



2020

Year 10 ASSESSMENT BOOKLET



Macintyre High School

Swanbrook Road, Inverell

Table of Contents

Purpose of this Booklet.....	3
Year 10 Course of study and RoSA.....	3
The Assessments.....	4
Subject Schedules	5
Timing of Assessment Tasks.....	5
Completion of Tasks.....	5
Conduct during assessments tasks	6
Special Provisions.....	6
Submission of Tasks	6
Extensions	7
Legitimate Absences	7
Notification of Parents/Caregivers	7
Malpractice	7
Feedback.....	8
School Based Appeals Process (also applies to VET courses)	8
Common Grade Scale.....	8
A.....	8
B.....	8
C.....	8
D.....	8
E	8
Awarding RoSA Grades	9
VET	10
Life skills.....	10
Personalised reporting.....	10
ANSWERS TO SOME IMPORTANT QUESTIONS	11
English Faculty: English.....	13
Mathematics - Stage 5.1/5.2/5.3 Faculty: Mathematics.....	14
Science Faculty: Science.....	15
History (one semester course) Faculty: English	16
Geography (one semester course) Faculty: HSIE	17
LOTE Faculty: SEAL.....	Error! Bookmark not defined.
Personal Development, Health and Physical Education Faculty: PDHPE.....	19
Aboriginal Studies Faculty: HSIE	20
Agriculture Faculty: Ag/VET/HSIE.....	21
Child Studies Faculty: PDHPE	22
Commerce Faculty: HSIE	23
Drama Faculty: English.....	24
Food Technology (200hrs) Faculty: TAS	25
Industrial Technology Building Faculty: TAS.....	26
Industrial Technology Electronics Faculty: TAS	27
Industrial Technology Engineering Faculty: TAS.....	28
Industrial Technology Metal Fabrication Faculty: TAS.....	29
Industrial Technology Timber Faculty: TAS	30
Information Software and Technology Faculty: TAS	31
Music Faculty: SEAL	32
Physical Activity and Sport Studies Faculty: PDHPE	33
Photography Faculty: SEAL.....	34
Textiles Technology Faculty: TAS.....	35
Visual Arts Faculty: SEAL	36
Certificate I Agrifood Operations Faculty: VET.....	37
Primary	38
Industries VET	38
Macintyre High School Appendix A	39
Appendix B	40
Appendix C	42
A GLOSSARY OF KEY WORDS.....	43
ASSESSMENT TASK CALENDAR.....	44

Purpose of this Booklet

The purpose of this booklet is to inform Stage 5 (Year 10) students and their carers about the organisation of assessment and the procedures in place for assessment at Macintyre High School.

Teachers will make professional judgments about student achievement and progress at key points in the learning cycle. The School will report on levels of knowledge, understanding and skill demonstrated by students, typically at the end of each semester. The procedures followed by the school in making those judgements are also outlined in this booklet.

This document has been written in accordance with The New South Wales Education Standards Authority [NESA] guidelines as outlined in the Assessment, Certification and Examination Manual. More information about NESA requirements can be found at <http://www.educationstandards.nsw.edu>

Year 10 Course of study and RoSA

The record of School Achievement (RoSA) is awarded to eligible students who leave school before completing their Higher School Certificate. At the completion of Year 10, Students at Macintyre High School may be eligible to include their course of study for their RoSA. Further information about the RoSA can be located on the NESA website.

All students will have access to a record of student results available through *Students Online*
<https://studentsonline.nesa.nsw.edu.au/>

Satisfactory Completion of a Course

Satisfactory completion of a Stage 5 course is needed if students are to receive:

- A grade (A - E) for that course on the RoSA

Students may not be admitted to senior courses if they received an N determination

Students are to:

- **Follow** the courses developed or endorsed by NESA;
- **Apply** themselves with **diligence** and **sustained effort** to the set tasks and experiences provided in the courses by the school; and
- **Achieve** some or all of the course outcomes.

Students may demonstrate diligence and sustained effort by:

- Participating in class activities and discussions
- Completing regular homework as required
- Studying for tests, assessment tasks and examinations
- Completing set assignments, classwork and practical activities
- Attending school and class on a regular basis

Students must make a serious attempt at all assessment tasks. Only attempting multiple choice questions in an examination situation is not considered a serious attempt.

If at any time it appears that a student is at risk of not completing course requirements, the Principal must warn the student as soon as possible and advise the parent or guardian in writing. The warning(s) are designed to allow students to rectify areas of concern in time for the course requirements to be met. The student will be advised of what has not be completed and what action is required, and by when, to improve the situation. If the first warning is not effective, a further warning letter (s) may be sent and before a student may be deemed by the school to receive an N-determination (non-completion of course requirements). See Appendix C. An appeal process exists. Students may speak to the Head Teacher or Deputy Principal if they wish to find out the details of this process.

Where non-completion is in a mandatory course, the student will not be eligible for the course to be awarded on the RoSA and may not be eligible to enter Stage 6 Preliminary (Yr 11) courses.

As with other Stage 5 courses, students undertaking **VET courses** may be deemed to have either completed or not completed requirements. The course completion criteria listed above form the basis for this decision. If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete the course requirements and a 'N' determination may be made. If at any stage a student appears to be at risk of receiving a 'N' determination in a VET course the Principal will follow the same procedures as for any other Stage 5 course.

The Assessments

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

Teachers at Macintyre High School use the Standards-referenced assessment model to collect and interpret information about student learning. *Assessment for learning*, *Assessment as Learning* and *Assessment of learning* are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning.

Assessment tasks at Macintyre High School will:

- Be valid and be based on syllabus outcomes
- Reflect the assessment schedule
- Include criteria to clarify for student what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of different contexts
- Be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.

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

These may include:

- adjustments to the assessment process (e.g. additional time, rest breaks, the use of a reader and/or scribe or specific technology).
- adjustments to assessment activities (e.g. rephrasing questions, using simplified language or alternative formats for questions, alternative formats for responses).

Further information about Standards-referenced assessment can be found on the NESA *Using Syllabus Outcomes in Standards Referenced Assessment* <http://syllabus.nesa.nsw.edu.au/support-materials/standards-referenced-assessment/>

Each faculty has prepared an assessment schedule for each of the courses it offers. These schedules indicate:

- components which will be assessed;
- weightings of the components;
- specific tasks which make up the **formal** assessment schedule;
- number of tasks for each subject;
- approximate time when the tasks will be administered; and
- relative values of each task.

All students will be required to sign a form (given to the Principal) indicating that they have read the contents of this assessment booklet and received all relevant assessment details and schedules for all subjects that the student is enrolled in. This usually happens during the Study Skills Day.

Timing of Assessment Tasks

Subject schedules set out approximate dates for each task. With the exception of formal examinations and progressive, on-going tasks, students will be given at least one week's notice of formal assessment tasks.

The due date and information for all assessment tasks will be given to students on the Notification of Assessment Task sheet (Appendix A) which will be issued when students are notified about the task.

The Notification sheet should show;

- the exact assessment task date;
- the nature/description of the task;
- the topic areas to be assessed;
- related syllabus outcomes, and;
- marking criteria and weightings for each of these.

Students will be expected to sign the teacher's register on receipt of the task and when the task is submitted by the student. Students who know they will be absent from an assessment task are to negotiate an alternate arrangement with the teacher and complete an Application for Variation form (Appendix B). This should be approved by the Head Teacher/Principal before the assessment task date.

If a student is absent for any reason, it is the student's responsibility to ascertain whether an assessment task was notified during his or her absence.

Generally, students should only have one task per day to complete at school. Tasks set as assignments or research may form a second task. Students should alert their teachers where there is more than one task scheduled on any one day so that staff can negotiate alternative due dates if possible.

Completion of Tasks

The school expects all students to make a serious attempt at all assessment tasks. A non-serious attempt is where a student writes a response that is offensive and/or irrelevant to the task.

Once notice of the task due date is given, teachers will not be responsible for pursuing students for work. In cases of illness or misadventure, the Head Teacher or teacher must be notified by a parent or guardian. Computer problems are not an acceptable reason for late work. If you complete an assessment task on a computer you will need to keep clear evidence of hard copies or printed drafts to prove you have

completed (or worked on) the task in the event that your computer or storage device crashes. *A printer not working does is not an acceptable reason for late work as there are printers available at school.* Students who **fail to attend** an assessment task which is to be completed at school, but who **have a valid reason** must be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances an estimate may be given.

Valid reasons for lateness in submitting a task, or applications for an extension of time must be explained by submitting a Variation to Assessment Task form (Appendix B).

Conduct during assessments tasks

- Responsible, honest and ethical behaviour is expected
- Students are subject to normal school rules for classroom conduct
- Penalties for malpractice will apply for misconduct during assessment tasks

If a student does not make a serious attempt at an assessment task or test he or she may receive an 'N' determination warning in the course concerned in Years 9-10. This may render the student ineligible for the award of School Certificate.

Special Provisions

The school makes provisions for students who are suffering either a permanent or temporary disability or medical conditions to apply for special provisions in assessment tasks. Provisions may include additional time, separate supervision or even a reader and/or writer. Medical evidence may be required for such provisions and the earlier you apply the better. Applications should be made to the Learning Support Team.

Students must have approval from the principal before the school can allow such provisions to be applied for school tasks and examinations.

Submission of Tasks

All tasks are to be handed in to the teacher of the course before or on the due date and at the time negotiated with the teacher. These details are to be listed on the notification of assessment task. All tasks submitted after this time will be deemed late. In-class tasks must be handed in at the conclusion of time allocated for the task.

The school will not take responsibility for any task submitted by any other means.

Unless prior approval is given, a penalty will occur for late work. The penalty will be stated on the assessment notification sheet. No extensions of time beyond the due date will be given unless prior permission is sought. A penalty of 10% per day will apply for late submission. An in-class assessment task or test must be completed as soon as possible on the student's return to school with no penalty applied.

Assessment Tasks can be submitted **electronically**, but need to meet all the requirements outlined above. It is the responsibility of the student to make sure that tasks are submitted on time and in a readable format.

Extensions

- Students who are **unable to submit** an assessment task by the due date, but who **have a valid reason** should be allocated an extension of time. These students are eligible for the full mark and must submit a Variation to Assessment Task (Appendix B); and
- Where a student knows they will be absent from school on the day a task is due, they should make every effort to submit the task before the due date. If this is not possible, or their work is affected by illness or misadventure, the student should collect Appendix B from the Student Office, complete it, attach supporting documentation and return it to the Head Teacher or class teacher. The Head Teacher will consider the Appendix B and make a recommendation about an extension of time.
- Students who are on work placement need to make arrangements to submit any due tasks on or prior to the due date. Work placement is **not** a valid reason for the late submission of tasks.
- In class assessments that are timed to occur during work placement should be rescheduled with the class teacher prior to commencing work placement.

Legitimate Absences

Where students are absent because of genuine ill health or misadventure they will not be disadvantaged as a result of these procedures. The policies outlined are designed to prevent students from gaining an unfair advantage over others by late submission of work. While illness may be acceptable on occasions as a reason for late submission of an assessment task it cannot be used as a reason for non-completion of tasks.

Notification of Parents/Caregivers

Where students have failed to meet procedures parents will be notified in writing.

Malpractice

Malpractice is any activity undertaken by a student that allows them to gain 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 their own
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another's work and presenting it as your own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material for you.
- Breaching published school examination rules.
- Using non approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Students who cheat in any way; plagiarize, make a non-serious attempt, or truant from an assessment task to gain an unfair advantage (e.g. truant in order to prepare for or finalise an assessment task) *may* score a **zero mark** for part or the whole of the assessment task. *An interview with parents and students may occur if required.* In addition, the task *may* be recorded as a non-attempt in terms of the requirement that students complete tasks

Meaningful feedback will be provided after each assessment task. This should be within 3 weeks of the due date and prior to the due date of any subsequent assessment tasks. Feedback may be oral or written form, individually or in groups.

School Based Appeals Process (also applies to VET courses)

- Where students are dissatisfied with their assessment mark they should approach the class teacher in the first instance. This should be done immediately after the return of the task;
- Where students are dissatisfied with any aspect of the assessment process or the response of the class teacher they should appeal to the Head Teacher; and
- Where students are dissatisfied with the decision of the Head Teacher they should appeal to the Principal who will convene a meeting with the Year Adviser and another Head Teacher.
- Decisions of the Appeal Panel will be conveyed to the student in writing setting out the reasons for the decision.

Common Grade Scale

A standards-referenced approach is used to report student achievement and can be thought of **what** students are expected to learn; and **how well** they have achieved. A to E grade scales describe **how well** students have achieved. Teachers at Macintyre High School make professional on-balance judgments to decide which grade description best matches the standards their students have achieved. 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.

Further information about the process of awarding grades can be found on the NESA website

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/common-grade-scale>

Stage 5 Course performance descriptors for Mathematics (A10, A9, B8,B7,C5,D4,D3, E2) can be obtained from the NESA website.

The school, through teachers and faculties, is responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

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

Teachers are to follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives at our school can be compared to the same grade anywhere in NSW.

Teachers are to moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. These are available for a selection of courses on the [ARC](#) (Stage 5) and the [RoSA website](#) (Stage 6 Preliminary). Access to a bank of previously awarded grades may also be beneficial.

Applying the course performance descriptors

Course performance descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Teachers will make the final judgement of the most appropriate grade on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, teachers should interpret them in terms of standards that can be achieved by Stage 5 students within the bounds of the course. The same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10.

The grades awarded should reflect the relative emphasis placed on the assessable objectives of the faculty program and the syllabus. For example, where the teaching/learning program has placed considerable emphasis on the development of research skills, that emphasis should be reflected in the assessment program.

Objectives from the affective domain (ie values and attitudes) should not be used in determining a student's grade.

Making an on-balance professional judgement

When making a judgement of the grade to be awarded, teachers need to note the following points:

Arrive at judgements by taking into account strengths and weaknesses in performance across a range of contexts and over a period of time, gathering evidence on a number of assessment activities.

When deciding the number and type of assessment activities, the emphasis should be on the nature and quality rather than on the amount of evidence.

Assessment activities should give students opportunities to show what they know and can do.

Teachers should provide opportunities for students to display their achievements in different ways and to work in a range of situations.

A single piece of work will not cover all aspects of a grade description. Using a single piece of work to make a judgement is therefore not as valid and reliable as an 'on-balance' judgement.

Each grade description should be considered alongside descriptions for adjacent grades.

To be awarded a RoSA in any VET framework, students must have satisfied requirements of their 120/240 hour course, including completion of 35 hours work placement. For further information, refer to Appendix D.

Life skills

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Additional Life Skills information about eligibility, programming, planning and assessment is available on the NESA website

Personalised reporting

Reports for students, whose learning program is based on syllabus outcomes that are the same as the age/stage of their peers, should follow the requirements as set out above.

Reports for students, whose learning program is based on syllabus outcomes that are different from the age/stage of their peers, including life skills outcomes, will indicate achievement against a personalised learning program.

In general, 'personalised' reports will be provided for students with moderate or severe levels of intellectual disability. 'Personalised' reports may also be provided for students with other disabilities in KLAS or subjects where a student's learning is based on syllabus outcomes that are different from the age/stage of their peers.

In addition to reporting the student's achievement, schools also may report the student's achievement using the following scale in KLAS or subjects through written comments:

P4 – Independent

The student can complete a task independently, without assistance. The student maintains the skill or knowledge over time. The student generalises the skill or knowledge to new settings, people or materials.

P3 – Frequent

The student relies on partial prompts to complete a task. The student can regularly perform the skill or demonstrate knowledge. The student uses the skills or knowledge in a variety of familiar settings and situations.

P2 – Occasional

The student understands information, concept and/or can perform skill. The student often relies on physical or verbal assistance when participating in a task. The student has begun to demonstrate the skills in selected, familiar settings.

P1 – Beginning

The student has some existing prior knowledge and/or necessary pre skills for the task. The student is beginning to participate in a task with maximum teacher assistance. The student uses skills and knowledge in a single setting.

ANSWERS TO SOME IMPORTANT QUESTIONS

How much notice will be given of each task?

Teachers in each subject will provide additional notice where applicable at least one week prior to the assessment task using the MHS Notification of Assessment Task form. Where there is sufficient reason for the school to change the assessment date, students will be given adequate notice of the revised date.

When and where do you hand a task in?

Students are to hand assessment tasks to the teacher on or prior to the due date in the lesson as stated on the notification of assessment task form.

What happens if you are ill or unable to complete a task for some reason?

Students are expected to perform all the tasks, which are part of their assessment program. If a student is absent or unable to complete an assessment task for some valid reason it is the student's responsibility to approach the class teacher immediately after the absence to make appropriate arrangements to do the task. Written or verbal statement from parent/guidance should be provided to support the student's reason.

What if you know in advance that you will be absent?

If a student knows that they will be absent with sufficient reason (e.g. a funeral or an operation), then the student should explain the circumstances in writing before the absence to their class teacher. In this situation a substitute assessment task may be arranged (See Extensions or Legitimate Absences).

What if you have been absent from school when a task is notified?

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Head Teacher an Appendix B form.

What happens if you hand work in late?

Unless a student provides an Appendix B, supported by a written statement or contact from a parent or guardian, a penalty may apply. However the teacher will assess the work. *A deduction in marks of 10% per day for five days then a zero mark will result.* Formal class tests missed due to absence on the day will be reset at the next negotiated opportunity – NO PENALTIES APPLY.

What if my computer crashes or the email doesn't send?

Any technical difficulties are your responsibility and cannot be used for an extension of time or resubmission of the assessment task. It is strongly recommended that you keep multiple back-ups of your work (e.g. USB, Home computer, school server, Google Drive). It is strongly advised that if you wish to submit an assessment tasks by email, that you do so the night before it is due. This is to allow you time to address any technical difficulties if they arise. It is suggested that you request a *Read Receipt* on the email.

What about students who get outside help or copy other people's work?

A zero penalty will be imposed for copying, plagiarism, cheating or disturbance in an examination.

What if you do not make a serious attempt?

If you do not make a serious attempt in an assessment task, or you produce irrelevant or offensive material, you will be awarded a zero mark. Each case will be considered by the teacher in consultation with the Head Teacher.

Remember

It isn't a case of good luck with Assessment. Your grades will be determined by the amount of effort that you apply to your studies in each subject.

Copies of Individual Assessment Schedules

		TASK 1	TASK 2	TASK 3	TASK 4	TOTAL
		TERM 1 WEEK 8	TERM 2 WEEK 7	TERM 3 WEEK 9	TERM 4 WEEK 4	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	EN5-1A, EN5-2B, EN5 – 3B, EN5 – 6C	EN -1A, EN2 – 2A, EN5- 3B, EN5-5, EN5-8DEN5 – 9D	EN5-1A, EN5-3B, EN5 – 4B, EN5-5C, EN5-8D, EN5-9E	EN5- 4B, EN5 – 5C EN5 – 9E	
	Topic	Responding to the world of Literature Analytical Essay	Writing tools / analysis Creative writing	Power in human relationships +Macbeth	Individual takes a stand Oral	
Knowledge and understanding of course content		15	10	15	10	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		10	15	10	15	50%
		25%	25%	25%	25%	100%

	Timing	Task Type	Description	Weighting
Semester 1	Tm1 Wk 8 Tm 1 Wk 11 Tm 2 Wk 4	Class assessment 1 - Assignment or Topic test	Assignment or Topic test - on each topic covered in class: Algebraic/Quadratic expressions, indices; scientific notation & surds; Measurement; Single variable and bivariate statistics	40%
	Tm1 Wk 8 Tm 1 Wk 11 Tm 2 Wk 4	Learning Logs 1	For each unit of work, students will complete a single A4 page of important knowledge, terminology, formulas and skills they have learnt during the unit of work. It must be hand written by the student, who can refer to it during class assessment tasks.	20%
	Term 1 Wk 8	Book mark 1	Presentation and writing of solutions - correct algorithms/setting out	10%
	Term 2 Wk 5	Common assessment task 1 - Half-yearly examination	Non-calculator test	5%
	Term 2 Wk 5	Common assessment task 1 - Half-yearly examination	Half-yearly exam – calculator - covering the topics: Algebraic expressions, indices, scientific notation; Measurement; Single variable and bivariate statistics	25%
Semester 2	Tm 2 Wk 10 Tm 3 Wk 4 Tm 3 Wk 8	Class assessment 2 - Assignment or Topic test	Assignment / Topic test - on each topic covered in class - Probability; Trigonometry/Further Trigonometry; Quadratic Equations	40%
	Tm 2 Wk 10 Tm 3 Wk 4 Tm 3 Wk 8	Learning Logs 2	For each unit of work, students will complete a single A4 page of important knowledge, terminology, formulas and skills they have learnt during the unit of work. It must be hand written by the student, who can refer to it during assessment tasks.	20%
	Term 3 Wk 8	Book mark 2	Presentation and writing of solutions - correct algorithms/setting out	10%
	Term 4 Wk 1	Common assessment task 2 - Yearly examination	Non-calculator test	5%
	Term 4 Wk 1	Common assessment task 2 - Yearly examination	Yearly exam – covering the topics: Probability; Trigonometry/Further Trigonometry; Quadratic Equations & Formulae	25%

Semester 1	Timing	Task Type	Description	Weighting
	Term 1 Week 5	SRP	Independent Research Task	25%
	Term 2 Week 4	Oral Presentation	Chemistry	25%
Semester 2	Term 3 Week 8	Practical Assessment Task	Physics	25%
	Term 4 Week 5	Yearly Exam	Knowledge and skills test-all topics	25%
	<ul style="list-style-type: none"> Dates given are a guideline and variations may occur throughout each semester. 			

Please note dates given above are a guideline only as variations may occur throughout the semester.

YEAR 10 HISTORY – THE MODERN WORLD

	Timing	Task Type	Description	Weighting
Semester 1 or 2	T1 Week 5	<i>Changing Rights & Freedoms - Policy Change (Core)</i>	One Pager representation and analysis on Changing Rights	25%
	T1 Week 7	<i>Site Study : Myall Creek</i>	Research in the field	25%
	T2 Week 2	The Holocaust	Source based task	25%
	T2 Week 4		Reflective personal argument	25 %

Geography (one semester course)

Faculty: HSIE

	Timing	Task Type	Description	Weighting
Semester 1 or 2	T1/T3 Week 9	ALARM Writing Task -Research [Content]	Communicate Geographic Information	40%
	T2/T4 Week 2	Geographic Skills Test [Skills/Tools]	Use Geographic Skills/Tools	30%
	T2/T4 Week 4	Semester Test [Content]	Content	30%

Please note dates given above are only a guideline as variations may occur throughout the semester. Please note: Geography is a one semester course that will be studied in either Semester 1 or 2. Students will study History in the alternate semester

	Timing	Task Type	Description	Weighting
Semesters 1 and 2	Ongoing	Reading	Comprehend written language	20%
	Ongoing	Writing	Write in a foreign language	20%
	Ongoing	Listening	Identify key words / phrases in dialogue	20%
	Ongoing	Speaking	Use vocabulary and grammar to communicate in target language	40%

Assessment for LOTE is ongoing and based on a formative assessment for learning principles, not summative assessment.

Semester 1	Semester 1	Game design/ presentation task	New Game Part A–B Part C-D	20%
	T2 W2	ALARM task	Difference and Acceptance/ Respectful relationships	10%
	Semester 1 Ongoing	Practical observation	Participation Skills Fitness	10% 7.5% 7.5%
Semester 2	T3 W8	Journal	Healthy Body/ Healthy Mind	10%
	Yearly Exam	Exam	Year 10 units	10%
	Semester 2 Ongoing	Practical observation	Participation Skills Fitness	10% 7.5% 7.5%

	Timing	Task Type	Description	Weighting
Semester 1 and 2	T1 Week 8	Core 1 Aboriginal Identities	Written Task and Discussion	25%
	T2 Week 4	Option 2 Aboriginal Visual Arts	Artwork and Presentation	25%
	T3 Week 8	Option 7 Aboriginal Technologies and The Environment	Plant/Animal/Tool Information Sheets	25%
	T4 Week 4	Option 10 School developed option	Cooking/food task	25%

	Timing	Task Type	Description	Weighting
Semester 1	T1 W8	Skills task	Prime Lambs	20%
	T2 W5	Crop Trial Report	Crops	20%
	T2 W6	Classwork and practical	Book work, vocab, practical	10%
Semester 2	T3 W 8	Assignment	Beef Management 1	20%
	T3 W10	Classwork and practical	Book work, vocab, practical	10%
	T4 W2	Assignment	Sustainable Farming	20%

Please note dates given above are a guideline only as variations may occur throughout the semester.
Final assessment will be of equal weighting from Semester 1 & 2.

	Timing	Task Type	Description	Weighting
Semester 1	T1	Research/practical activity	Toy design	25%
	T2	ALARM Task	Celebrating Culture	25%
Semester 2	T3	Research / Debate	Technology and Children	25%
	T 4	Practical – work experience	Placement portfolio	25%

	Timing	Task Type	Description	Weighting
Semester 1	Term 1 Week 5	PowerPoint Presentation *Consumer and Financial Decisions Core 1 Topic -Research a Current Issue [Content & 21 st Century Skills]	Use ICT skills to present a PowerPoint presentation	15%
	Term 2 Week 2	ALARM Writing Task *Economic & Business Environment Core 2 Topic -Research a Current Issue [Content]	Communicate Information	15%
	Term 2 Week 4	Semester Test *Consumer & Financial Decisions Core 1 *Economic & Business Environment Core 2 [Content]	Content	20%
Semester 2	Term 3 Week 5	PowerPoint Presentation *Investing Topic -Research a Current Issue [Content & 21 st Century Skills]	Use ICT skills to present a PowerPoint presentation	15%
	Term 4 Week 2	Research Task *Running a Business Topic -Research a Current Issue [Content]	Communicate Information	15%
	Term 4 Week 4	Semester Test *Investing Option 2 *Running a Business Option 4 [Content]	Content	20%

	Timing	Unit	Task	Weighting
SEMESTER ONE	Term 1	Improvisation and Monologues	Logbook	5%
	Week 9		Monologue	20%
	Term 2	Group Devised Theatre	Logbook	5%
	Week 5		Input and Effort	10%
	Week 8		Performance	10%
SEMESTER TWO	Term 3	Theatresports	Theatresports Booklet and Workshop	10%
	Week 5		Elements of production	10%
			Scripted Drama (Musical)	Performance/logbook
	Term 4	Musical	Performance and logbook	10%
	Week 2			
	Week 4			

Timing	Task Type	Description	
Term 1 Week 9	Food Service & Catering	Research Project –food legislations, risk assessment, rights & responsibilities	10
		Practical Application & evaluation	20
Term 3 Week 1	Food for Specific Needs	Case Study	15
		Practical Application & evaluation	20
Term 4 Week 2	Food Trends	Research – Food trends, food styling & photography	15
		Practical Assessment & evaluation	20
TOTAL			100%

Please note dates given above are a guideline only as variations may occur throughout the semester.

	Timing	Task Type	Description	Weighting
Semester 1	T1 -Wk 4	WH&S	WH&S - SOP's & SWMS	10%
	T2 –Wk 9	Cement Float	Practical Project	20%
	T3 -Wk 5	Wooden Mallet	Practical Project	20%
Semester 2	T4 – Wk 6	Tool Box	Practical Project	40%
	T4 – Wk 6	Design Drawings	Hand Dr	10%

Please note - dates given above are a guideline only as variations may occur throughout the semester.

	Timing	Task Type	Description	Weighting
Semester 1	T1 -Wk 2	Breadboarding & Soldering	Small project and quiz to revise skills	10%
	T1 - Wk 10	Electronic Dice (Kitronik Kit)	Practical Project – electronics + box	20%
Semester 2	T3 – Wk 9	4x4 Landrover Challenge	Re-engineering Australia – Landrover 4x4 Competition	30%
	T4 – Wk 6	Practical Project and Folio	Blue Tooth Speaker	40%

Please note - dates given above are a guideline only as variations may occur throughout the semester.

	Timing	Task Type	Description	Weighting
Semester 1	T1 - Wk 10	Engineering report & Drawings	Hand Drawings & Fusion 360	15%
	T2 – Wk 9	Mechanisms and Control Systems	Practical Project	30%
Semester 2	T4 – Wk 6	Helicar - designability	Practical project - Helicar	25%
	T4 – Wk 9	Skylap - designability	Practical Project - Skylap	30%

Please note – dates given above are a guideline only as variations may occur throughout the semester.

	Timing	Task Type	Description	Weighting
Semester 1	T1 -Wk 2	WHS	WH&S - SOP's & SWMS	10%
	T2 – W9	Practical project & Folio	Brass Cannon	40%
Semester 2	T4 W6	Exams and quizzes	Test on metal theory	10%
	T4 W7	Major practical project	Practical project, Folio and Design Drawings	40%

Please note – dates given above are a guideline only as variations may occur throughout the semester.

	Timing	Task Type	Description	Weighting
Semester 1	T1 -Wk 2	OH&S	OH&S research task	5%
	T1 - Wk 7	Element 1 – Chess Board Lid	CAD Drawings, sketches, planning and Practical.	20%
	T2 – Wk 9	Element 2 – Chess Board Box	CAD Drawings, sketches, planning and Practical.	20%
Semester 2	Timing	Task Type	Description	Weighting
	T4 – Wk 4	Exams and quizzes	Theory Exam Wood Theory	5%
	T4 – Wk 4	Element 3 -Turned Chess Pieces	CAD Drawings, sketches, planning and Practical.	30%
	T4 – Wk 4	Element 4 – Finished Chess Board and box	Practical Project & Folio – Overall Quality	20%

Please note - dates given above are a guideline only as variations may occur throughout the semester. Students are to complete a coffee table with turned legs, which will take the whole year. The assessment of this practical project is broken down into 4 elements.

	Timing	Task Type	Description	Weighting
Semester 1	T1 – Wk 4	Photoshop Written Task	ALARM task (Skill level evaluation)	10%
	T1 – Wk 10	PhotoShop Tools	Web Presence LOGO/Channel Art	20%
	T2 – Wk 5	PhotoShop Advanced Skills	ThumbNail Creation	20%
Semester 2	T3 – Wk 5	Video Production (Script)	ALARM task (Production Script)	10%
	T4 – Wk 5	Video Production (Creation and editing)	Multimedia video Procuction (stills, video, Title/Criedits and Audio)	40%

Please note – dates given above are a guideline only as variations may occur throughout the semester.

	Timing	Task Type	Description	Weighting
Semester 1 (3)	T1 & T2 Ongoing	Project portfolios	Glossary, composition process diary and performance log for project	
	T1 & T2 Ongoing	Oral presentations on project	Class viva style presentation	
	T1 & T2 Ongoing	Music theory	Self paced units, progress database and work samples	
	T1 & T2 Ongoing	Aural skills	Analyse existing works and authenticate performances	
	T1 & 2 Ongoing	Performances	Arrange and/or perform musical items	
Semester 2 (4)	T3 & T4 Ongoing	Project portfolios	Glossary, composition process diary and performance log for project	100%
	T3 & T4 Ongoing	Oral presentations on project	Class viva style presentation	
	T1 & T2 Ongoing	Aural skills	Analyse existing works and authenticate performances	
	T3 & T4 Ongoing	Music theory	Self paced units, progress database and work samples	
	T 3 & T4 Ongoing	Performances	Arrange and/or perform musical items	
	Main projects	T1= Scales, Chords and Keys T2 = Scores, Parts and Charts T3= Transcription (yr9); Transcription & Arrangement(yr10) T4 = Arrangement(yr9) Composition (yr10)	Each term has a specific resource package and assessment booklet provided	Performance assessments are scheduled from Wk 8 for each project in each term. Portfolios are accepted from that date until the end of term.

Assessment for Music is ongoing and based on gradual acquisition and formative application of skills. The end of Semester 1 (3) report reflects development to that point. The School Certificate grade awarded includes the School Certificate grading exam coinciding with the trial and Yr10 work only. (The school elective course is 200hrs and is commenced in Yr 9. The 100hr exit point counts as Yr 10 work.)

	Timing	Task Type	Description	Weighting
Semester 1	Ongoing	Practical observation	Participation	10%
			Skills	5%
			Fitness	5%
	T1 W6-7	Student Report	Workbook Q and A	10%
	T2 W4	Research investigation	Topic analysis	15%
Semester 2	Ongoing	Practical observation	Participation	10%
			Skills	5%
			Fitness	5%
	T3 W6-7	Student Report	Work Q and A	10%
	T3 W 9&10	Research investigation	Selected topic analysis	10%
	T4 W4	Exam	Selected options for year	15%

Please note dates given above are a guideline only as variations may occur throughout the semester.

	Timing	Task Type	Description	Weighting
Semester 1	T1 W4	Research Task	Frames	5%
	T1 W8	Practical Task	8-10 photos Shapes & Shadows	10%
	T2 W4	Research Task	Photographic Practice	15%
	T2	Practical Task	Special Effects	20%
Semester 2	T3 W4	Research Task	Compare & Contrast	5%
	T3 W10	Practical	8-10 photos ABC	10%
	T4 W2	Research Task	Conceptual Framework	15%
	T4 W8	Practical Task	8-10 photos Digital Fiction	20%

Please note dates given above are a guideline only as variations may occur throughout the semester.

Year	Weighting	Unit	Outcomes	Assessment	Due
9/10	25%	Design Me (Apparel)	5.2.1, 5.5.2	Research Essay (designer – Peter Alexander) & Apparel Product Manufacture (Pyjama pants and matching top)	Term 1 Week 10
9/10	25%	Woven Stories (Textile Art)	5.1.2, 5.6.1	Digital Folio (Fibres, Yarns, Fabrics on 'Sway') & Textile Art Manufacture (Woven Wall Hanging)	Term 2 Week 10
9	50%	Fashion Flair (Apparel)	5.1.1, 5.5.1	Work Booklet (Basic Folio Format) & Apparel Product Manufacture (Free choice commercial pattern)	Term 4 Week 5
10	50%	Mini Designer (Free Choice)	5.3.1, 5.4.1, 5.5.3, 5.6.1	Mini Folio (Mini version of MTP folio) & Free Choice Product Manufacture (inspiration from historical, cultural, contemporary)	Term 4 Week 5

Please note dates given above are a guideline only as variations may occur throughout the semester.

	Timing	Task Type	Description	Weighting
Semester 1	T1 W4	Research Task Frames	Research Frames	5%
	T1 W8	Practical Task	Drawing	10%
	T2 W4	Research Task	Artistic practice	5%
	T2 W8	Practical Task	Printmaking	10%
Semester 2	T3 W4	Research Task	Architecture: Compare and Contrast	15%
	T3 W8	Practical	3D - Clay	20%
	T4 W2	Research Task	Conceptual Framework	15%
	T4 W5	Practical Task	Expressive Forms	20%

Please note dates given above are a guideline only as variations may occur throughout the semester.

MANDATORY	AUSTRALIAN QUALIFICATION SCHOOL/TAFE	Timing
AHCOHS101	Work safely	T1
AHCWRK101	Maintain the workplace	T1
ELECTIVES (6 OF 7)		
AHCCHM101	Follow basic chemical safety rules	T1, 2 & 3
AHCHBR101	Support horse work	T4 option
AHCLSK101	Support extensive livestock work	T1, 2 & 3
AHCLSK102	Support intensive livestock work	T1, 2 & 3
AHCSHG101	Undertake basic shearing & crutching	T2 or T4 option
AHCWOL101	Support woolshed activities	T2 or T4 option
AHCPGD101	Support gardening work	T1, 2 3 & 4
AHCBAC101	Support Agricultural Crop work	T1,2,3,4
AHCMOM101	Assist with routine maintenance of machinery and equipment	T1,2,3,4

Half yearly exam and yearly exam may be done to gather theoretical evidence of competency.
Most tasks are practically assessed.

Primary Industries VET Assessment Events for Certificate II in Agriculture AHC20116			Event 1	Event 2	Event 3	Event 4	Event	Event
			CHEMICALS WEATHER	FEEDING WATERING	FENCING	LIVESTOCK	Event Exam	EventWork Placement 2*
			Week 10 Term 1	Week 10 Term 2	Week 10 Term 2	Week 6 Term 3	Week 10 Term 3	Week 4 Term 3
Cluster	Code	Unit of Competency						
Chemicals event 1	AHCCHM201 AHCPMG201	Apply chemicals under supervision Treat weeds	x	x			x	
Weather event 1	AHCWRK201	Observe and report on weather	x				x	
Fencing event 3	AHCINF202 AHCINF201	Install, maintain and repair fencing Carry out basic electric fencing operations	x	x	x			
Livestock Cluster Ag Event 4	AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK206	Care for health and welfare of livestock Carry out regular livestock observation Handle livestock using basic techniques Identify and mark livestock	x	x		x	x	
Feeding & Watering Stock - Extensive Livestock Operations	AHCLSK211 AHCLSK209	Provide feed for livestock Monitor water supplies	x	x		x		

Macintyre High School

Appendix A

Application for [tick appropriate bubble]:

- ☐ **Special Consideration** [min. notice of 2 days prior to due date]
☐ **Illness/Misadventure** [complete and submit max. 2 days upon return date to school]
variation to

ASSESSMENT TASK Formal Exam Yes No

To be considered an application must be requested in writing 2 days before due date.

Student Name: _____ Year: _____

Course/Subject: _____ Course teacher: _____

Task: _____ Task Weight: _____ Date due: _____

Reason for variation: _____

Is the task an examination? YES NO Circle ONE.

If not possible to fit the examination into the current examination timetable, then where _____ and when _____ will it occur?

In applying for this special consideration, I assure the principal that I am not seeking unfair advantage over other students in this course.

Student Signature: _____

Parent Signature: _____

Please get the following teachers to complete and sign the following sections; then drop form at student office.

Course Teacher: _____ Variation is: Granted Refused

Head Teacher: (signature) _____ New date and time : _____

Year Adviser: _____

Principal/Principal Delegate: _____

Drop completed form at Student Office – file in student folder.

If an exam – place one copy into examination box.



MACINTYRE HIGH SCHOOL

Stage 5 - Notification of Assessment Task

COURSE:	
---------	--

TASK NUMBER:		WEIGHTING:	
DUE DATE:		DATE ISSUED:	

NAME:	
-------	--

TOPIC AREA:

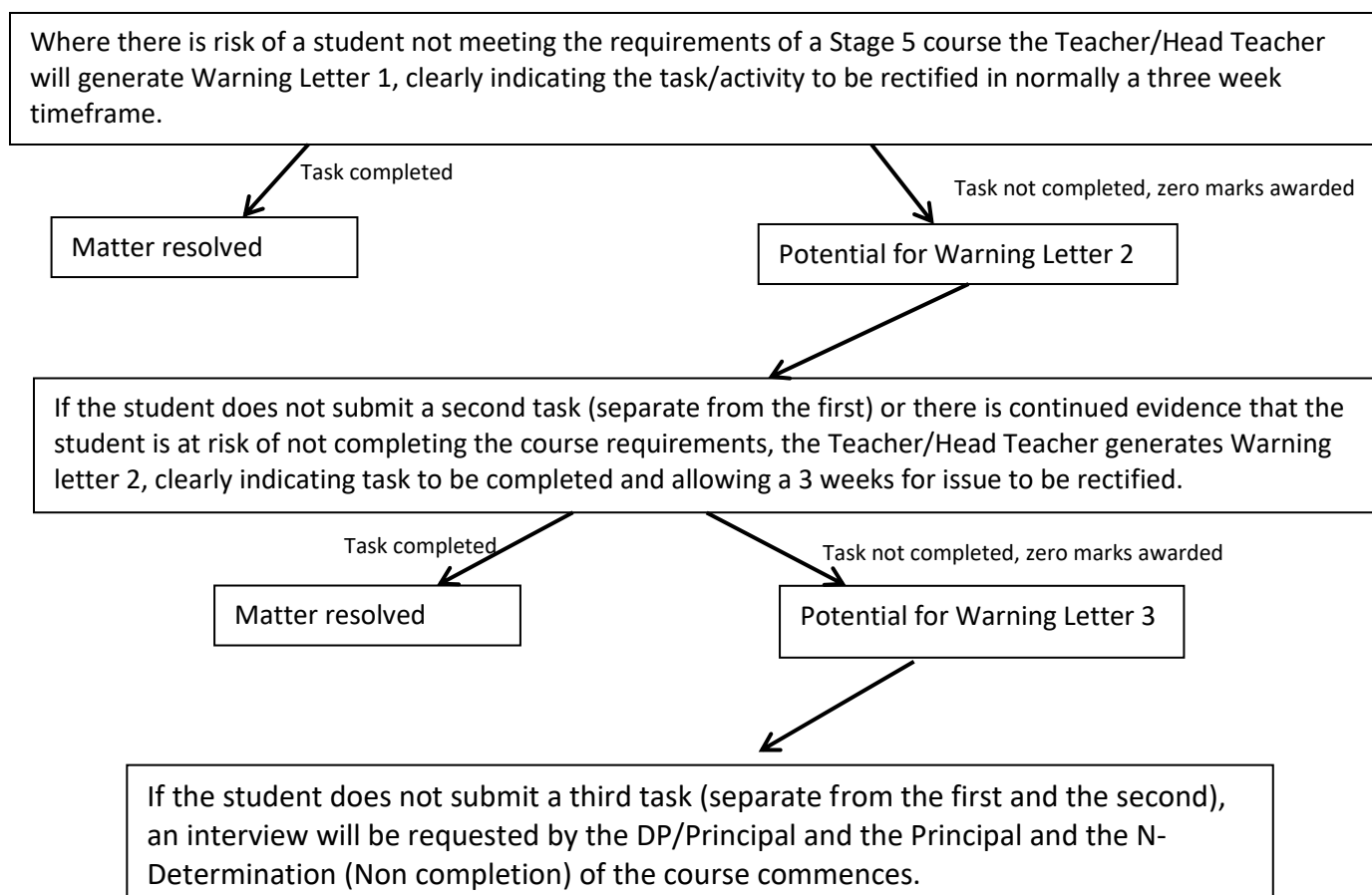
OUTCOMES TO BE ASSESSED:

TASK DESCRIPTION:

MARKING GUIDELINES

CRITERIA	MARKS

Procedures for N award warnings and N determination



A GLOSSARY OF KEY WORDS

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

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

ASSESSMENT TASK CALENDAR

This is an assessment for you to map your assessment tasks using the assessment schedules for your courses. You will need to check that you do not have any clashes or too many due in the same week. Hopefully this will assist in time management.

Assessment Task Calendar				
	Term 1 - 2020	Term 2 - 2020	Term 2 - 2020	Term 4 - 2020
Week 1				
Week 2				
Week 3				
Week 4				
Week 5				
Week 6				
Week 7				
Week 8				
Week 9				
Week 10				
Week 11				

Junior Alarm Steps

