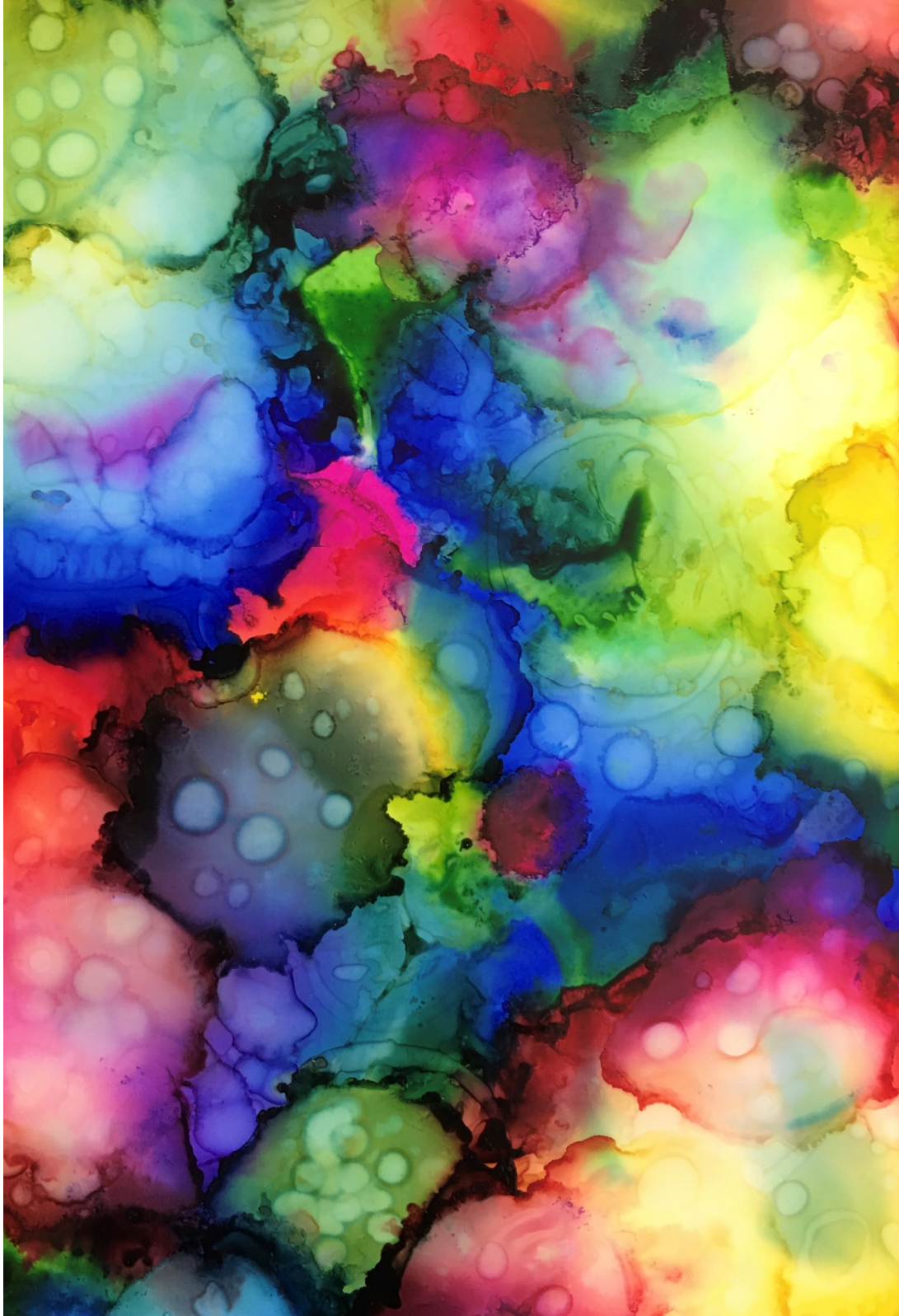




Asquith Girls High School

Year 10 2021

Assessment Handbook



EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP

Cover artwork: Miranda Auditore, Year 10 Visual Arts, 2020

Year 10 Assessment Booklet, 2021

Page 2

PRINCIPAL'S MESSAGE

Dear Year 10,

Year 10 is the second year of stage 5 curriculum.

I welcome all of you to Year 10 and I wish you a smooth transition through to the end of stage 5. I trust that each one of you will work hard and diligently towards your Record of School Achievement (RoSA). Asquith Girls High School provides a caring and challenging learning environment where every student is provided with diverse learning opportunities and encouraged to cross their personal boundaries and achieve their best.

Our aim is to help you realise your talents and develop as individuals so that you can become responsible and confident global citizens. We intend to achieve this by providing you with a broader body of knowledge that focuses on authentic learning and assessment experiences.

To further assist you with your workload, time management and meeting timelines we have developed an Assessment Booklet for Year 10. The Assessment Booklet also outlines the AGHS Assessment Policy for Year 10 2021.

It is extremely important that you and your family read carefully the information provided in the Assessment Booklet and you clearly understand the course assessment expectations. If you have any concerns please talk to your teachers.

It is important to note that assessment is an ongoing process throughout the year. It is expected that every student works in every class and complies with all homework and set work by their teacher. In every course, you will have to complete a number of formal and informal learning activities and assessment tasks. These will provide every student with an opportunity to demonstrate their depth of knowledge and understanding in course. Teachers will use the data from both formal and informal assessments to gather information about your level of understanding provide quality feedback and guide your learning.

I wish you the best with your Year 10 studies.

Ms Amvrazis
Principal

ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:

Nurturing personal best and global citizenship in every student by providing a safe and vibrant learning environment with inspiring teaching.

ASSESSMENT POLICY – STAGE 5, YEAR 10

The purpose of this document is to outline the Assessment Policy of Asquith Girls High School for Stage 5 (Year 10). Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process.

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course;
- reporting to parents/caregivers on student achievement.

At Asquith Girls High School, each course must provide a program of assessment tasks. Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed,
- task description, and
- task marking criteria.

The assessment program at Asquith Girls High School contains both formal and informal assessment of and for learning. This may include but not limited to:

INFORMAL ASSESSMENT

- Observation of student learning
- Classroom activities
- Homework
- Research tasks
- Group work/presentations/research

FORMAL ASSESSMENT

- Presentations
- Research assignments
- Portfolios
- Course Diaries
- Logbooks

Syllabuses for all courses may be accessed through the NSW Education Standards website at <http://educationstandards.nsw.edu.au>

For each task, student progress will be reported by constructive feedback and feed-forward (see page 12). Feed forward encourages students to reflect on their performance, highlights their strengths and provides explicit suggestions for improvement, as well as a grade or mark for the task.

WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Asquith Girls High School encourages the progressive development of skills and knowledge while ensuring:

- equity
- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

WHAT IS THE PURPOSE OF ASSESSMENT?

Assessment is incorporated into teaching and learning programs to:

- assist students in their learning;
- provide information on student achievement and progress in each course;
- provide evidence that students have satisfactorily completed a course; and
- allow for the reporting of standards achieved by each student at the end of a course.

WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT ASQUITH GIRLS HIGH SCHOOL?

At Asquith Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- tasks which may take a written, practical or oral form;
- class essays, research tasks, assignments, portfolios, log books;
- practical tasks and major works;
- projects.

Students' reports are issued twice each year. The reports include information about the student's working profile and their progress in achieving course outcomes.

DEFINITIONS

- **Components** are the parts of courses or major areas to be assessed
- **Weightings** are the percentages of marks to be allocated to the components
- **Feedback** is comments about a student's achievement towards task outcomes
- **Feed-forward** is comments that identify specific strategies and/or targets for further improvement

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

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

- an Assessment Schedule Calendar, which outlines what outcomes are to be assessed, and when the assessment tasks are scheduled,
- written notification at least two (2) weeks in advance of the scheduled assessment task;

At the completion of each task, students will receive:

- a mark or grade;
- the marking criteria; and
- feedback on student achievement and feed-forward actions for further improvement.

Note:

Assessment Tasks are returned within 2 weeks of the date of the Task/Examination. In exceptional circumstances some tasks may be rescheduled or substituted. In such cases, Head Teachers or class teachers will inform students of the new arrangements in writing at least **two (2) weeks in advance**.

Official Warning Letters will be posted home to parents/caregivers outlining where their daughter/ward the areas of unsatisfactory completion RoSA requirements. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

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

WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Every student has the responsibility to be familiar with Asquith Girls High School's Stage 5 Assessment Policy and procedures and with the course information contained in this Handbook.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- If tasks are submitted via email students must ensure to send it asquithgir-h.school@det.nsw.edu.au and address it to the correct teacher.
- Students must demonstrate sustained diligence and effort in each course.
- Students must complete all set tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend all classes. Attendance below 90% is considered to be unsatisfactory.
- Students are required to participate in all lessons constructively.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy.
- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day.
- Students absent from school, on any given day, are responsible upon their return to school to see their teachers and collect any hand out materials/information/notifications that may have been given during their absence from class.

HAND-IN ASSESSMENT TASKS

Hand-in tasks may include: essays, portfolios, written reports, practical works or research projects.

All assessment tasks are to be submitted to the class teacher or Head Teacher on the due date at the time and period specified on the assessment notification. It is the student's responsibility to ensure that tasks are submitted on time.

Tasks may be submitted:

- in person;
- via email to asquithgir-h.school@det.nsw.edu.au addressed to the correct teacher; or
- other agreed processes indicated on the assessment task notification.

Students must complete a cover sheet for each hand-in assessment task and receive an assessment task receipt.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty.

A student who takes additional time to complete an assessment may unfairly disadvantage others; and a late submission of an assessment may delay marking and feedback of the assessments to students.

A student with late submission/attempt of an assessment task without a valid explanation will:

- have a letter of warning generated to parents/caregivers
- risk not completing a course of study.

Students must not leave hand-in tasks on teachers' desks.

If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero mark. In the case of illness or misadventure, it is the student's responsibility to follow the process outlined on pages 16-18.

Students may email their hand-in assessment task to their teacher **if this is the arranged process**. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it.

PERFORMANCES AND ORAL TASKS

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

TECHNOLOGY AND ASSESSMENT TASKS

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering her ability to submit a task by the due date. **Technology failure is NOT**, in itself, a valid reason for failure to submit a task by the due date.

To minimise problems in relation to technology, students should adhere to the following protocols:

- make multiple copies of work using at least three different storage devices
- when working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email
- when working at school, save the latest version of your work to your personal file on the school server whenever possible
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- check the compatibility of your home software with the school's technology support specialist or your teacher
- save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB
- when you save your work to a flash drive/USB, open it immediately to check that it has been successful
- to submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems
- enable receipt email
- electronic copies must have proof of email sent satisfactorily

Important Note: Technology failure or printer breakdown will not be accepted as a valid reason for late submission

BIBLIOGRAPHIES

When required, assessments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The Internet requires two additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

The following are examples of one way of presenting your bibliography.

A book with an author:

Knapp, B. (1996). *Lead and Tin*, Melbourne: Reed

A book without an author:

United Press International stylebook: The authoritative handbook for writers, editors, and news directors (3rd ed.). (1992). Lincolnwood, IL: National.

A webpage:

Ogilvie, D. (n.d.). Why I don't eat honey. In *Why be vegan*. Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>

DISABILITY PROVISIONS

NESA may approve disability provisions for students that have a disability that would, under normal assessment situations, prevent a student from:

- reading examination questions;
- communicating responses.

Students are required to speak to their Deputy Principal, Year Adviser or school counsellor if they would like to apply for disability provisions.

Provisions cannot be granted to compensate for:

- difficulty completing a course or preparing for an assessment;
- lack of familiarity with English language skills.

When applying for disability provisions, students should include recent evidence of their disability. Students may need to organise testing early in the year so that applications are able to be finalised by the closing date. Students may also be required to produce work samples. Insufficient evidence may result in a decision being delayed.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or NESA; and
- completed Year 10

Students must continue to attend until the final day of Year 10 at their school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A CREDENTIAL FOR SCHOOL LEAVERS

- While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.
- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through [‘Students Online’](#).
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

LIFE SKILLS

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

YEAR 10 GRADES

Schools are responsible for awarding each student studying and completing a Stage 5 Year 10 and Stage 6 Year 11 course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA. Teachers use the Common Grade Scale for Preliminary Courses to determine grades for all Board Developed and Board Endorsed Courses.

Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 5 and Stage 6 Year 11 syllabuses and provide a general description of typical performance at each grade level from A to E.

'N' DETERMINATIONS

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

- Schools issue warning letters to students who are in danger of not meeting course completion criteria. This gives the student time to address and correct the problem.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.
- A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

COMMON GRADE SCALE FOR YEAR 10 COURSES

The Common Grade Scale shown below is used to report student achievement in the Year 10 Stage 5 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

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.
For more information about the Common Grade Scale See: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades	

NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA)

To qualify for the award of the NSW Record of School Achievement (RoSA), a student must:

- satisfactorily attend school until the final day of the school year as determined by the Department of Education
- complete Year 10
- make a serious attempt at all tasks
- satisfactorily complete the mandatory curriculum requirements of the NESA. These are listed below:
 - ❖ English
 - ❖ Mathematics
 - ❖ Science
 - ❖ History and Geography
 - ❖ LOTE: at least one language over a 13 month period in Stage 4
 - ❖ Technology: mandatory syllabus in Years 7 and 8
 - ❖ Creative Arts: mandatory courses in Years 7 and 8
 - ❖ PD/H/PE: mandatory integrated course in Years 7 – 10
 - ❖ Sport

Asquith Girls High School provides a wide range of additional (elective) courses that, if completed in accordance with the Board Developed or Board Endorsed syllabuses and indicative time requirements will be credentialed for the Record of School Achievement (RoSA).

SATISFACTORY COMPLETION OF A COURSE

A student will be considered to have satisfactorily completed a course if they have:

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

From 2021, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy. Students will have their first opportunity to demonstrate a minimum standard of literacy and numeracy in Year 10.

FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies.

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and/or targets for further improvement.

EFFECTIVE FEED-FORWARD

Effective feed-forward:

- describes a problem and its impact, then suggests a solution;
For example, a teacher may write, "You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding...?"
- will be focused on a few actionable strategies that, if actioned, may improve the standard of the work.
For example, a teacher may say, "You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";
- assists students to see possibilities for improvement.
For example a teacher may ask, "What if you added this?" or "If you changed that, how would it strengthen your overall argument?"

Important Note: Feed-forward is not editing. Teachers will suggest specific strategies for growth however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.

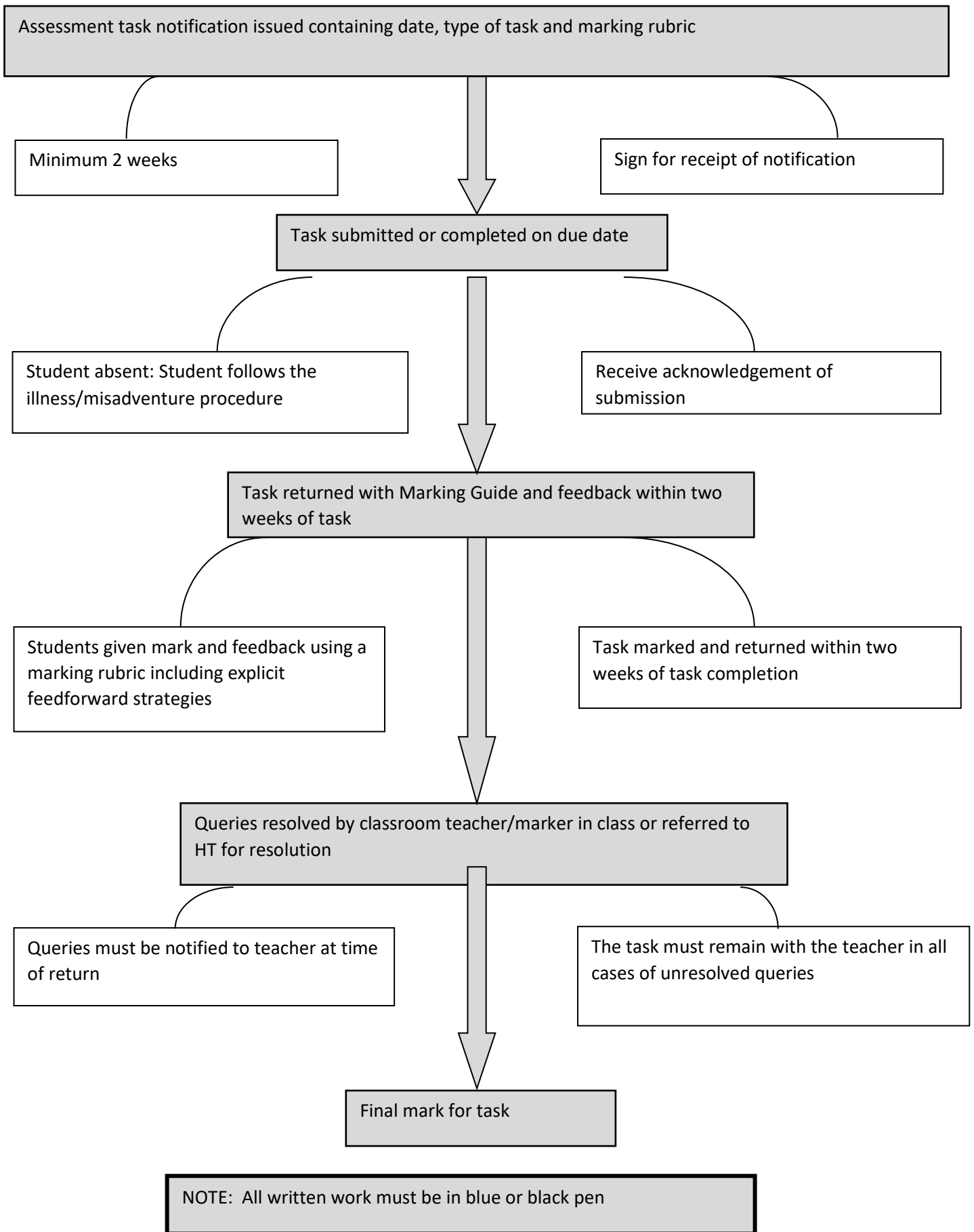
DETERMINATION OF WHOLE SCHOOL AWARDS

Teachers collect evidence of student learning and achievement throughout the year. Explicit feedback on student progress is provided to parents and caregivers through reports received in Semester One and Semester Two each year.

Information collated from whole-school reports is used to determine recipients of special awards to be acknowledged at Presentation Day. These awards include:

Attendance	Attendance data is used to determine the number of days students attend school in a calendar year. Students who achieve 100% attendance are eligible for this award.
Sustained Effort	The personal learning profile published on each report will be used to determine which students consistently demonstrate positive learning attributes in all subjects.
Outstanding Academic Achievement	Teachers use the descriptors in the Common Grade Scale (see page 10) to provide an overall grade for each student in their course. Recipients of this award receive an A grade (representing Outstanding Academic Achievement) in the majority of courses.

COMPLETING AN ASSESSMENT TASK





STAGE FIVE

ASSESSMENT TASK NOTIFICATION

COURSE NAME:		DATE TASK ISSUED:	
NATURE OF TASK:		TASK DUE DATE AND TIME:	
MARKS AVAILABLE:		EQUIPMENT REQUIRED:	
OUTCOMES TO BE ASSESSED:			

TASK DESCRIPTION:	
CRITERIA FOR ASSESSING LEARNING:	
MARKING CRITERIA:	
FEED-FORWARD PROCEDURES	



HAND-IN ASSESSMENT TASKS COVER SHEET

Student Name:	Year
Assessment Task Title	Date Submitted:
Course:	Teacher:

Academic Integrity Statement

I _____ declare that this work is my own and that any quotes,
(Your name in BLOCK letters)

Information or works have been properly acknowledge and cited in the bibliography.

Student signature: _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



----- cut here -----

Assessment Receipt **Student Copy**

Name of student: _____ Year: ____ Course: _____

Task Title: _____ Class Teacher: _____ Due Date: _____

This task was submitted to _____ on _____
Teacher's name Date

Student Signature

Teacher Signature

Date

ILLNESS/MISADVENTURE

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances beyond their control occur immediately before or during the assessment tasks, affected their performance for this assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks (eg influenza, an asthma attack, a broken hand);
- Misadventure – any other event beyond the student's control, for example the death of a family member or close friend or involvement in a car accident on the way to the school. In such cases students must provide valid documentation.

The responsibility to complete and submit an Illness/Misadventure application rests with the student. Students must report to the Deputy Principal, of the relevant year, with the valid documentation on the morning of their first day at school. They must also be prepared to submit their assessment or sit their examination on their first day back.

- The Head Teacher in consultation with the Class Teacher will assess if the student's case is valid and decide which of the following is most appropriate:
 - ❖ an extension of time
 - ❖ sit an alternative task
 - ❖ mark pending
 - ❖ zero award

Students must be aware that **each case will be assessed on its merits**. Alternative arrangements of any kind will not automatically be made on request. If the case is not deemed valid, a zero mark will be awarded.

CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

When students complete and submit an Illness/Misadventure application, supporting evidence must be provided. This evidence includes:

- student statement: must detail how her performance was affected by the illness or misadventure;
- parent/caregiver statements must detail how the student's performance was affected by the illness/misadventure;
- independent evidence: doctor's certificate or other valid documentation.

Note: A medical certificate must be specially related to the assessment task that is the subject of the application and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance may have been affected.

In cases of misadventure, evidence from other sources (eg police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

If a student falls ill during an assessment task, the student must notify the teacher or assessment supervisor immediately.

Students must ensure they comply with the process in cases of:

1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

- The student or family member is requested to inform the school of the misadventure/illness on the morning the task is scheduled.
- Students must report to the Deputy Principal, of the relevant year, **on the first day of their return to school**. The student must complete an Illness/Misadventure form (ATTACHMENT A – Page 22). This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- Students should be expected to sit for the assessment task on their first day back.

2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or family member is requested to inform the school of the illness/misadventure on the morning of the day the task is due to be handed in.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty and complete an Illness/Misadventure form (ATTACHMENT A – Page 22) obtained from the Deputy Principal. This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.

3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

- The student must acknowledge her condition to the teacher/supervisor of the task during the task and before leaving the room, or sitting for the task and collect an Illness/Misadventure form from the Deputy Principal. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness.

4. ILLNESS/MISADVENTURE DURING EXAMINATION PERIOD

- The student or family member must inform the school of the illness/misadventure on the morning of the examination or inform the examination coordinator.
- Students will need to complete an Illness/Misadventure form (ATTACHMENT A – Page 22) obtained from the Deputy Principal. This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal. Evidence needs to be attached to the completed form.
- The examination coordinator will liaise with the student and organise a rescheduling of the affected examination(s).

5. GROUP PERFORMANCE ILLNESS/MISADVENTURE (ATTACHMENT B –Page 24)

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure form from the Deputy Principal.
- This application must be returned to the relevant Deputy Principal, with appropriate evidence, **within two days**. The Head Teacher/Teacher, will reschedule an alternative date for the performance.
- The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure form outlining the nature of their application. Please note that this application will be considered separately to the group's application.

IN ALL CASES INVOLVING ILLNESS/MISADVENTURE:

- The Illness/Misadventure application form must be completed and returned to the Deputy Principal **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the reason for absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected.

ILLNESS/MISADVENTURE OUTCOMES

- If the documented evidence provided supports absence/late submission then the mark you receive for the task will be considered in determining your ranking in the course after the completion of all assessments for the course. Therefore your mark will be pending.
- If the documented evidence does not support your absence/late submission a zero mark will be awarded. A letter will be sent to your parent/caregiver informing them of this decision.

SCHOOL BUSINESS (Approved School Event Participation) AND APPROVED LEAVE

Students on School Business must notify their teachers of their absence from school. The program coordinator must ensure all students complete Attachment C (Page 25) and notify the attendance officer for each stage. School Business must be approved by the Principal or the Principal's nominee.

Approved School Business does not require illness/misadventure application.

Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with their Deputy Principal.

The granting of approved leave is at the discretion of the Principal. The same rule applies if a student has been granted approved leave from school by the Principal or their nominee (ATTACHMENT C – Page 25).

Important Note: If a student knows in advance that they will be absent on the day a hand- in assessment is due, the task should be handed in prior to the due date. Family Holidays and unapproved leave are not grounds for a Misadventure. Leave not approved by Principal would result in Zero Mark.

NON-SERIOUS ATTEMPTS, MALPRACTICE AND PLAGIARISM

NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at an assessment task may receive a zero award in the course concerned. This may render some students ineligible for the award of the Year 11 and HSC course.
- Non-serious attempts include frivolous or objectionable material or failure to attempt whole questions
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the course concerned
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. The Head Teacher of the faculty will advise the student and her parent/caregiver of the decision in consultation with the relevant Deputy Principal.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response written communication will occur with the parent/caregiver.

HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with the NESA Honesty in Assessment Standard to maintain the integrity of the HSC.

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

WHAT TYPES OF PROVEN MALPRACTICE NEED TO BE RECORDED?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own;
- using material directly from print or digital mediums without reference to the source;
- building on the ideas of another person without reference to the source;
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially;
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- cheating in an in-class assessment/examination, including having access to mobile devices;
- using non-approved aids during an assessment task;
- providing false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice;
- being in possession of unauthorised notes or electronic devices during a test or examination;
- copying from another student.

Proven cases of malpractice may result in disciplinary action

IS THE LATE SUBMISSION OF A TASK OR A NON-SERIOUS ATTEMPT CONSIDERED MALPRACTICE?

Late submission of assessment tasks may be malpractice when it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.

Note, in all cases of late submission of a task, the illness/misadventure process must be followed.

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a zero mark for the plagiarised component of the assessment task.

THE ASSESSMENT REVIEW PANEL (ARP)

Students may appeal a decision using the procedures existing within the school. In all cases, students may appeal in writing to the Assessment Review Panel (ARP). This application must be made **within two days** of receiving the decision.

The ARP is comprised of the Deputy Principal and two independent Head Teachers. The ARP will consider all Illness/Misadventure appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the Principal for a determination (Attachment D, page 26).

UNACCEPTABLE GROUNDS FOR APPEAL

Unacceptable grounds for appeal include:

- attendance at a sporting or cultural event, or family holiday where approval has not been given by the Principal or Nominee;
- alleged deficiencies in tuition or long term matters relating to loss of preparation time;
- disabilities for which NESAs has already granted special provisions, unless an unforeseen episode occurs during the test (eg a hypoglycaemic attack in a diabetic student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school;
- long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test;
- matters avoidable by the student (eg misreading of timetable, misinterpretation of assessment task).

PROCEDURES FOR YEAR 10 ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:

Step One: Student Contacts the School

Student/Parent/Caregiver is requested to inform the school of the absence



Step Two: On first day of return

It is the student's responsibility to:

1. Report to the Deputy Principal, of the relevant year, before school.
2. Complete Illness/Misadventure Application including Head Teacher, Parent/Caregiver & Student comment and signatures
3. Submit application form to Deputy Principal, of the relevant year, within two days of their return to school



Step Three: Resolution and Feedback

1. Deputy Principal reviews documentation.
2. Resolution and feedback are given to Head Teacher, student and parent/caregiver.
3. Mark pending or zero award recorded on the application



Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of a Deputy Principal, of the relevant year, plus two Head Teachers will meet to consider application.
2. Resolution and feedback are given to Head Teacher, student and parent/caregiver.



YEAR 10 ILLNESS/MISADVENTURE APPLICATION

Student Name: _____ Course: _____ Teacher: _____

Task: _____ Date Given: _____ Due Date: _____

To be completed by DP (Tick as appropriate):

Medical Certificate attached Other verification (please specify): _____

To be completed by the student:

Student's comment: (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

Student signature: _____ Date: _____

To be completed by the student's Parent / Caregiver:

Parent/caregiver support comment:

Parent/Caregiver signature: _____ Date: _____

To be completed by Head Teacher

Head Teacher/Nominee: _____ Application submitted on (date): _____

Task/Alternative task was completed/submitted on (date): _____ Task/Alternative task to be completed/submitted on (date): _____

Outcome: Mark pending Zero Mark

Head Teacher's Recommendation:

Head Teacher's signature: _____ Date: _____

To be completed by Deputy Principal

Date recommendation received by DP: _____

Outcome: _____ DP

signature: _____ Date: _____

PROCEDURES FOR YEAR 10

GROUP PERFORMANCE ILLNESS/MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below:

Step One:

Student affected applies for the Group Illness/Misadventure from Deputy Principal, of the relevant year



Step Two: Contact Head Teacher

It is the student's responsibility to:

1. Complete Group Illness/Misadventure Application including Head Teacher comments.
2. Report to the Head Teacher of the faculty concerned.
3. Submit application form to Deputy Principal, of the relevant year, within **two** days

NOTE: If a student is responsible for this group Illness/Misadventure application, they must complete an individual illness/misadventure application outlining the nature of their application. Please note that this application will be considered separately to the Group's application.



Step Three: Resolution and Feedback

1. Deputy Principal reviews documentation.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver.
3. Mark pending or zero award recorded.



Step Four: Appeal

1. Assessment Review Panel (ARP) consisting of a Deputy Principal, of the relevant year, plus two Head Teachers will meet to consider application after an interview process.
2. Resolution and feedback is given to Head Teacher, student and parent/caregiver in writing.

ATTACHMENT B



GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION

SECTION A

To be completed by Class Teacher:

List of students affected (attach list of names)

Course: _____ Year: _____ Class Teacher: _____

Name of Group Performance: _____ Due Date: _____

Outline reasons for this application:

Attention: If a student is responsible for this Group Illness/Misadventure application they MUST also complete an individual illness/misadventure form otherwise they may be awarded a mark of zero.

SECTION B

To be completed by the Head Teacher/Supervisor and forwarded to the Deputy Principal

Head Teacher: _____ Faculty: _____ Course: _____

Date: _____ Receipt Date of Illness/Misadventure form: _____

Task submitted/completed? Yes No

If no, date of rescheduled task: _____ Date completed: _____

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

Head Teacher signature: _____ Date: _____

SECTION C

To be completed by the Assessment Review

Panel ARP Members:

Resolution:

Copy to: Relevant Head Teacher Student Parent-Caregiver Student File

APPROVED LEAVE – SCHOOL BUSINESS



Teacher making the request: _____ Faculty: _____

Reason for the request:

Educational outcome:

Head Teacher Approved (circle one) YES NO Date: _____

Students Name: _____ Year: _____

First Day of Leave: _____ Date: _____

Last Day of Leave: _____ Date: _____

Approval given by Principal (circle one) YES NO Principal Sign: _____

Upon Principal’s approval, the student must ensure an alternative assessment time has been negotiated with the class teacher and faculty Head Teacher and approved by the relevant Stage 6 Deputy Principal

Course	Assessment Task	Due Date	NEW Due Date	Class Teacher	Signature	Head Teacher	Signature

Once the form is completed forward copies to:

Student/Parent/Caregiver:

Faculty Head Teacher:

Student File:



ILLNESS/MISADVENTURE APPEAL

You will need to complete this form if you appeal against an illness/misadventure decision. This form must be handed in with all necessary documentation to Deputy Principal, of the relevant year, **within two days** of decision.

Name: _____ Course: _____ Teacher: _____

Head Teacher: _____ Title of the affected assessment task: _____

Outline reasons for this application and attach all relevant documentation

Student Signature: _____ Date: _____

Parent/Caregiver Name: _____ Parent/Caregiver Signature: _____

ASSESSMENT REVIEW PANEL

ARP Members: _____ Date: _____

Issues discussed:

Decision reached:

Refer to Principal:

Resolution:

ARP Members signatures: _____

Date: _____

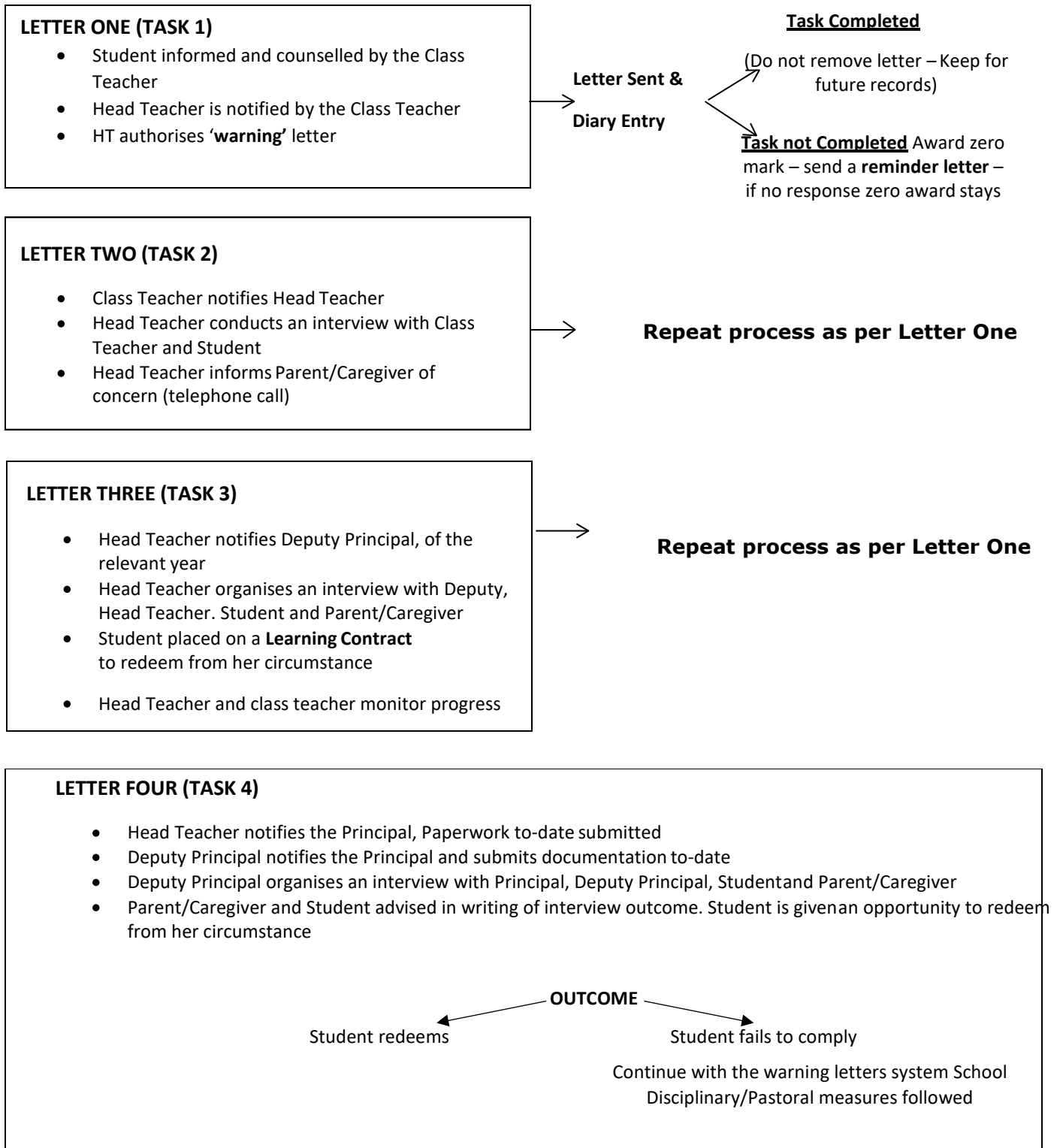
Inform of decision in writing to:

Student/Parent/Caregiver:

Relevant HT:

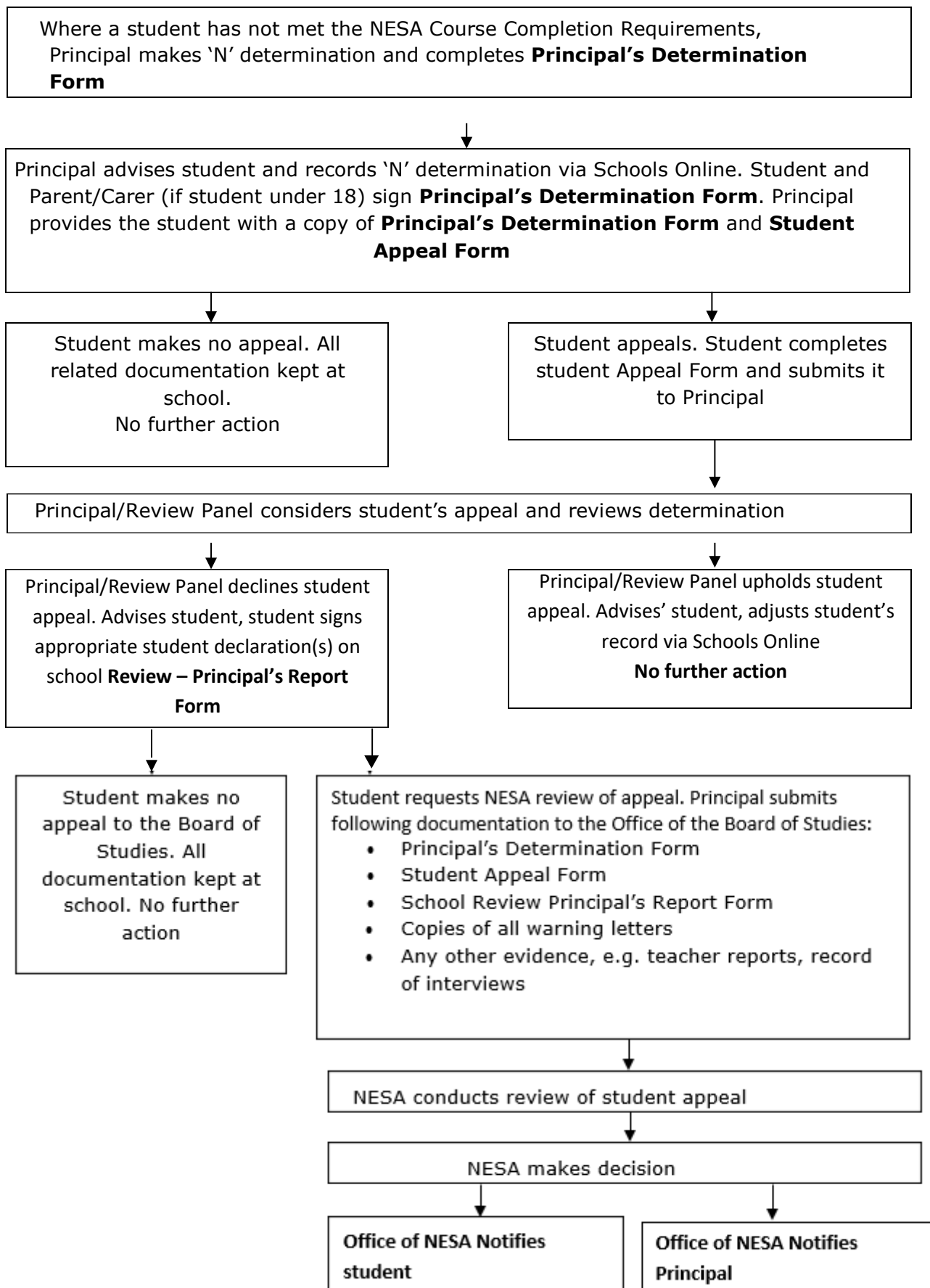
Copy Student file:

PROCESS FOR DETERMINING AN 'N' AWARD FOR YEAR 10



'N' DETERMINATION PROCESS BEGINS AT END OF THE COURSE

NESA PROCEDURES FOR APPEALS AGAINST 'N' DETERMINATION FOR NON-COMPLETION OF YEAR 10 COURSE REQUIREMENTS



Big History Project: Global Thinking

Syllabus Outcomes

1	<i>Explain how thresholds of increasing complexity, differing scales of time and space, claim testing, and collective learning help us understand historical, current, and future events as part of a larger narrative.</i>
2	<i>Integrate perspectives from multiple disciplines to create, defend, and evaluate the history of the Universe and Universal change.</i>
3	<i>Deepen an understanding of key historical and scientific concepts and facts; use these in constructing explanations.</i>
4	<i>Engage in meaningful scientific inquiry and historical investigations by being able to hypothesize, form researchable questions, conduct research, revise one's thinking, and present findings that are well-supported by scientific and historical evidence.</i>
5	<i>Critically evaluate, analyse, and synthesize primary and secondary historical, scientific, and technical texts to form well-crafted and carefully supported written and oral arguments.</i>
6	<i>Communicate arguments to a variety of audiences to support claims through analysis of substantive texts and topics; use valid reasoning and relevant and sufficient evidence through individual or shared writing, speaking, and other formats.</i>
7	<i>Locate and understand how our own place, our community's place, and humanity as a whole fit into and impact Big History's narrative.</i>
8	<i>Engage in historical analysis using the theories and practices from multiple disciplines, toward an integrated, interdisciplinary understanding of the history of the Universe.</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Early Humans	Imperialism	Little Big History
Nature of task	Restaurant Menu	Research Task	Project Based Learning Task
Due Date (Week, Term)	Week 10, Term 1, 2021	Week 9, Term 2, 2021	Week 2, Term 4, 2021
Outcomes assessed	3, 4, 6, 7	3, 4, 6,7	1, 4, 6, 8

Commerce

Syllabus Outcomes

COM5-1	<i>Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</i>
COM5-2	<i>Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</i>
COM5-3	<i>Examines the role of law in society</i>
COM5-4	<i>Analyses key factors affecting decisions</i>
COM5-5	<i>Evaluates options for solving problems and issues</i>
COM5-6	<i>Develops and implements plans designed to achieve goals</i>
COM5-7	<i>Researches and assesses information using a variety of sources</i>
COM5-8	<i>Explains information using a variety of forms</i>
COM5-9	<i>Works independently and collaboratively to meet individual and collective goals within specified timeframes</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Employment and Work Futures	The Economic and Business Environment	Investing
Nature of task	Research Task	Research Task	Presentation Task
Due Date (Week, Term)	Week 7, Term 1, 2021	Week 2 Term 3, 2021	Week 2, Term 4, 2021
Outcomes assessed	COM5-2, COM5-3, COM5-4, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-7	COM5-5, COM5-6, COM5-7, COM5-9

Dance

Syllabus Outcomes

5.1.1	<i>Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances</i>
5.1.2	<i>Demonstrates enhanced dance technique by manipulating aspects of the elements of dance</i>
5.1.3	<i>Demonstrates an understanding and application of aspects of performance quality and interpretation through performance</i>
5.2.1	<i>Explores the elements of dance as the basis of the communication of ideas</i>
5.2.2	<i>Composes and structures dance movement that communicates an idea</i>
5.3.1	<i>Describes and analyses dance as the communication of ideas within a context</i>
5.3.2	<i>Identifies and analyses the link between their performances and compositions and danceworks of art</i>
5.3.3	<i>Applies understandings and experiences drawn from their own work and dance works of art contributes to lifelong learning</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Safe Dance Practice	Dance Study	Solo Composition	Dance Through Film
Nature of task	Practical and Written	Practical and Written	Practical and Written	Practical and Written
Due Date (Week, Term)	Week 9, Term 1, 2021	Week 8, Term 2, 2021	Week 8, Term 3, 2021	Week 6, Term 4, 2021
Outcomes assessed	5.1.1 5.1.2	5.1.3, 5.3.1, 5.3.2, 5.3.3	5.1.3, 5.2.1 5.2.2 5.3.1	5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3

Design and Technology

Syllabus Outcomes

5.1.1	<i>Analyses and applies a range of design concepts and processes</i>
5.1.2	<i>Applies and justifies an appropriate process of design when developing design ideas and solutions</i>
5.2.1	<i>Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments</i>
5.3.1	<i>Analyses the work and responsibilities of designers and the factors affecting their work</i>
5.3.2	<i>Evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design</i>
5.4.1	<i>Develops and evaluates innovative, enterprising and creative design ideas and solutions</i>
5.5.1	<i>Uses appropriate techniques when communicating design ideas and solutions to a range of audiences</i>
5.6.1	<i>Selects and applies management strategies when developing design solutions</i>
5.6.2	<i>Applies risk management practices and works safely in developing quality design solutions</i>
5.6.3	<i>Selects and uses a range of technologies competently in the development and management of quality design solutions</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Trends in Time	InStyle
Nature of task	Design Project & Portfolio	Design Project & Portfolio
Due Date (Week, Term)	Week 5, Term 2, 2021	Week 5, Term 4, 2021
Outcomes assessed	5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3	5.1.1, 5.1.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3

Drama

Syllabus Outcomes

5.1.1	<i>Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action</i>
5.1.2	<i>Contributes, selects, develops and structures ideas in improvisation and play building</i>
5.1.3	<i>Devises, interprets and enacts drama using scripted and unscripted material or text</i>
5.1.4	<i>Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies</i>
5.2.1	<i>Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning</i>
5.2.2	<i>Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience</i>
5.2.3	<i>Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning</i>
5.3.1	<i>Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions</i>
5.3.2	<i>Analyses the contemporary and historical contexts of Drama</i>
5.3.3	<i>Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Theatre through the Ages: Theatrical Styles	Physical Theatre	Musical Theatre	Sound/Voice as an Instrument
Nature of task	Production Design & Log Book	Group Performance & Log Book	Group Performance & Written Response	Individual Creative Project and Written Task
Due Date	Week 10, Term 1, 2021	Week 8, Term 2, 2021	Week 9, Term 3, 2021	Week 5, Term 4, 2021
Outcomes assessed	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.3.2, 5.3.3	5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1 5.3.2	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2	5.3.1, 5.3.2, 5.3.3

English

Syllabus Outcomes

EN5-1A	<i>A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</i>
EN5-2A	<i>A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.</i>
EN5-3B	<i>A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.</i>
EN5-4B	<i>A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.</i>
EN5-5C	<i>A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.</i>
EN5-6C	<i>A student investigates the relationships between and among texts.</i>
EN5-7D	<i>A student understands and evaluates the diverse ways texts can represent personal and public worlds.</i>
EN5-8D	<i>A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.</i>
EN5-9E	<i>A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Poet Study	Creative Writing & Novel Study	Shakespearean Tragedy	Gender and Film
Nature of task	Essay (In-class)	Short Story & Reflection (in-class)	Multimodal Presentation (In-class)	Short Answers and Discursive (in-class)
Due Date (Week, Term)	Week 8, Term 1, 2021	Week 6, Term 2, 2021	Week 4-5, Term 3, 2021	Week 3, Term 4, 2021
Outcomes assessed	EN5-1A, EN5-3B, EN5-5C EN5-6C, EN5-7D	EN5-1A, ENG-3B, EN5-4B, EN5-5C, EN5-6C, EN5-9E	EN5-2A, EN5-4B, EN5-5C, EN5-9E	EN5-1A, EN5-5C, EN5-6C, EN5-7D, EN5-8D

English as an Additional Language/Dialect (EAL/D)

Syllabus Outcomes

EN5-1A	<i>A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.</i>
EN5-2A	<i>A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.</i>
EN5-3B	<i>A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.</i>
EN5-4B	<i>A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.</i>
EN5-5C	<i>A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.</i>
EN5-6C	<i>A student investigates the relationships between and among texts.</i>
EN5-7D	<i>A student understands and evaluates the diverse ways texts can represent personal and public worlds.</i>
EN5-8D	<i>A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.</i>
EN5-9E	<i>A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Telling Stories	Consumerism	Shakespearean Drama	Indigenous Poetry
Nature of task	Discursive Writing	Multimodal Presentation	Performance Speaking and Listening (In-class)	Essay (In-class)
Due Date (Week, Term)	Week 9, Term 1, 2021	Week 9, Term 2, 2021	Week 8, Term 3, 2021	Week 3, Term 4, 2021
Outcomes assessed	EN5-1A, EN5-3B, EN5-5C, EN5-8D	EN5-2A, EN5-4B, EN5-7D, EN5-8D	EN5-2A, EN5-4B, EN5-5C, EN5-9E	EN5-1A, EN5-3B, EN5-5C, EN5-6C

Food Technology

Syllabus Outcomes

5.1.1	<i>Demonstrates hygienic handling of food to ensure a safe and appealing product</i>
5.1.2	<i>Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</i>
5.2.1	<i>Describes the physical and chemical properties of a variety of food</i>
5.2.2	<i>Accounts for changes to the properties of food which occur during food processing, preparation and storage</i>
5.2.3	<i>Applies appropriate methods of food processing, preparation and storage</i>
5.3.1	<i>Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</i>
5.3.2	<i>Justifies food choices by analysing the factors that influence eating habits</i>
5.4.1	<i>Collects, evaluates and applies information from a variety of sources</i>
5.4.2	<i>Communicates ideas and information using a range of media and appropriate terminology</i>
5.5.1	<i>Selects and employs appropriate techniques and equipment for a variety of food-specific purposes</i>
5.5.2	<i>Plans, prepares, presents and evaluates food solutions for specific purposes</i>
5.6.1	<i>Examines the relationship between food, technology and society</i>
5.6.2	<i>Evaluates the impact of activities related to food on the individual, society and the environment</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Food Trends	Food Equity
Nature of task	Food Styling Practical & Portfolio	Vlog & Portfolio
Due Date (Week, Term)	Week 6, Term 2, 2021	Week 8, Term 3, 2021
Outcomes assessed	5.1.1, 5.4.2, 5.5.1	5.1.2, 5.3.1, 5.3.2, 5.5.2

Geography

Syllabus Outcomes

GE5-1	<i>Explains the diverse features and characteristics of a range of places and environments</i>
GE5-2	<i>Explains processes and influences that form and transform places and environments</i>
GE5-3	<i>Analyses the effect of interactions and connections between people, places and environments</i>
GE5-4	<i>Accounts for perspectives of people and organisations on a range of geographical issues</i>
GE5-5	<i>Assesses management strategies for places and environments for their sustainability</i>
GE5-6	<i>Analyses differences in human wellbeing and ways to improve human wellbeing</i>
GE5-7	<i>Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</i>
GE5-8	<i>Communicates geographical information to a range of audiences using a variety of strategies</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Environmental Change and Management	Human Wellbeing
Nature of task	Topic Test	Research Task
Due Date (Week, Term)	Semester 1: Week 7, Term 1, 2021 Semester 2: Week 7, Term 3, 2021	Semester 1: Week 3, Term 2, 2021 Semester 2: Week 3, Term 4, 2021
Outcomes assessed	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8

History

Syllabus Outcomes

HT5-1	<i>Explains and assesses the historical forces and factors that shaped the modern world and Australia</i>
HT5-2	<i>Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</i>
HT5-3	<i>Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</i>
HT5-4	<i>Explains and analyses the causes and effects of events and developments in the modern world and Australia</i>
HT5-5	<i>Identifies and evaluates the usefulness of sources in the historical inquiry process</i>
HT5-6	<i>Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</i>
HT5-7	<i>Explains different contexts, perspectives and interpretations of the modern world and Australia</i>
HT5-8	<i>Selects and analyses a range of historical sources to locate information relevant to an historical inquiry</i>
HT5-9	<i>Applies a range of relevant historical terms and concepts when communicating an understanding of the past</i>
HT5-10	<i>Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	The Holocaust	Rights and Freedoms
Nature of task	Source Based Task	Research Task
Due Date (Week, Term)	Semester 1: Week 7, Term 1, 2021 Semester 2: Week 7, Term 3, 2021	Semester 1: Week 3, Term 2, 2021 Semester 2: Week 3, Term 4, 2021
Outcomes assessed	HT5-4, HT5-5, HT5-6, HT5-8, HT5-9	HT5-1, HT5-2, HT5-3, HT5-7, HT5-10

Industrial Technology: Multimedia

Syllabus Outcomes

IND5-1	<i>Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</i>
IND5-2	<i>Applies design principles in the modification, development and production of projects</i>
IND5-3	<i>Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</i>
IND5-4	<i>Selects, justifies and uses a range of relevant and associated materials for specific applications</i>
IND5-5	<i>Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</i>
IND5-6	<i>Identifies and participates in collaborative work practices in the learning environment</i>
IND5-7	<i>Applies and transfers skills, processes and materials to a variety of contexts and projects</i>
IND5-8	<i>Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</i>
IND5-9	<i>Describes, analyses and uses a range of current, new and emerging technologies and their various applications</i>
IND5-10	<i>Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Games and Simulation	Apps and Interactivity
Nature of task	Practical Project & Portfolio	Practical Project & Portfolio
Due Date (Week, Term)	Week 8, Term 2, 2021	Week 8, Term 4, 2021
Outcomes assessed	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5	IND5-1, IND5-2, IND5-4, IND5-5, IND5-8

International Studies

Syllabus Outcomes

IS-1	<i>Analyses a variety of definitions of culture</i>
IS-2	<i>Describes characteristics of culture</i>
IS-3	<i>Examines cultural similarities and differences</i>
IS-4	<i>Examines cultural diversity</i>
IS-5	<i>Accounts for the dynamic nature of culture</i>
IS-6	<i>Identifies influences on cultures and their interconnectedness</i>
IS-7	<i>Recognises bias and stereotypes</i>
IS-8	<i>Analyses different contexts, perspectives and interpretations of cultural beliefs and practices</i>
IS-9	<i>Evaluates culturally significant issues, events and scenarios from a variety of perspectives</i>
IS-10	<i>Applies understanding of cultural differences when communicating across cultures</i>
IS-11	<i>Applies strategies to challenge stereotypes</i>
IS-12	<i>Selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Culture and Media	Culture and the Performing Arts	Culture and Travel
Nature of task	Research Presentation Task	Research Task	Infomercial
Due Date (Week, Term)	Week 9, Term 1, 2021	Week 5, Term 2, 2021	Week 5, Term 3, 2021
Outcomes assessed	IS-3, IS-6, IS-7, IS-8, IS-12	IS-2, IS-3, IS-4, IS-5, IS-6, IS-12	IS-2, IS-3, IS-4, IS-5, IS-6, IS-9, IS-10, IS-11, IS-12

Marine and Aquaculture Technology

Syllabus Outcomes

MAR5-1	<i>Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships</i>
MAR5-2	<i>Identifies, describes and evaluates the social and economic importance of marine ecosystems</i>
MAR5-3	<i>Identifies, describes and evaluates the effects humans have had on the marine environment</i>
MAR5-4	<i>Explains why aquaculture provides an economically sustainable source of food</i>
MAR5-5	<i>Assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment</i>
MAR5-6	<i>Evaluates the economic and environmental sustainability of aquacultural pursuits</i>
MAR5-7	<i>Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment</i>
MAR5-8	<i>Identifies, describes and evaluates policies for monitoring and conserving the marine environment</i>
MAR5-9	<i>Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings</i>
MAR5-10	<i>Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations</i>
MAR5-11	<i>Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits</i>
MAR5-12	<i>Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment</i>
MAR5-13	<i>Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information</i>
MAR5-14	<i>Recalls aspects of the marine environment using relevant conventions, terminology and symbols</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Local Area	Boatsmart	Elective	Elective
Nature of task	Written Report	Theory and Practical Examinations	Group presentation	Written Report
Due Date (Week, Term)	Week 10, Term 1 2021	Week 3, Term 2 2021	Week 5, Term 3 2021	Week 1, Term 4 2021
Outcomes assessed	MAR5-1, MAR5-2, MAR5-3, MAR5-7	MAR5-9, MAR5-10, MAR5-14	MAR5-8, MAR5-9, MAR5-10, MAR5-11, MAR5-13, MAR5-14	MAR5-4, MAR5-6

Mathematics

Syllabus Outcomes

MA5.1-7NA	<i>Graphs simple non-linear relationships</i>
MA5.2-5NA	<i>Recognises direct and indirect proportion, and solves problems involving direct proportion</i>
MA5.2-6NA	<i>Simplifies algebraic fractions, and expands and factorises quadratic expressions</i>
MA5.2-8NA	<i>Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</i>
MA5.2-9NA	<i>Uses the gradient-intercept form to interpret and graph linear relationships</i>
MA5.2-10NA	<i>Connects algebraic and graphical representations of simple non-linear relationships</i>
MA5.2-13MG	<i>Applies trigonometry to solve problems, including problems involving bearings</i>
MA5.2-15SP	<i>Uses quartiles and box plots to compare sets of data, and evaluates sources of data</i>
MA5.2-16SP	<i>Investigates relationships between two statistical variables, including their relationship over time</i>
MA5.2-17SP	<i>Describes and calculates probabilities in multi-step chance experiments</i>
MA5.2-14MG	<i>Calculates the sum of any polygon and uses minimum conditions to prove triangles are congruent and similar</i>
MA5.3-4NA	<i>Draws, interprets and analyses graphs of physical phenomena</i>
MA5.3-5NA	<i>Selects and applies appropriate algebraic techniques to operate with algebraic expressions</i>
MA5.3-7NA	<i>Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations</i>
MA5.3-8NA	<i>Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line</i>
MA5.3-9NA	<i>Sketches and interprets a variety of non-linear relationships</i>
MA5.3-10NA	<i>Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems</i>
MA5.3-11NA	<i>Uses the definition of a logarithm to establish and apply the laws of logarithms</i>
MA5.3-12NA	<i>Uses function notation to describe and sketch functions</i>
MA5.3-14MG	<i>Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids</i>
MA5.3-15MG	<i>Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions</i>
MA5.3-16MG	<i>Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals</i>
MA5.3-17MG	<i>Applies deductive reasoning to prove circle theorems and to solve related problems</i>
MA5.3-19SP	<i>Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes</i>

Mathematics (continued)

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Volume	Probability, Algebra, Equations	Linear relationships, Rates and Ratios, Geometry, Trigonometry	Previous topics plus Bivariate Data Analysis, Non-Linear Relationships
Nature of task	Hand in task	In class test	In class test	Yearly Examination
Due Date (Week, Term)	Week 6, Term 1, 2021	Week 5, Term 2, 2021	Week 7, Term 3, 2021	Week 3, Term 4, 2021
Outcomes assessed	<u>5.1,5.2,5.3</u> MA5.3-14MG,	<u>5.1,5.2,5.3</u> MA5.2-17SP, MA5.3-5NA, 5.2-6NA, MA5.3-7NA, 5.2-8NA	<u>5.1,5.2,5.3</u> MA5.3-8NA, MA5.2-9NA, MA5.2-5NA, MA5.3-16M, MA5.2-14MG, MA5.3-15MG, MA5.2-13MG	<u>5.1,5.2,5.3</u> A mixture of previous course outcomes plus MA5.3-19SP, MA5.3-9NA

Music

Syllabus Outcomes

5.1	<i>Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</i>
5.2	<i>Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</i>
5.3	<i>Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</i>
5.4	<i>Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</i>
5.5	<i>Notates own compositions, applying forms of notation appropriate to the music selected for study</i>
5.6	<i>Uses different forms of technology in the composition process</i>
5.7	<i>Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts</i>
5.8	<i>Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</i>
5.9	<i>Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study</i>
5.10	<i>Demonstrates an understanding of the influence and impact of technology on music</i>
5.11	<i>Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form</i>
5.12	<i>Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Jazz Music	Rock Music	Rock Music	Classical Music
Nature of task	Performance	Half Yearly Exam - Listening - Musicology/Score Reading	Composition Task - Composition - Composition Portfolio	Yearly Assessment
Due Date (Week, Term)	Week 10, Term 1 , 2021	Week 7, Term 2, 2021	Week 8, Term 3 , 2021	Week 4, Term 4, 2021
Outcomes assessed	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10	5.4, 5.5. 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12

Personal Development, Health and Physical Education

Syllabus Outcomes

PD5-1	<i>Assesses their capacity to reflect on and respond positively to challenges</i>
PD5-2	<i>Researches and appraises the effectiveness of health information and support services available in the community</i>
PD5-3	<i>Analyses factors that enhance inclusive and respectful relationships and appraises strategies to address the abuse of power</i>
PD5-4	<i>Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</i>
PD5-5	<i>Appraises and justifies choices of action when solving complex movement challenges</i>
PD5-6	<i>Questions and critiques attitudes, behaviours and influences to effectively promote health, safety, wellbeing and participation in physical activity</i>
PD5-7	<i>Plans, implements and critiques strategies to promote health, safety, wellbeing, movement and participation in physical activity in their communities</i>
PD5-8	<i>Designs, implements and evaluates personalised plans to enhance participation in lifelong physical activity</i>
PD5-9	<i>Assesses strategies to effectively manage complex situations</i>
PD5-10	<i>Critiques their ability to enact skills to build and manage relationships in various social situations</i>
PD5-11	<i>Refines and applies movement skills and elements of movement to compose and perform innovative movement sequences</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Practical Component 1	Supporting Ourselves and Others	Keys To Drive	Practical Component 2
Nature of task	Movement Elements and Sequences	Writing Task	Research Task	Movement Skills to Perform Creative Movement
Due Date (Week, Term)	Semester 1	Week 9, Term 1, 2021	Week 9, Term 3, 2021	Semester 2
Outcomes assessed	PD5-4, PD5-5, PD5-10, PD5-11	PD5-2, PD5-6, PD5-7, PD4-10,	PD5-1, PD5-2, PD5-6,	PD5-4, PD5-5, PD5-10, PD5-11

Physical Activity and Sports Studies

Syllabus Outcomes

PASS5-1	<i>Discusses factors that limit and enhance the capacity to move and perform</i>
PASS5-2	<i>Analyses the benefits of participation and performance in physical activity and sport</i>
PASS5-3	<i>Discusses the nature and impact of historical and contemporary issues in physical activity and sport</i>
PASS5-4	<i>Analyses physical activity and sport from personal, social and cultural perspectives</i>
PASS5-5	<i>Demonstrates actions and strategies that contribute to active participation and skilful performance</i>
PASS5-6	<i>Evaluates the characteristics of participation and quality performance in physical activity and sport</i>
PASS5-7	<i>Works collaboratively with others to enhance participation, enjoyment and performance</i>
PASS5-8	<i>Displays management and planning skills to achieve personal and group goals</i>
PASS5-9	<i>Performs movement skills with increasing proficiency</i>
PASS5-10	<i>Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Practical Component 1	Coaching	Australia's Sporting Identity	Practical Component 2
Nature of task	Coaching Skills	Research Task	Writing Task	Technique and Performance
Due Date (Week, Term)	Semester 1	Week 9, Term 1, 2021	Week 6, Term 3, 2021	Semester 2, 2021
Outcomes assessed	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9	PASS5-5, PASS5-6, PASS5-7, PASS5-8	PASS5-3, PASS5-4, PASS5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10

Science

Syllabus Outcomes

Skills

SC5-4WS	<i>Develops questions or hypotheses to be investigated scientifically</i>
SC5-5WS	<i>Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</i>
SC5-6WS	<i>Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</i>
SC5-7WS	<i>Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</i>
SC5-8WS	<i>Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</i>
SC5-9WS	<i>Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</i>

Knowledge and Understanding

SC5-10PW	<i>Applies models, theories and laws to explain situations involving energy, force and motion</i>
SC5-11PW	<i>Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</i>
SC5-12ES	<i>Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community</i>
SC5-13ES	<i>Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues</i>
SC5-14LW	<i>Analyses interactions between components and processes within biological systems</i>
SC5-15LW	<i>Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</i>
SC5-16CW	<i>Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</i>
SC5-17CW	<i>Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	
Nature of task	Student Research Project	Skills	Yearly Examination	Science Folio
Due Date (Week, Term)	Week 3, Term 2, 2021	Week 3, Term 3, 2021	Week 3, Term 4, 2021	Ongoing across the year
Outcomes assessed	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-6WS, SC5-7WS, SC5-8WS	SC5-10PW, SC5-12ES, SC5-15LW, SC5-17CW, SC5-8WS, SC5-7WS	All

Textiles Technology

Syllabus Outcomes

5.1.1	<i>Explains the properties and performance of a range of textile items</i>
5.1.2	<i>Justifies the selection of textile materials for specific end uses</i>
5.2.1	<i>Explains the creative process of design used in the work of textile designers</i>
5.2.2	<i>Generates and develops textile design ideas</i>
5.2.3	<i>Investigates and applies methods of colouration and decoration for a range of textile items</i>
5.3.1	<i>Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use</i>
5.3.2	<i>Evaluates the impact of textiles production and use on the individual consumer and society</i>
5.4.1	<i>Selects and uses appropriate technology to creatively document, communicate and present design and project work</i>
5.5.1	<i>Critically selects and creatively manipulates a range of textile materials to produce quality textile items</i>
5.5.2	<i>Selects appropriate techniques and uses equipment safely in the production of quality textile projects</i>
5.5.3	<i>Demonstrates competence in the production of textile projects to completion</i>
5.6.1	<i>Evaluates textile items to determine quality in their design and construction</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Textiles & Society Design	Performance & Properties of Textiles Design
Nature of task	Practical Project & Portfolio	Practical Project & Portfolio
Due Date (Week, Term)	Week 10, Term 1, 2021	Week 9, Term 3, 2021
Outcomes assessed	5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	5.1.1, 5.1.2, 5.2.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1

Visual Arts

Syllabus Outcomes

5.1	<i>Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</i>
5.2	<i>Makes artworks informed by their understanding of the function of and relationships between artist–artwork–world–audience</i>
5.3	<i>Makes artworks informed by an understanding of how the frames affect meaning</i>
5.4	<i>Investigates the world as a source of ideas, concepts and subject matter for artworks</i>
5.5	<i>Makes informed choices to develop and extend concepts and different meanings in their artworks</i>
5.6	<i>Selects appropriate procedures and techniques to make and refine artworks</i>
5.7	<i>Applies their understanding of aspects of practice to critically and historically interpret artworks</i>
5.8	<i>Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of artworks</i>
5.9	<i>Uses the frames to make different interpretations of artworks</i>

2021 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Urban Art	Urban Art	Under the Microscope	Art History and Criticism
Nature of task	Art Making	Research and Written Historical/Critical Task	Portfolio Task Art Making/Historical Critical	In class Exam Historical/Critical
Due Date (Week, Term)	Week 1, Term 2, 2021	Week 1, Term 2, 2021	Week 9, Term 3, 2021	Week 4, Term 4, 2021
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9

STUDENT ASSESSMENT PLANNER 2021

SEMESTER ONE

TERM ONE	TASKS TO COMPLETE	TERM TWO	TASKS TO COMPLETE
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	

STUDENT ASSESSMENT PLANNER 2021

SEMESTER TWO

TERM THREE	TASKS TO COMPLETE	TERM FOUR	TASKS TO COMPLETE
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
		WEEK 11	

