set minimum attendance for the satisfactory completion of a course. However, the Principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10.

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

- **English:** Our syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** Our syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed.
- **Science:** Our 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:** Our 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 of 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:** Our Technology (mandatory) Years 7-8 syllabus to be studied for 200 hours.
- **Creative Arts:** 200 hours to be completed, consisting of our 100 hour mandatory course in each Visual Arts and Music. We expect 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:** Our mandatory 300 hour course to be completed. This integrated course is to be studied in each of Years 7-10.

COURSE PERFORMANCE DESCRIPTORS

Performance Descriptors are statements that summarise levels of student achievement in a course. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. The statements concern what students can do. The Course Performance Descriptors Information for each course will be given to the students.

HOW DO TEACHERS USE THE COURSE PERFORMANCE DESCRIPTORS TO AWARD GRADES?

Teachers will collect assessment information about student achievement and relate it to the specific subject descriptors. The grade the student receives will relate to the best overall description of a student's achievement given in the Course Performance Descriptors. It is essentially a "snapshot" of each student at the end of Year 10.

The grade that a student receives will be based on the teachers' assessment of a student's achievement at the end of Year 10 against Course Performance Descriptors for that particular course. A student's achievement is NOT assessed against that of other students.

GRADE	PERFORMANCE LEVEL
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.
N	Failed to meet the course requirements

POLICY AND PROCEDURES

The assessment procedures used by Woollooware High School follow the NESA policy statements and guidelines.

Assessment of the student's satisfactory progress in the Stage 5 Year 10 courses are carried out by school-based procedures as outlined in this document. Such assessments are weighted to components and tasks specified by NESA in curriculum documents. The types of assessment tasks vary from course to course and within the one course can take many forms e.g. essays, tests, research assignments. Individual task marks may be standardised before combining.

OBJECTIVES OF THE ASSESSMENT POLICY AND PROCEDURES.

The policy and procedures seek to maintain fair and equitable assessment processes by:

- Clearly communicating the policy to students and other members of the school community.
- Presenting an assessment schedule for every course.
- Identifying, specifying, scheduling and assigning a value, to every assessment task throughout each course.
- Providing students with a clear guide to the assessment tasks and procedures in each course.
- Establishing appropriate procedures for recording and reporting students' performances in assessment tasks.
- Providing clear information on variations from standard practice and assessment review procedures.

IMPLEMENTATION

- Students are expected to attempt all assessment tasks specified as part of the assessment program in all courses in which they are enrolled.
- In order to give adequate notice to students of tasks, approximate dates and general schedules of tasks are provided in this booklet. Additionally, classroom teachers will provide students with a minimum of two weeks' notice in writing for each specific assessment task. This notice will include information on the outcomes of the syllabus to be assessed, the value and nature of the particular task, mode of submission (if applicable) and the specific weightings which will apply to the various outcomes
- Should it become necessary to vary tasks from published dates, students will be given notification in writing as soon as the variation is known.
- For oral tasks, students are to submit a written copy of the task to be delivered orally on the date the task is due.
- Head teachers will keep a register of assessment tasks.

ASSESSMENT MARK

The school uses the student's final assessment marks to determine the grade (A-E) the student will receive in each course on the student's RoSA. This grade is a reflection of where the student fits into the NESAs Descriptors for each course.

Students transferring from another school will begin their assessments upon arriving at this school.

Where the student repeats or transfers from another school during the assessment process, the procedure used to determine the student's level of achievement should not differ in substance from the means for determining other students' results. This includes strategies such as:

- administer those assessment tasks which the student is able to complete;
- observe and record assessment judgements - marks, grades and comments;
- use assessment information to make a judgement of the student's overall level of achievement.

Where the student arrives very late in the assessment program, it may be helpful to use other strategies such as:

- administer additional tasks;
- contacting their previous school;
- draw comparisons between the student and other students in the course.

NON-COMPLETION OF ASSESSMENT TASKS

- Should a student be absent on the day of an assessment task, or the day when an assessment task is due, **the student or parent/carer must contact the school to inform the relevant teacher.** Students who have an unexplained or unauthorised absence on the day a task is due, or fail to submit a task on time, will be given a mark of zero and may be issued with a N-warning for the task.
- Any student found to be staying at home during school time on the day of a task, will be considered to be seeking to gain an unfair advantage and may have that task/test cancelled. A student who truants from a class while at school for the same purpose will be considered in the same manner.
- Preparing for an assessment task in another class is not allowed.
- Students will submit/complete the task even if a zero is awarded. If a task is not submitted, a student risks receiving a 'Non-Completion of Course Determination'.
- Technology failure is not an acceptable excuse for failing to submit tasks by the due date.

MALPRACTICE

- Malpractice occurs when a student breaks the rules of an examination or assessment task by plagiarising or copying another student's work; by allowing their work to be copied by another student; by undertaking improper communication during a task either personally or by electronic means; by making unauthorised use of materials; and interfering with the performance and/or concentration of other students.
- Cases of malpractice will be referred to the relevant head teacher.
- Where an accusation of malpractice can be proven to the principal's satisfaction, a mark of zero may be awarded to the student for the task and the incident recorded on the NESAs Malpractice Register.

APPEALS

- Students may only appeal against their results in an assessment task:
 - if the student believes that the marker of the task was wrong in fact in marking an answer; or
 - if a student believes that the task set was flawed or invalid; or
 - when the procedures set down in this document have not been followed.
- Students may not appeal against a mark awarded by a teacher or against a ranking awarded by a teacher in any other circumstances.
- Where a student wishes to appeal a task, **the appeal must be made in writing and handed to the principal within twenty-four hours of the task being returned.**
- The appeal shall be decided by the principal on the recommendation of a staff panel consisting of one deputy principal, a head teacher other than the head teacher of the course involved, and one other staff member.
- If, following the panel's recommendation, the principal upholds the appeal, the principal will direct a course of action to rectify the circumstances which led to the appeal. The principal's decision is final.

ENGLISH SEMESTER 1

Faculty: ENGLISH

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 9	EN5 -1A EN5-3B EN5-8D	Close Study of Literature (Novel): Critical Writing Task	25%
Term 2 Week 5	EN5-1A EN5-3B EN5-5C	Voices of Conflict (Poetry): Viewing and Representing	25%
TOTAL			50%

ENGLISH SEMESTER 2

Faculty: ENGLISH

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 10	EN5-1A EN5-3B EN5-4B EN5-7D	Shakespearean Tragedy (Drama): Speaking and Writing	25%
Term 4 Week 4	EN5-1A EN5-3B EN5-4B EN5-5C	Indigenous Perspectives (Film): Imaginative Writing	25%
TOTAL			50%

GEOGRAPHY SEMESTER 1 & 2

Faculty: HSIE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1/3 Week 7	GE5-1 GE5-5 GE5-7	Environmental Change & Management: Fieldwork task	50%
Term 2/4 Week 5	GE5-4 GE5-6 GE5-8	Human Wellbeing: Research and presentation	50%
TOTAL			100%

HISTORY SEMESTER 1 & 2

Faculty: HSIE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1/3 Week 6	HT5-2 HT5-3 HT5-9	Rights and Freedoms task	50%
Term 2/4 Week 5	HT5-3 HT5-5 HT5-8 HT5-10	Holocaust- task	50%
TOTAL			100%

MATHEMATICS SEMESTER 1

Faculty: MATHEMATICS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 7-9	MA5.1 – 1WM MA5.1 – 2WM MA5.1 – 3WM MA5.2 – 1WM MA5.2 – 2WM, MA5.2 – 3WM, MA5.3 – 1WN, MA5.3 – 2WN, MA5.3 – 3WN, MA5.2 – 6NA, MA5.3 – 5NA, MA5.2 – 8NA, MA5.3 – 5NA	Cross test	20%
Term 2 Week 4-5	MA5.3 – 1WN, MA5.3 – 2WN, MA5.3 – 3WN, MA5.2 – 8NA, MA5.3 – 7NA, MA5.2 – 14MG, MA5.2 – 16MG, MA5.1 – 13SP, MA5.2 – 13SP, MA5.2 – 17SP, MA5.3 – 1WN, MA5.3 – 2WN, MA5.3 – 3WN, MA5.3 – 6NA + Term 1 Outcomes	Half Yearly Examination	30%
TOTAL			50%

MATHEMATICS SEMESTER 2

Faculty: MATHEMATICS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 7-9	MA5.1 – 1WM, MA5.1 – 2WM MA5.1 – 3WM, MA5.2 – 1WM MA5.2 – 2WM, MA5.1 – 4NA MA5.2 – 4NA	Cross test	20%
Term 4 Week 5	MA5.3 – 1WN, MA5.3 – 2WN MA5.3 – 3WN, MA5.2 – 7NA MA5.2 – 8NA, MA5.2 – 9NA, MA5.3 – 1WN, MA5.3 – 2WN MA5.3 – 3WN, MA5.1 – 12SP MA5.2 – 15SP0, MA5.3 – 18SP MA5.3 – 16MG MA5.3 – 15MG MA5.3 – 7NA + all previous outcomes	Yearly Examination	30%
TOTAL			50%

PDHPE SEMESTER 1

Faculty: PDHPE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 9	5.1A 5.2A	My Future: Interview and Resume Task	25%
Term 2 Week 1 -10	5.4A 5.5A	Seriously Skilful: Ongoing Practical Assessment	25%
TOTAL			50%

PDHPE SEMESTER 2

Faculty: PDHPE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 6	5.4A 5.5A	Dancing: Practical Task	25%
Term 3 Week 10	5.11 5.6 5.7	Driver Education: Health Promotion Presentation	25%
TOTAL			50%

SCIENCE SEMESTER 1

Faculty: SCIENCE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 7	SC5-5WS, SC5-6Ws SC5-7WS, SC5-16CW, SC5-17CW	Practical/Skills Assessment Task	20%
Term 2 Week 4-5	SC5-7WS, SC5-8WS, SC5-11PW, SC5-15LW, SC5-14LW	Half Yearly Examination	25%
TOTAL			45%

SCIENCE SEMESTER 2

Faculty: SCIENCE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 8	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Independent Research Investigation	25%
Term 4 Week 4	SC5-14LW, SC5-15LW, SC5 16CW, SC5-17CW, SC5-10PW, SC5-11PW, SC5-7WS, SC5-8WS	Yearly Examination	30%
TOTAL			55%

ELECTIVE SUBJECTS

COMMERCE SEMESTER 1

Faculty: HSIE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 9	5.3, 5.4, 5.7, 5.8	Law, Society and Political Involvement: Research Task	25%
Term 2 Week 5	5.1 5.2	Half Yearly Examination	25%
TOTAL			50%

COMMERCE SEMESTER 2

Faculty: HSIE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 5	5.5 5.6 5.9	Research Task	25%
Term 4 Week 4	5.1 5.2	Yearly Examination	25%
TOTAL			50%

DANCE SEMESTER 1

Faculty: CREATIVE ARTS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 6 Term 1 Week 9/10	5.3.1 5.3.2 5.3.3	Constructing & Deconstructing Dance (Theory Component): Term 1 Week 6 Dance Analysis (5% Appreciation) Term 1 Week 9/10: Logbook (5% Appreciation) <i>* Logbook & analysis may emerge</i>	10% (10% Appreciation)
Term 1 Week 8/9/10 Term 2 Week 8/9	5.1.1 5.1.2 5.1.3 5.2.1 5.2.2	Constructing & Deconstructing Dance (Practical Component): Term 1: Progress of performance piece; Performance 1 of piece (5% Composition; 5% Performance) Term 2: Performance 2 – live performance (5% performance)	15% (5% Composition; 10% Performance)
Term 2, Week 7/8	5.1.3 5.2.1 5.2.2 5.3.1 5.3.2 5.3.3	Dance Film Dance Film submission 15% composition (pre-production/production/post production); 5% performance Logbook 5% appreciation	25% (15% Composition: 5% Performance; 5% Appreciation)
Total			50%

DANCE SEMESTER 2

Faculty: CREATIVE ARTS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 4 Term 3 Week 9/10	5.1.1 5.1.2 5.1.3 5.2.1 5.2.2 5.3.1	Pioneers of Dance Week 4 Theory (5% Appreciation) Week 9/10 Practical (15% Composition; 5% Performance)	25% (15%Composition: 5% Performance: 5% Appreciation)
Term 4 Week 4/5	5.1.1 5.1.2 5.1.3 5.2.1 5.2.2	Styles of Dance Practical: 5% Performance; 5% Composition	10% (5%Performance; 5% Appreciation)
Term 4, Week 4/5	5.1.1 5.1.2 5.1.3 5.3.1 5.3.2 5.3.3	Yearly Exam 5% Appreciation; 10% Performance	15% (10% Performance; 5% Appreciation)
Total			50%

**Changes may apply according to performance opportunities throughout the year; *Term 2/3/4 topic may also change order-teacher discretion; *Ongoing assessment applies through workshopping for composition/ performance.*

DESIGN AND TECHNOLOGY

SEMESTER 1 & 2

Faculty: HOME ECONOMICS

Due Date	Outcomes	Topic: Task Description	Weighting
Term1 Week 6	DT5-3	Task 1: Unit 1 Materials Textiles Heirlooms. Research Task - Australian Inventions and Designers.	15%
Term 2 Week 6	DT5-5 DT5-8 DT5-9	Task 2 : Unit 1 Continued. Materials Textiles Heirloom Practical and Portfolio	35%
Semester 1 Report			Weighted Mark of 50% converted to mark out of 100
Term 4 Week 2	DT5-6 DT5-10	Task 3: Food Unit Celebrations Cake Task - Practical Only	25%
Term 4 Weeks 5 & 6	DT5-1 DT5-7	Task 4: Yearly Examination	25%
Semester 2 Report			Weighted Mark of 50% converted to mark out of 100
ROSA grade	All	Total of tasks 1,2,3, and 4 as per weightings	100% - Graded
TOTAL			100%

FOOD TECHNOLOGY

Faculty: HOME ECONOMICS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Weeks 7-8	FT5-2, FT5-4, FT5-10	Task 1: Food Service and catering (Practical and Folio)	15%
Term 2 Week 5 or 6	FT5-6, FT5-7, FT 5-13	Task 2: Foods for Specific Needs (Practical and Folio)	15%
Term 1 and 2 Ongoing every week	FT5-1	Task 3: In class practical work across Semester 1	20%
Semester 1 Report			Weighted Mark of 50% converted to mark out of 100
Term 3 Weeks 7 or 8	FT5-8, FT5-9, FT5-11	Task 4: Food for Special occasions	15%
Term 4 Week 5 or 6	FT5-3, FT5-9, FT5-12	Task 5: Yearly Examination (which will also examine Food Trends)	15%
Term 4 Week 5	FT5-5	Task 6: In class practical work across Semester 2	20%
Semester 2 Report	S2 Outcomes		50% Converted to mark/100
ROSA grade	All	Total of tasks 1-6 as per weightings	100% - Graded
TOTAL			100%

Note: The knowledge and understanding of Food Technology is fundamental to the development of food-specific skills, which is applied in a range of practical experiences enabling students to produce food products. Students develop practical skills in preparation and presenting food that will enable them to select and use appropriate ingredients, methods and equipment. Integral to the Food Technology syllabus are these practical experiences. Therefore, for each unit of work 40% of the units' allocated marks will come from practical lessons.

FRENCH SEMESTER 1

Faculty: LANGUAGES

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 4	LFR5-6U	House & Neighbourhood - Vocabulary Test (Skill: Vocabulary)	5%
Term 1 Week 9	LFR5-1C, LFR5-4C LFR5-6U	Home & Neighbourhood - Assignment: Diary Entry about new neighbourhood (Skill: Writing)	15%
Term 2 Week 4	LFR5-6U	Shopping & Food - Vocabulary Test (Skill: Vocabulary)	5%
Term 2 Weeks 5-7	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-6U, LFR5-7U	Half Yearly Examination (Skill: Grammar, Listening, Reading, Writing)	25%
TOTAL			50%

FRENCH SEMESTER 2

Faculty: LANGUAGES

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 3	LFR5-6U	Regular & Irregular Verbs - Grammar Test	7.5%
Term 3 Week 5	LFR5-6U	Descriptions - Vocabulary Test (Skill: Vocabulary)	5%
Term 3 Week 8	LFR5-1C, LFR5-4C LFR5-5U	Descriptions - Speaking Exam (Skill: Speaking)	10%
Term 4 Week 2	LFR5-6U	Sports & Hobbies - Vocabulary Test (Skill: Vocabulary)	5%
Term 4 Week 5-7	LFR5-1C, LFR5-2C, LFR5-3C, LFR5-4C, LFR5-6U, LFR5-7U	Yearly Examination (Skill: Grammar, Listening, Reading, Writing)	22.5%
TOTAL			50%

GRAPHICS TECHNOLOGY (TECHNICAL DRAWING)

SEMESTER 1 & 2

Faculty: INDUSTRIAL ARTS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1, 2, 3, 4 Ongoing	GT5-1, GT5-5, GT5-9	Manual Drawing Exercises (in class)	20%
Term 2 Week 5/6	GT5-1, GT5-1	Half Yearly examination	10%
Term 1, 2, 3, 4 Ongoing	GT5-1, GT5-3, GT5-6, GT5-7	CAD Work including 3D modelling (in class)	25%
Term 3 Week 5	GT5-1, GT5-2, GT5-3, GT5-5, GT5-6	Architectural Design Package	30%
Term 4 Week 5/6/7	GT5-9, GT5-6	Yearly Examination	15%
TOTAL			100%

HISTORY ELECTIVE (WORLD HISTORY)

SEMESTER 1

Faculty: HSIE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 7	HTE5-8 HTE5-10	Crime and Punishment task	25%
Term 2 Week 6	HTE5-9 HTE5-10	French Revolution task	25%
TOTAL			50%

HISTORY ELECTIVE (WORLD HISTORY)

SEMESTER 2

Faculty: HSIE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 10	HTE5-1 HTE5-6	Historical Legends task	25%
Term 4 Week 4-5	HTE5-7 HTE5-5	Slavery- Presentation	25%
TOTAL			50%

INDONESIAN SEMESTER 1

Faculty: LANGUAGES

Due Date	Outcomes	Topic: Task Description	Weighting
Terms 1 & 2	LIN5-6U	Let's eat! Weather, Holidays: Vocabulary Tests	5%
Term 1 Week 7	LIN5-1C, LIN5-4C, LIN5-5U	Let's eat! Listening Task	10%
Term 2 Week 4	LIN5-1C, LIN5-4C LIN5-6U	Holidays: Assignment - Email to a friend (Writing, Speaking)	15%
Term 2 Week 6	LIN5-2C, LIN5-3C, LIN5-4C, LIN5-6U, LIN5-7U	Half-Yearly Examination (Reading, Writing)	25%
TOTAL			55%

INDONESIAN SEMESTER 2

Faculty: LANGUAGES

Due Date	Outcomes	Topic: Task Description	Weighting
Terms 3 & 4	LIN5-6U	Shopping, Clothing, Fruit, Emotions: Vocabulary Tests	5%
Term 3 Week 8	LIN5-2C LIN5-3C	Shopping: Listening Task	10%
Term 4 Week 5	LIN5-1C	Celebrations: Speaking Task	5%
Term 4 Week 6	LIN5-1C, LIN5-2C, LIN5-3C, LIN5-4C, LIN5-5U, LIN5-6U, LIN5-7U	Yearly Examination (Reading, Writing)	25%
TOTAL			45%

INDUSTRIAL TECHNOLOGY (ENGINEERING/TIMBER) SEMESTER 1

Faculty: INDUSTRIAL ARTS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 7	IND5-1 IND5-3	Practical Project 1 (in class practical Project)	10%
Term 2 Week 5/6	IND5-4 IND5-3	Half Yearly examination	10%
Term 2 Week 9	IND5-1, IND5-3, IND5-10	Practical Project 2 (in class practical Project and related theory booklet)	20%
TOTAL			40%

INDUSTRIAL TECHNOLOGY (ENGINEERING/TIMBER) SEMESTER 2

Faculty: INDUSTRIAL ARTS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 4 Week 7	IND5-1, IND5-2, IND5-5, IND5-6,	Practical Project 3 (in class practical Project and related design folio)	40%
Term 4 Week 5/6/7	IND5-7, IND5-9	Yearly examination	20%
TOTAL			60%

INFORMATION AND SOFTWARE TECHNOLOGY SEMESTER 1

Faculty: INDUSTRIAL ARTS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 9	5.2.1, 5.2.2, 5.2.3, 5.3.2	Database Development	20%
Term 2 Week 5	5.1.1, 5.2.1, 5.2.2	Programming Project Development	15%
Term 2 Week 5	5.2.1, 5.2.3 5.4.1, 5.5.3	Half Yearly Examination	15%
Total			50%

INFORMATION AND SOFTWARE TECHNOLOGY SEMESTER 2

Faculty: INDUSTRIAL ARTS

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 5	5.2.1, 5.2.2, 5.1.1	Software design Project	10%
Term 4 Week 5/6/7	5.2.2, 5.2.3, 5.5.2	Networking Design and Report	20%
Term 4 Week 5	5.2.2, 5.2.3, 5.3.1	Yearly Examination	20%
TOTAL			50%

MARINE & AQUACULTURE TECHNOLOGY

SEMESTER 1 & 2

Faculty: INDUSTRIAL ARTS

Due Date	Outcomes	Topic: Task Description	Weighting
Ongoing	MAR5-1 MAR5-2 MAR5-14 MAR5-3	Topic tests (after each module)	40%
Ongoing	MAR5-3 MAR5-9 MAR5-10	Practical Work and related Folio	40%
Ongoing	MAR5-13 MAR5-13 MAR5-4 MAR5-6	Formal Research Assignments	20%
TOTAL			100%

MUSIC SEMESTER 1

Faculty: CAPA

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 9	5.4, 5.5, 5.6	Composition Task	15%
Term 2 Week 2	5.1, 5.2, 5.3, 5.4	Half Yearly Exam – Performance	15%
Term 2 Week 4	5.7, 5.8 5.9, 5.10	Half Yearly Exam - Aural Paper	20%
TOTAL			50%

MUSIC SEMESTER 2

Faculty: CAPA

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 8	5.4, 5.5 5.6	Composition Task	15%
Term 4 Week 2	5.1, 5.2 5.3, 5.4	Yearly Performance	15%
Term 4 Week 4	5.7, 5.8, 5.9, 5.10	Yearly Aural / Written Exam	20%
TOTAL			50%

PHOTOGRAPHIC AND DIGITAL MEDIA SEMESTER 1

Faculty: CAPA

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 9	5.7, 5.8 5.9	Study Task – in class essay	20%
Term 2 Week 5	5.1, 5.2 5.3, 5.4, 5.5	Digital Imaging Portfolio 'Tourist Destination'	20%
TOTAL			40%

PHOTOGRAPHIC AND DIGITAL MEDIA SEMESTER 2

Faculty: CAPA

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 4	5.1, 5.4 5.5	Portraiture Portfolio	20%
Term 3 Week 10	5.7, 5.8 5.9, 5.10	Exam	20%
Term 4 Week 5	5.2, 5.4 5.5, 5.6	Visual Poetry	20%
TOTAL			60%

PHYSICAL ACTIVITY & SPORT STUDIES (PASS)

SEMESTER 1

Faculty: PDHPE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 2 Week 7	5-1 5-2 5-8 5-10	Nutrition for Athletic Performance: Presentation	30%
Term 2 Week 1- 10	5-1 5-2 5-7 5-8	Physical Fitness: Ongoing Practical Assessment	20%
TOTAL			50%

PHYSICAL ACTIVITY & SPORT STUDIES (PASS)

SEMESTER 2

Faculty: PDHPE

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 7	5-5, 5-7 5-8, 5-10	Event Management: Written & Practical Task	40%
Term 4 Week1- 4	5-2, 5-4 5-5, 5-6	Coaching (Practical and Theory)	10%
TOTAL			50%

PSYCHOLOGY SEMESTER 1

Faculty: Science

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 8	PSY5-1 PSY5-5 PSY5-6 PSY5-8	Research and Presentation task - Psychological Disorders	25%
Term 2 Week 5	PSY5-1 PSY5-5 PSY5-6 PSY5-7 PSY5-8	Forensic Psychology task	20%
TOTAL			45%

PSYCHOLOGY SEMESTER 2

Faculty: Science

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 8	PSY5-1 PSY5-3 PSY5-4 PSY5-7 PSY5-8	Board Game Task - Intelligence and Creativity	25%
Term 4 Week 3-4	PSY5-1 PSY5-2 PSY5-4 PSY5-5 PSY5-6 PSY5-7 PSY5-8	Written Examination	30%
TOTAL			55%

VISUAL ARTS SEMESTER 1

Faculty: CAPA

Due Date	Outcomes	Topic: Task Description	Weighting
Term 1 Week 9	5.7; 5.8; 5.9; 5.10	Critical/Historical: Study task – Zeitgeist	10%
Term 2 Week 5	5.1; 5.2; 5.3; 5.4; 5.5; 5.6	Artwork 1 “Zeitgeist” (2D forms / includes VAPD)	30%
TOTAL			40%

VISUAL ARTS SEMESTER 2

Faculty: CAPA

Due Date	Outcomes	Topic: Task Description	Weighting
Term 3 Week 6	5.1; 5.2; 5.7; 5.8; 5.9; 5.10	Critical/Historical Task – Whiteley	20%
Term 4 Week 5	5.1; 5.2; 5.4; 5.5; 5.6	Artwork 2 – Collection of Works - Organic (includes VAPD)	30%
Term 4 Week 3	5.7,5.8	Critical/Historical Task – Organic	10%
TOTAL			60%



WOOLLOOWARE HIGH SCHOOL ILLNESS / MISADVENTURE FORM

This form is to be completed by a student **who is unable to attend/submit an assessment task, on the due date or who feels that an assessment task has been affected by unforeseen illness or misadventure.** In order for any consideration to be extended to this task:

1. Complete and present this form to the appropriate Head Teacher, with attached documentation to support this application on the first day your return to school. (This could be done prior to the due date, if possible or where applicable)

2. If approval is granted, this form together with any other relevant documents will be filed and kept on record

NOTE: Failure to submit this form promptly may adversely affect the result of your request.

A request for consideration of illness/ misadventure for an assessment task undertaken throughout the year, which is submitted at or near the end of the course, will generally not be considered.

It should not be assumed that an application using this form will be successful, as the reasons for misadventure will be considered on their merits.

Student's Name: _____ Year: _____

Course/Class: _____ Teacher: _____

Assessment Task Missed: _____ Due Date: _____

Reason for Consideration:

Student Signature: _____ Date: _____

Supporting Evidence: Yes / No Type of evidence: _____

Parent/Guardian Name: _____ Parent/Guardian Signature: _____

Date of Misadventure Request: _____ Home Phone: _____

OFFICE USE ONLY

Head Teacher: Options:

- New submission date: _____
- Electronic submission of task
- Photographic evidence of progress being made on work/s
- Alternative task
- Other: _____

Head Teacher: Head Teacher approval granted: **Yes / No** **Decision Comments:**

Head Teacher Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Copy to:

- Student File (original)
- Head Teacher
- Student Copy
- Noted on Sentral – Wellbeing/Welfare/ Data/ Illness Misadventure