

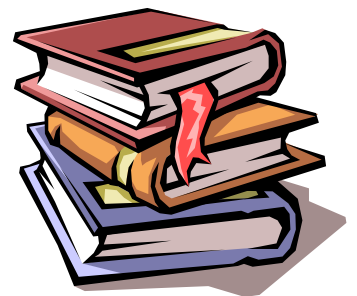


# Girraween High School



2009

Year 10



# Assessment Policy Booklet

## ***A message from the Principal***

This booklet contains important information which will assist you in fulfilling all the requirements leading to the award of the School Certificate.

There are four sections in this booklet:

- General Information about the School Certificate
- School Assessment Procedures
- Assessment Schedules for each Subject
- Summary of Assessment Tasks.

The information includes details of the Board of Studies requirements and Girraween High School's specific rules to ensure these requirements are met. Most importantly, it sets out the School Assessment Procedures which must be adhered to so that everyone is treated fairly and equitably. Following these will enable you to maximise your marks.

The NSW Board of Studies' School Certificate rules and requirements are detailed in the *Assessment, Certification and Examination (ACE) Manual*. This and many other Board of Studies publications, including syllabuses, can be found on the Board's website at: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

It is vital that you spend time to thoroughly read and understand your rights and responsibilities in regard to assessment.

Commitment, organisation and planning will be the keys to a successful year for you. It is most important that you draw up your own personal assessment calendar, that you use your homework diary and that you plan your time. If you have not done this in the past, now is the time to start.

If you are experiencing difficulty in planning, in keeping up, in meeting assessment requirements, if you are feeling stressed or if you are unsure about anything, you should seek help immediately.

These people will be able to advise you:

- your Year Adviser
- the School Counsellor
- the Deputy Principals
- the Principal
- the relevant Head Teacher or your classroom teacher for subject specific issues.

Make sure that you include in your planning some relaxation time, some exercise and some time with friends. This will help you reduce stress and be more focussed when you are working.

I wish each of you a successful and fulfilling year.

Mary Ann Das Neves

Principal

## **1. GENERAL INFORMATION ABOUT THE SCHOOL CERTIFICATE**

### **1.1 Introduction to the School Certificate**

The School Certificate is awarded by the Board of Studies NSW to eligible students at the end of Year 10.

To receive the School Certificate, students are required to study courses in each year in Years 7–10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education (PDHPE).

At some time during Years 7–10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English. Students at Girraween High School fulfil these requirements in Years 7 and 8.

Each year all students in Year 10 sit for statewide tests in November in English-literacy; Mathematics; Science; Australian History, Geography, Civics and Citizenship; and Computing Skills. The tests assess individual achievement in the foundation knowledge and skills needed to successfully undertake subjects in Years 11 and 12 and to participate effectively in the wider community. Students receive their own test results for these tests in the School Certificate Portfolio.

The statewide School Certificate Test Results are grouped in bands:

- a Band 6 represents a mark between 90–100
- a Band 5 represents a mark between 80–89
- a Band 4 represents a mark between 70–79
- a Band 3 represents a mark between 60–69
- a Band 2 represents a mark between 50–59
- a Band 1 represents a mark below 50.

School-based assessment is used to award a school grade for each of the courses students have studied in Years 9 and 10. Grades A – E are awarded based on a set of Course Performance Descriptors developed by the Board of Studies. (Note: In Mathematics, students will be awarded A10, A9, B8, B7, C6, C5, D4, D3 or E2). These grades indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

The statewide School Certificate Test results and the School Certificate school grades are not directly comparable.

### **1.2 Meeting Course Requirements**

To qualify for the award of the School Certificate, students must meet a number of requirements that include:

1. satisfactory completion of courses required by the Board of Studies
2. satisfactory record of application (effort) and achievement
3. satisfactory attendance and level of involvement and participation in class, which includes the satisfactory completion of assessment tasks, assignments, homework, etc
4. sitting the School Certificate tests in English-literacy, Mathematics, Science, Australian History, Geography, Civics and Citizenship, and Computing Skills.

### 1.3 Satisfactory Course Completion Requirements

Students will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that they have:

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

Satisfactory completion of courses is judged, among other things, by student attendance and level of involvement in class, the assignments, homework, practical work etc completed and their level of achievement.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete *all set tasks* not only those for assessment. School reports will be issued twice a year (Semester 1 and Semester 2 reports) based on both assessment and non-assessment tasks.

If the principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course.

If a student is deemed not to have completed a course, they will receive an 'N' determination. The course will be listed as 'Not Completed' on the Year 10 Record of Achievement, and this may mean that the student is not eligible for the award of a School Certificate in that year. Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise the student of the date by which their appeal must be submitted. If the student is dissatisfied with the result of the school review of their appeal, they should advise the Principal that they wish the appeal to be referred to the Board of Studies.

If zero (0) marks are awarded for 50% or more of the available marks prescribed for the course, the Principal may certify that the course has not been satisfactorily completed. This will mean that the student is unsatisfactory in this course and will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement Part A and the student may not be eligible to receive a School Certificate.

### 1.4 Selection of Courses in Year 10 2009

Students at Girraween High School in Year 10 must do the compulsory core studies:

- English
- Mathematics
- Science
- Australian Geography
- Australian History
- PDHPE
- Sport

and **two elective courses** from the list below:

Commerce	Languages (French)
Drama	Languages (Japanese)
Graphics Technology	Music
History (Elective)	Physical Activity and Sports Studies (PASS)
Information and Software Technology (IST) *	Visual Arts *

\* *These subjects incur a compulsory subject fee.*

## 1.5 School Certificate Documentation

The School Certificate credential is compromised of:

- The *School Certificate* states the student's name and school, and that the student has met all the Board of Studies requirements
- The *Record of Achievement* is cumulative record of all Stage 5 (Years 9 and 10) courses studied and completed at school, and results in the external School Certificate tests. It will also include a statement concerning the student's eligibility for the award of the School Certificate.

Grades A – E will be awarded in all courses based on school assessment of students' achievement with reference to performance descriptors issued by the Board of Studies.

At the end of Year 10, schools are required to make a judgement about each student's overall achievement of course objectives and outcomes in a given course. The Board's Course Performance Descriptors for Year 10 describe levels of achievement that relate to the set of outcomes for this stage in each course.

## 1.6 School Certificate Grades

For each course students have studied in Years 9 and 10, their achievement will be reported as a grade A–E. In Mathematics, the grades have been further differentiated to nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2. The grade a student receives is determined by their school, based on their performance in the course throughout the year.

The table below shows the common grade scale, which describes performance at each of the grade levels A–E.

For each course, a set of Course Performance Descriptors has been developed based on the common grade scale. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course. The Course Performance Descriptors for each course and samples of student work can be viewed on the Assessment Resource Centre of the Board's website at [arc.boardofstudies.nsw.edu.au/go/sc](http://arc.boardofstudies.nsw.edu.au/go/sc)

Teachers will collect assessment information about the achievements of students in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award each student at the end of Year 10.

### The Common Grade Scale

<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

## 2. SCHOOL ASSESSMENT PROCEDURES

### 2.1 Purpose of the Assessment Procedures

The assessment procedures for the School Certificate are intended to provide an indication of a student's attainment of a wider range of syllabus outcomes than is measured by the School Certificate tests. Assessment covers the whole course in each subject, including knowledge, understanding skills and processes and addresses all these projected outcomes.

Marks for the affective domain i.e. interest, attitudes and/or conduct will not be included in the Assessment or contribute to the final Grade. They are nevertheless an important part of teaching and learning and may be included separately in school reporting.

However, it must be noted that satisfactory progress and satisfactory attendance are prerequisites for the award of the School Certificate and advancement to the Preliminary Higher School Certificate Year (Year 11).

### 2.2 Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and then they may not be eligible to receive a School Certificate.

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. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. 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 Deputy Principal for their Year or the Principal an **Assessment Task Appeal Form** (with relevant documentation – see 2.8 below. See page 12 for sample copy of form).

### 2.3 Assessment Schedule Booklet and Time-Frame

This Assessment Booklet provides you with an assessment schedule for each of your subjects (see pages 15 – 30). Each assessment schedule lists for each task: type of task, approximate date (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks (see pages 31, 32) – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

**Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.**

**Students will be informed in writing of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

No Year 10 Assessment Tasks or excursions/extra curricular activities are to be scheduled during the week immediately preceding the Year 10 Yearly examinations.

## 2.4 Notification of Assessment Tasks

The due date and details of an assessment task will be notified to students in writing at least **TWO WEEKS** before the task.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks notice provided the task is not being brought forward. ***Any changes of date will be notified in writing.***

***Note that the written notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task.***

The Principal is to be consulted if it is not possible to give two weeks notice for changed tasks.

Note: If it occurs that an assessment task has been scheduled at a time which subsequently coincides with industrial action by staff, then the task will be postponed and students will be informed of the re-scheduled date of the task at least two weeks in advance.

The written notification of each task must include:

- the date and time of when the task will take place or when the task is due
- the Areas of Learning to be assessed
- the general nature of the assessment task.

Where appropriate, marking criteria/information about how the task will be assessed will also be included.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided.

## 2.5 SUBMISSION OF TASKS

For assessment tasks which are completed outside the classroom, all tasks are to be submitted by the designated day and time (as per the written notification).

All tasks submitted after the designated time will be deemed to be LATE (see 2.8, 2.10 and 2.15 below).

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

## 2.6 EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal or Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal responsible for their Year or the Principal using the school's ***Assessment Task Appeal Form*** (see page 12) well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate will be required in cases of illness.

If your extension is not granted, you must submit the incomplete task on the due date.

Unless prior application for an extension has been approved by the Deputy Principal or Principal, the late submission of a task will result in ZERO marks being awarded for that task (see 2.10 and 2.15 below).

## 2.7 PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Deputy Principal responsible for their Year or the Principal and follow 2.6 above.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must NOTIFY THE DEPUTY PRINCIPAL AND THEIR CLASS TEACHER, and submit the work before the due date. Students who fail to submit the task before the due date and do not make arrangements for its submission on the due date **MUST** complete an **Assessment Task Appeal Form** as in 2.8 below.

## 2.8 ABSENCE DUE TO ILLNESS/MISADVENTURE

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the Deputy Principal or Principal, then a mark of **ZERO** will be awarded (see 2.15 below). If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal or Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school IMMEDIATELY if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, may submit to the Deputy Principal for their Year or the Principal an **Assessment Task Appeal Form** (see page 12). A student may also submit an **Assessment Task Appeal Form** to the Deputy Principal or Principal if they believe that exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance in that task.

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by 9.00 am** on the due date, or to carry out the following procedures:

- (i) notify the school by telephone **by 9:00 am** on the day the assessment task is due –
  - to speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that dayor
  - to inform the Head Teacher that they will be unable to submit the task on that day, and give an anticipated date of when the task will be submitted
- (ii) on the day of their return to school, see the Deputy Principal or Principal to submit an Assessment Task Appeal Form. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate for the relevant time period. Medical certificates obtained after the event will not be accepted.

Note: in the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a ZERO will be recorded for that task if:

- (i) no **Assessment Task Appeal Form** is submitted to explain the absence (see 2.15)
- (ii) the Assessment Task Appeal submitted by the student is not approved (see 2.15).

Students who are absent from school for a valid reason on the day of an assessment task MUST:

- (i) notify the school by telephone **by 9:00 am** on the day of the assessment task to inform the relevant Head Teacher that they will be unable to complete the task on that day, and give an anticipated date for their return to school
- (ii) **on the day of their return to school**, see the Deputy Principal or Principal to submit an ***Assessment Task Appeal Form***. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness MUST provide a medical certificate certifying the illness ***occurred on the day of the assessment task***. **Medical certificates obtained after the event will not be accepted.**
- (iii) be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school**. Where appropriate, the Deputy Principal or Principal may authorise for the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Deputy Principal or Principal may authorise for an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if:

- (i) no ***Assessment Task Appeal Form*** is submitted to explain the absence (see 2.15)
- (ii) the Assessment Task Appeal submitted by the student is not approved (see 2.15).

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student MUST:

- (i) **on the day of the task**, see the Deputy Principal or Principal to obtain an ***Assessment Task Appeal Form*** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal or Principal an appropriate time-frame to complete the ***Assessment Task Appeal Form***, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness MUST obtain a medical certificate ***for the relevant time period***.
- (ii) return the completed ***Assessment Task Appeal Form*** to the Deputy Principal or Principal, with the required independent evidence, as per the time-frame agreed upon in (i).

In the case of a student who has completed an assessment task and has submitted an ***Assessment Task Appeal Form*** since they believe exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance:

- (i) if the Assessment Task Appeal is not approved, then the student will receive the mark they actually gained on the task
- (ii) if the Assessment Task Appeal is approved, then the student will receive either the mark actually gained on the task or an estimated mark (based on appropriate previous assessment tasks), whichever is the higher.

Note: **appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.**

## 2.9 ABSENCE ON THE DAY BEFORE A TASK AND ATTENDANCE ON THE DAY OF A TASK

Students will attend all timetabled lessons or scheduled school activities on the school **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day**.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them being at school the day prior to the assessment task, or why they could not attend all lessons prior to the task on the day of the assessment task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** provide a medical certificate certifying the illness ***occurred on the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)***.

**Medical certificates obtained after the event will not be accepted.**

If proof of illness or leave is not approved, then the student's assessment mark for that task will be **reduced by 10%**.

A student who becomes ill or suffers an illness/misadventure at school on the day of an assessment task **MUST** report to the school Front Office, the Year Adviser or the relevant class teacher. If the student is ill but decides to do the assessment task, the student should notify the class teacher **BEFORE** the assessment task commences.

A student who suffers an illness or misadventure at school on the day of an assessment task may submit an ***Assessment Task Appeal Form*** (see 2.8 above).

## 2.10 LATE SUBMISSION OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances.

Unless the Deputy Principal or Principal receives a completed ***Assessment Task Appeal Form*** that provides an acceptable explanation for the late submission of a task (see 2.8 above), the student will receive ZERO marks for that task (see 2.15 below).

## 2.11 GRANTING OF AN ASSESSMENT TASK APPEAL

If an Assessment Task Appeal has been approved, then the Deputy Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

Important Note: **Your application for an Assessment Task Appeal is no guarantee that it will be approved.**

## 2.12 MARKS AWARDED FOR SUBSTITUTE TASKS/EXTENSIONS OF TIME

In those cases where a substitute task has been authorised (as above), the mark given for the task will be used to estimate the student's level of achievement of the syllabus outcomes assessed by the task. This is necessary because a substitute task does not always duplicate the same conditions and content as the original task.

Where a substitute task cannot be given, a mark will be allocated with the approval of the Principal.

## 2.13 TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in 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 back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

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

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Chung for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- 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
  - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

## 2.14 ORAL TASKS

Students must be ready to present Oral Assessment Tasks on the specified due date. Students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally). In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students MUST attend class at the time indicated for their oral presentation.

## 2.15 ZERO MARKS

A ZERO mark will be awarded when a student:

- submits a task late (without a valid reason) (see 2.10 above)
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in malpractice (see 2.16 below).

In such cases:

- parents/guardians will be informed in writing
- copies of the parental notification will be submitted to the Year Adviser, Deputy Principal and Principal.

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N' determination for that course (See pages 13, 14 for sample copy of Official Warning Letter).

## 2.16 MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task will be awarded a mark of **ZERO** for that task.

Malpractice includes, but is not limited to:

- cheating
- attempting to cheat
- assisting others to cheat
- 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
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting the assessment task in any way
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not submitted by the due date.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Principal.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** will be awarded (see 2.15 above).

## 2.17 ACCELERANTS

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by students completing the usual course program. The school will endeavour to minimise the conflicting demands of Year 9, Year 10 and Preliminary Assessment, but this cannot be guaranteed.

## 2.18 DISPUTES REGARDING ASSESSMENT TASKS

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

**Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.**

## 2.19 ASSESSMENT CONCERNS

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.



# Girraween High School

Gilba Rd PO Box 63  
GIRRAWEEEN NSW 2145 PENDLE HILL NSW 2145

**Phone:** (02) 9636 7293  
(02) 9636 7303  
**Fax:** (02) 9896 3274  
**Email:** girraween-h.school@det.nsw.edu.au  
**Website:** www.girraween-h.schools.nsw.edu.au

**Principal:**  
Mary Ann Das Neves B.A. (Hons); Dip.Ed  
**Deputy Principals:**  
Joshua McGahen B.Ed  
Greg Murty B.Sc.; Dip.Ed

## School Certificate / Preliminary / HSC Assessment Task Appeal

Name: \_\_\_\_\_ Roll Call: \_\_\_\_\_ Course: \_\_\_\_\_

Assessment Task: \_\_\_\_\_ Date of Task: \_\_\_\_\_

Reason for application (please tick):

- Absent on the day before an Assessment Task
- Other School Commitment on the day of an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task).

Reasons supporting application (to be completed by the student):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I have attached (please tick and complete relevant information):

- Medical Certificate from Dr. : \_\_\_\_\_ Dated : \_\_\_\_\_
- Supporting letter from my parent/caregiver
- Other (please describe) \_\_\_\_\_

Student Signature : \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature : \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal or Principal's recommendation:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature of Deputy Principal / Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Copies to:

Head Teacher : \_\_\_\_\_

Central File

Student



# Girraween High School

Gilba Rd PO Box 63  
GIRRAWEEEN NSW 2145 PENDLE HILL NSW 2145

**Phone:** (02) 9636 7293  
(02) 9636 7303  
**Fax:** (02) 9896 3274  
**Email:** girraween-h.school@det.nsw.edu.au  
**Website:** www.girraween-h.schools.nsw.edu.au

**Principal:**  
Mary Ann Das Neves B.A. (Hons); Dip.Ed  
**Deputy Principals:**  
Joshua McGahen B.Ed  
Greg Murty B.Sc.; Dip.Ed

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

## Re: **OFFICIAL WARNING - Non-completion of a School Certificate Course**

I am writing to advise that \_\_\_\_\_ is in danger of  
(student name)  
not meeting the Course Completion Criteria for the School Certificate course  
\_\_\_\_\_.  
(course name)

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the \_\_\_\_\_ (eg 1<sup>st</sup>, 4<sup>th</sup>) **official warning** we have issued concerning \_\_\_\_\_.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

## Course Completion Criteria

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

- 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
- achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. **Students who receive an 'N' determination in a mandatory course are not eligible for the award of the School Certificate.**

\_\_\_\_\_  is a mandatory course  is **not** a mandatory course  
(course name)

To date, \_\_\_\_\_ has not satisfactorily met \_\_\_\_\_ of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

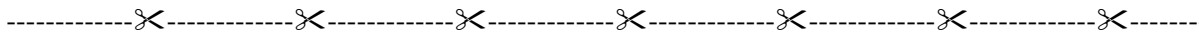
Yours sincerely

\_\_\_\_\_  
Class Teacher/Head Teacher

\_\_\_\_\_  
Principal  
Mary Ann Das Neves

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by \_\_\_\_\_.

<i>Task Name(s) / Course Requirement(s) / Course Outcome(s)</i>	<i>Original Due Date (if applicable)</i>	<i>Action Required by student</i>	<i>Revised date to be completed by (if applicable)</i>



***Please detach this section and return to the school***

**Requirements for the satisfactory completion of a School Certificate Course**

- I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_  
*(student name)*  
is in danger of not having satisfactorily completed \_\_\_\_\_.  
*(course name)*
- I am aware that this course may not appear on his/her Record of Achievement 'Not Completed' indicated.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the School Certificate.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: ENGLISH</b>
---------------------------------	-------------------------

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Multiple choice test	Term 1, Week 7A	1
2: <i>MacBeth</i> critical response	Term 1, Week 10B	1, 2, 3
3: Shakespeare Day performance	Term 2, Week 2A	3, 4, 5
4: <i>Frontline</i> task	Term 2, Week 11B	1, 2, 3, 5
5: Oral task	Term 3, Week 2B	1, 4, 5
6: Yearly Exam	Term 3, Week 9A	1, 2, 3, 4, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Multiple choice test	10	Semester 1 Mark	35
2: <i>MacBeth</i> critical response	15	4: <i>Frontline</i> task	15
3: Shakespeare Day performance	10	5: Oral task	20
		6: Yearly Examination	30
<b>TOTAL</b>	<b>35</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 can speak, listen, read, write, view and represent
- 2 uses language effectively and appropriately
- 3 imaginative, interpretive and critical thinking
- 4 communicates with understanding about themselves and the world
- 5 reflects on learning through English.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: MATHEMATICS</b>
---------------------------------	-----------------------------

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Mentals 1	Term 1, Week 6B	Number
2: Common Test 1	Term 1, Week 6B	1, 2
3: Mentals 2	Term 2, Week 4A	Number
4: Common Test 2	Term 2, Week 4A	3, 4
5: Mentals 3	Term 3, Week 3A	Number
6: Common Test 3	Term 3, Week 3A	4, 5
7: Mentals 4	Term 3, Week 7A	Number
8: Common Test 4: Yearly Examination	Term 3, Week 9A	1, 2, 3, 4, 5
9: Trial School Certificate <i>(Not part of assessment)</i>	Term 4, Week 3A	1, 2, 3, 4, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Mentals 1	5	Semester 1 Mark	30
2: Common Test 1	45	5: Mentals 3	5
3: Mentals 2	5	6: Common Test 3	20
4: Common Test 2	45	7: Mentals 4	5
		8: Common Test 4: Yearly Examination	40
		9: Trial School Certificate <i>(Not part of assessment)</i>	0
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 Number: surds, consumer arithmetic, probability
- 2 Patterns and Algebra: surds and indices, quadratics and coordinate geometry, number plane, graphs, formula and quadratic equations
- 3 Data: statistics
- 4 Measurement: trigonometry, surface area and volume
- 5 Space and Geometry: similarity.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: SCIENCE</b>
---------------------------------	-------------------------

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1. Assignment 1	Term 1, Week 3A	4, 5
2. Practical Test 1	Term 1, Week 8B	1, 2
3. Assignment 2	Term 2, Week 1B	4, 5
4. Semester 1 Test	Term 2, Week 2A	1, 2, 3, 4, 5
5. Science Competition	Term 2, Week 7B	1
6. Assignment 3	Term 2, Week 10A	4, 5
7. Practical Test 2	Term 3, Week 7A	1, 2
8. Yearly Examination	Term 3, Week 9A	1, 2, 3, 4, 5
9. Assignment 4	Term 4, Week 2B	4, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1. Assignment 1	15	5. Science Competition	10
2. Practical Test 1	30	6. Assignment 3	15
3. Assignment 2	15	7. Practical Test 2	20
4. Semester 1 Test	40	8. Yearly Examination	40
		9. Assignment 4	15
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

<b>Semester 2 Report = 40% Semester 1 Mark + 60% Semester 2 Mark</b>
--

## Areas of Learning

- 1 application of scientific thinking and problem solving to communicate valid scientific conclusions
- 2 independently plans and conducts scientific investigations
- 3 knowledge, understanding and applications of scientific concepts
- 4 significance of science to society, the environment and areas of research
- 5 the nature and application of scientific concepts in research and development.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: GEOGRAPHY (MANDATORY)</b>
---------------------------------	---------------------------------------

TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Fieldwork	Term 1, Week 9A	1, 2
2: In-Class Fieldwork Test	Term 1, Week 10B	1, 2
3: Half-Yearly Examination	Term 2, Week 2A	1, 2
4: In-Class Test: Individual Research Action Plan and Skills	Term 2, Week 9B	1, 2
5: In-Class Essay based on Individual Research	Term 3, Week 4B	1, 2
6: Yearly Examination	Term 3, Week 9A	1, 2

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT	TASK	WEIGHT (%)
1: Fieldwork	5	Semester 1 Mark	40
2: In-Class Fieldwork Test	10	4: In-Class Test: Individual Research Action Plan & Skills	10
3: Half-Yearly Examination	25		
		5: In-Class Essay based on Individual Research	15
		6: Yearly Examination	35
<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 Geographical Skills
- 2 Geographical Knowledge.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: HISTORY (MANDATORY)</b>
---------------------------------	-------------------------------------

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Class Test	Term 1, Week 7A	2, 3, 4
2: Descriptor Number 1	Term 1, Week 9A	1, 5, 6, 7, 8
3: Assignment	Term 2, Week 2A	1, 2, 4, 6, 8
4: Descriptor Number 2	Term 3, Week 2B	1, 2, 5, 6
5: Yearly Examination	Term 3, Week 9A	1, 2, 3, 5, 7, 8

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Class Test	40	Semester 1 Mark	20
2: Descriptor Number 1	40	4: Descriptor Number 2	20
3: Assignment	20	5: Yearly Examination	60
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 explains social, political and cultural developments and evaluates their impact on Australian life
- 2 assess the impact of international events and relationships on Australian history
- 3 uses sources appropriately in an historical inquiry in order to comprehend and evaluate sources
- 4 explains different contexts, perspectives and interpretations of the past
- 5 uses oral, written and other forms to communicate about the past for different audiences
- 6 locates, selects and organises relevant historical information from a variety of sources to undertake historical inquiry.
- 7 sequences major historical events to show an understanding of continuity, change and causation
- 8 uses historical terms and concepts in appropriate contexts.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION (PDHPE)</b>
---------------------------------	--

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Social Dance	Term 1, Weeks 8B/9A	1, 3, 4
2: Health Assignment	Term 2, Week 2A	2
3: Practical Assessment (Semester 1)	Ongoing	1, 3, 4
4: Practical Assessment (Semester 2)	Ongoing	1, 2, 4
5: Health booklets	Term 3, Week 7A	2

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Social Dance	50	Semester 1 Mark	40
2: Health assignment	30	4: Practical Assessment (Semester 2)	50
3: Practical Assessment (Semester 1)	20	5: Health booklets	10
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 adapts, transfers and improvises movement skills to improve performance
- 2 critically analyses and evaluates attitudes, behaviours and consequences related to health issues affecting young people
- 3 improves performance through the application of practice and effort
- 4 moves competently and contributes to the skilled performance of others.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: COMMERCE</b>
---------------------------------	--------------------------

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: In-class Test: Research on Employment issues	Term 1, Week 10B	1, 2
2: Half-Yearly Examination	Term 2, Week 2A	1, 2
3: Skills Test	Term 3, Week 2B	1, 2
4: Yearly Examination	Term 3, Week 9A	1, 2

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: In- class Test: Research on Employment Issues	15	Semester 1 Mark	40
2: Half-Yearly Examination	25	3: Skills Test	20
		4: Yearly Examination	40
<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 Skills in Commerce
- 2 Knowledge of Commerce.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: DRAMA</b>
---------------------------------	-----------------------

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Role of the production unit / Shakespeare	Term 1, Week 10B	1, 2, 3, 4
2: Playbuilding	Term 2, Week 6A	7, 8
3: Role and character	Term 2, Week 11B	5, 7, 9, 10
4: Yearly Examination / Logbook	Term 3, Week 9A	6, 8

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Role of the production unit / Shakespeare	30	Semester 1 Mark	30
		2: Playbuilding	15
		3: Role and character	15
		4: Yearly Examination / Logbook	40
<b>TOTAL</b>	<b>30</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 applies, commitment and focus to further develop and sustain role and character
- 2 employs, refines and reflects upon a variety of dramatic forms, texts and styles
- 3 improvises and playbuilds through group-devised processes
- 4 reflects on own development and learning in a written form
- 5 applies, commitment and focus to further develop and sustain role and character
- 6 employs, refines and reflects upon a variety of dramatic forms, texts and styles
- 7 improvises and playbuilds through group-devised processes
- 8 reflects on own development and learning in a written form
- 9 shows initiative and collaborates with fellow students to create dramatic work
- 10 understands the role of various theatre spaces, production elements and audiences in performance.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: GRAPHICS TECHNOLOGY</b>
---------------------------------	-------------------------------------

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Drawing Project	Term 1, Week 8B	1, 5, 7, 9
2: Half -Yearly Exam	Term 2, Week 4A	3, 8
3: Design Project: Drawing and Practical	Term 3, Week 7A	1, 2, 6, 10
4: Yearly Examination	Term 3, Week 9A	4, 8, 11
5: Design Project: Drawing and Practical	Term 4, Week 3A	1, 3, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Drawing Project	15	Semester 1 Mark	40
2: Half -Yearly Exam	25	3: Design Project: Drawing and Practical	15
		4: Yearly Examination	30
		5: Design Project: Drawing and Practical	15
<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 communicates ideas graphically using freehand sketching and accurate drafting techniques
- 2 analyses the nature of information and intended audience to select and develop appropriate presentations
- 3 designs and produces a range of graphical presentations
- 4 evaluates the effectiveness of different modes of graphical communications for a variety of purposes
- 5 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
- 6 manages the development of graphical presentations to meet project briefs and specifications
- 7 designs, produces and evaluates multimedia presentations
- 8 identifies, assesses and manages relevant OHS factors to minimise risks in the work environment
- 9 demonstrates responsible and safe work practices for self and others
- 10 demonstrates the application of graphics to a range of industrial, commercial and personal settings
- 11 evaluates the impact of graphics on society, industry and the environment.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: HISTORY (ELECTIVE)</b>
---------------------------------	------------------------------------

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Class Test(s)		A feature of this course is that assessment is negotiated – details of each assessment task (including type of task, date of task and Areas of Learning to be assessed) will be negotiated between the teacher and students at appropriate times throughout the course.
2: Assignments		
3: Group task(s)		
4: Yearly Examination	Term 3, Week 9A	TBA

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Class Test	30	Semester 1 Mark	20
2: Assignments	40	4: Assignments	30
3: Group Task	30	5: Yearly Examination	50
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 creates texts using evidence to describe, recount and explain problems and issues
- 2 describes the meaning, purpose and content of historical sources to deduce their usefulness
- 3 evaluates the contribution of significant issues to the modern world
- 4 explains the key features of past societies or periods
- 5 locates, selects and organises information from a variety of sources to address problems
- 6 plans and conducts independent research.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: INFORMATION AND SOFTWARE TECHNOLOGY (IST)</b>
---------------------------------	---

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Assignment - Software Development and Programming	Term 1, Week 10B	1, 2, 3, 4
2: Class Test	Term 2, Week 3B	2, 4, 6
3: Assignment - Networking Systems	Term 2, Week 11B	5, 6, 9
4: Group Project	Term 3, Week 6B and Term 4, Week 2B	2, 4, 7, 8
5: Yearly Examination	Term 3, Week 9A	4, 6, 9

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Assignment - Software Development and Programming	15	Semester 1 Mark	40
2: Class Test	25	3: Assignment - Networking Systems	15
		4: Group Project	30
		5: Yearly Examination	15
<b>TOTAL</b>	<b>40</b>	<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 selects and justifies the application of appropriate software programs to a range of tasks
- 2 describes and applies problem-solving processes when creating solutions
- 3 designs, produces and evaluates appropriate solutions to a range of challenging problems
- 4 communicates ideas, processes and solutions to a targeted audience
- 5 selects, maintains and appropriately uses hardware for a range of tasks
- 6 justifies responsible practices and ethical use of information and software technology
- 7 acquires and manipulates data and information in an ethical manner
- 8 applies collaborative work practices to complete tasks
- 9 describes and compares key roles and responsibilities of people in the field of information and software technology.

YEAR 10 ASSESSMENT: 2009		SUBJECT: LANGUAGES (FRENCH)
TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Integrated tasks at the end of each unit of work. Anticipated Semester 1 units: Term 1: Units 1 – 3 Term 2: Units 4 - 6	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
2: Task involving internet consultation	Set at appropriate time	1, 2, 3, 4, 5, 6
3: Integrated tasks at the end of each unit of work. Anticipated Semester 2 units: Term 1: Units 7 – 8 Term 2: Extension	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
4: Yearly Examination	Term 3, Week 9A	1, 2, 3, 4, 5, 6

Integrated tasks can include a combination of the following:

- vocabulary quizzes
- reading comprehension
- listening comprehension
- writing skills
- speaking skills.

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT %	TASK	WEIGHT %
1: Integrated tasks at the end of each unit of work.	80	Semester 1 Mark	35
2: Internet Task	20	3: Integrated tasks at the end of each unit of work.	25
		4: Yearly Examination	40
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 Listening: selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 2 Reading: selects, summarises and analyses information and ideas in written texts and responds appropriately
- 3 Speaking: uses French by incorporating diverse structures and features to express own ideas
- 4 Writing: experiments with linguistic patterns and structures in French to convey information and to express own ideas
- 5 Making Linguistic Connections: demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages and uses linguistic resources to support the study and production of texts in French
- 6 Moving Between Cultures: explores the interdependence of language and culture in a range of texts and contexts and identifies and explains aspects of the culture of French-speaking communities in texts.

YEAR 10 ASSESSMENT: 2009		SUBJECT: LANGUAGES (JAPANESE)
TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Integrated tasks at the end of each unit of work. Anticipated Semester 1 units: Term 1: Units 1 – 3 Term 2: Units 4 - 6	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
2: Task involving internet consultation	Set at appropriate time	1, 2, 3, 4, 5, 6
3: Integrated tasks at the end of each unit of work. Anticipated Semester 2 units: Term 1: Units 7 – 9 Term 2: Units 10 – 12	Set at appropriate times at the end of each unit of work	1, 2, 3, 4, 5, 6
4: Yearly Examination	Term 3, Week 9A	1, 2, 3, 4, 5, 6

Integrated tasks can include a combination of the following:

- vocabulary quizzes
- reading comprehension
- listening comprehension
- writing skills
- speaking skills.

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT %	TASK	WEIGHT %
1: Integrated tasks at the end of each unit of work.	80	Semester 1 Mark	35
2: Internet Task	20	3: Integrated tasks at the end of each unit of work.	25
		4: Yearly Examination	40
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 Listening: selects, summarises and analyses information and ideas in spoken texts and responds appropriately
- 2 Reading: selects, summarises and analyses information and ideas in written texts and responds appropriately
- 3 Speaking: uses Japanese by incorporating diverse structures and features to express own ideas
- 4 Writing: experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas
- 5 Making Linguistic Connections: demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages and uses linguistic resources to support the study and production of texts in Japanese
- 6 Moving Between Cultures: explores the interdependence of language and culture in a range of texts and contexts and identifies and explains aspects of the culture of Japanese-speaking communities in texts.

YEAR 10 ASSESSMENT: 2009		SUBJECT: MUSIC
TASK	APPROXIMATE DATE	AREAS OF LEARNING
1: Participation (Semester 1)	Ongoing	5
2: Performance (Semester 1)	Ongoing	1, 5
3: Composition (Semester 1)	Term 1, Week 10B	2, 3
4: Musicology (Aural Test)	Term 2, Week 2A	4
5: Musicology (Research)	Term 2, Week 2A	4
6: Participation (Semester 2)	Ongoing	5
7: Performance (Semester 2)	Ongoing	1, 5
8: Musicology (Yearly Examination)	Term 3, Week 9A	4
9: Performance (Yearly Examination)	Term 3, Week 9A	1, 5
10: Composition (Semester 2)	Term 4, Week 2B	2, 3

SEMESTER 1 REPORT		SEMESTER 2 REPORT	
TASK	WEIGHT (%)	TASK	WEIGHT (%)
1: Participation (Semester 1)	10	Semester 1 Mark	20
2: Performance (Semester 1)	25	6: Participation (Semester 2)	10
3: Composition (Semester 1)	25	7: Performance (Semester 2)	10
4: Musicology (Aural Test)	15	8: Musicology (Yearly Examination)	25
5: Musicology (Research)	25	9: Performance (Yearly Examination)	15
		10: Composition (Semester 2)	20
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

### Areas of Learning

- 1 Performs individually and in groups a range of repertoire representative of the topic being studied
- 2 Can improvise, arrange and compose in a given style
- 3 Can notate compositions using both conventional and electronic means
- 4 Demonstrates an understanding of musical concepts through analysis, discussion and research
- 5 Demonstrates a commitment to excellence in performance through involvement in extra-curricular musical activities.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)</b>
---------------------------------	---

<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Unit Assignment 1	Term 1, Week 10B	1, 4, 5
2: Practical Assessment (Semester 1)	Ongoing	2, 3
3: Half Yearly Test	Term 2, Week 5B	1, 4, 5
4: Unit Assignment 2	Term 3, Week 2B	1, 4, 5
5. Practical Assessment (Semester 2)	Ongoing	2, 3
6. Yearly Examination	Term 3, Week 9A	1, 4, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Unit Assignment 1	20	Semester 1 Mark	20
2: Practical Assessment (Semester 1)	50	4: Unit Assignment 2	15
3: Half Yearly Test	30	5: Practical Assessment (Semester 2)	40
		6: Yearly Examination	25
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 discusses factors that limit and enhance the capacity to move and perform
- 2 performs movement skills with increasing proficiency
- 3 works collaboratively with others to enhance participation, enjoyment and performance
- 4 analyses physical activity and sport from personal, social and cultural perspectives
- 5 displays management and planning skills to achieve personal and group goals.

<b>YEAR 10 ASSESSMENT: 2009</b>	<b>SUBJECT: VISUAL ARTS</b>
---------------------------------	-----------------------------

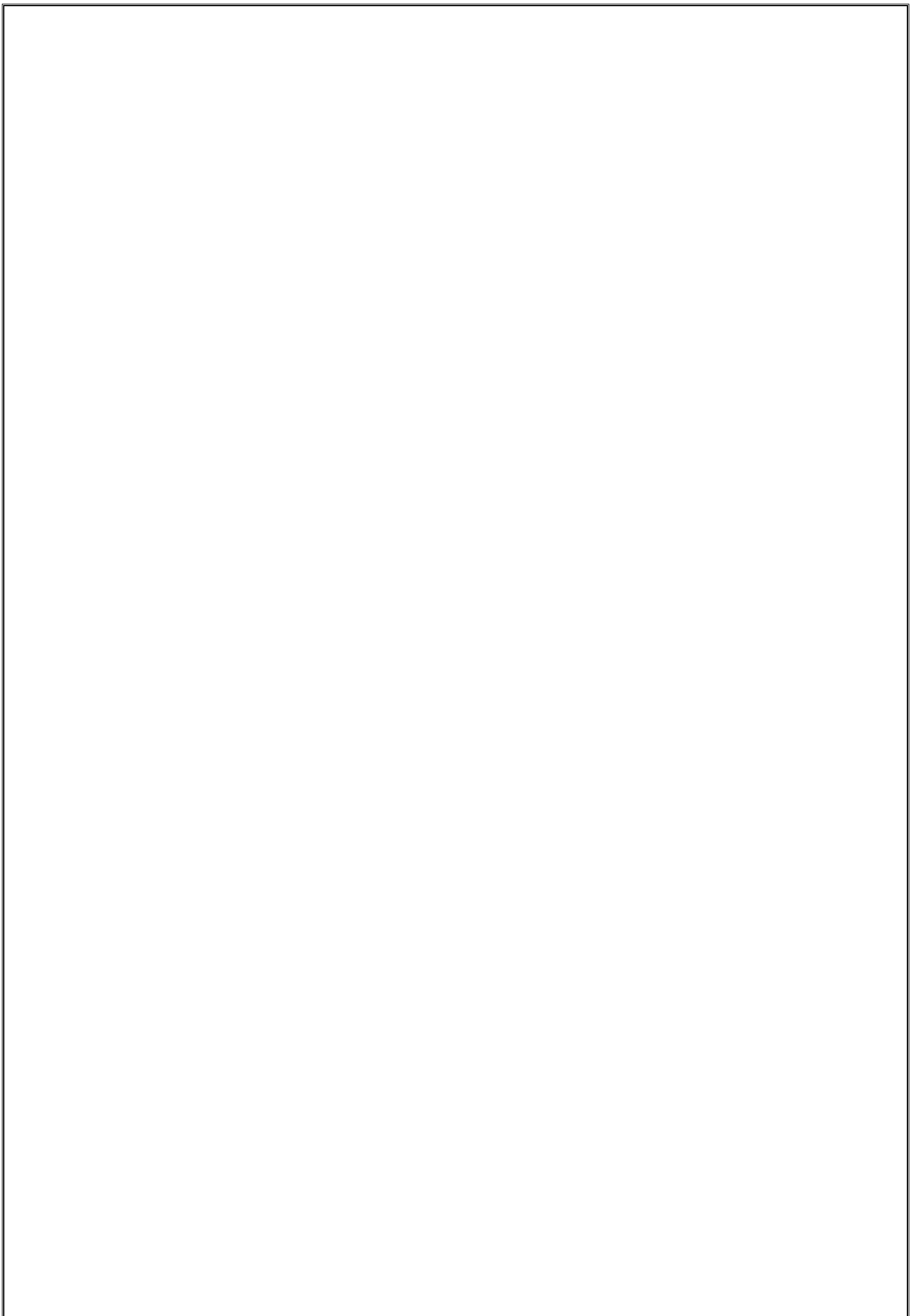
<b>TASK</b>	<b>APPROXIMATE DATE</b>	<b>AREAS OF LEARNING</b>
1: Research Assignment	Term 1, Week 6B	2, 4, 6
2: Theory	Term 1, Week 9A	6, 7, 8
3: Practical	Term 1, Week 10B	1, 5
4: Half Yearly Examination	Term 2, Week 4A	3, 6, 7
5: Theory	Term 2, Week 6A	6, 7, 8
6: Practical	Term 2, Week 8A	6, 7
7: Theory	Term 3, Week 7A	6, 7, 8
8: Yearly Examination	Term 3, Week 9A	3, 6, 7
9: Practical	Term 4, Week 2B	1, 5

<b>SEMESTER 1 REPORT</b>		<b>SEMESTER 2 REPORT</b>	
<b>TASK</b>	<b>WEIGHT (%)</b>	<b>TASK</b>	<b>WEIGHT (%)</b>
1: Research Assignment	10	Semester 1 mark	30
2: Theory	15	7: Theory	15
3: Practical	25	8: Yearly Examination	20
4: Half Yearly Examination	10	9: Practical	35
5: Theory	15		
6: Practical	25		
<b>TOTAL</b>	<b>100</b>	<b>TOTAL</b>	<b>100</b>

## Areas of Learning

- 1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 2 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 3 demonstrates how the frames provide different interpretations of art
- 4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 6 demonstrates developing technical accomplishment and refinement in making artworks
- 7 demonstrates how art criticism and art history construct meanings
- 8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art.

**Year 10**  
**Summary of Assessment Tasks**





## SUMMARY OF YEAR 10 ASSESSMENT TASKS

**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed in writing of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Term 1 2009

WEEK	
1A	
2B	
3A	Science#1.
4B	
5A	
6B	Mathematics#1, Mathematics#2, Visual Arts#1.
7A	English#1, History(Mandatory)#1.
8B	Graphics Technology#1, Science#2.
9A	Geography(Mandatory)#1, History(Mandatory)#2, Visual Arts#2.
10B	Commerce#1, Drama#1, English#2, Geography(Mandatory)#2, IST#1, Music#3, PASS#1, Visual Arts#3.
11A	

### Term 2 2009

WEEK	
1B	Science#3.
2A	Commerce#2, English#3, Geography(Mandatory)#3, History(Mandatory)#3, Music#4, Music#5, Science#4.
3B	IST#2.
4A	Graphics Technology#2, Mathematics#3, Mathematics#4, Visual Arts#4.
5B	PASS#3.
6A	Drama#2, Visual Arts#5.
7B	Science#5.
8A	Visual Arts#6.
9B	Geography(Mandatory)#4.
10A <i>Start Semester 2</i>	Science#6.
11B	Drama#3, English#4, IST#3.



## SUMMARY OF YEAR 10 ASSESSMENT TASKS

**Note that the dates listed in this summary are APPROXIMATE.**

**Students will be informed in writing of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.**

### Term 3 2009

WEEK	
1A	
2B	Commerce#3, English#5, History(Mandatory)#4, PASS#4.
3A	Mathematics#5, Mathematics#6.
4B	Geography(Mandatory)#5.
5A	
6B	IST#4.
7A	Graphics Technology#3, Mathematics#7, Science#7, Visual Arts#7.
8B	
<i>No Assessments</i>	
9A <b>Year 10 Yearly</b>	Commerce#4, Drama#4, English#6, Graphics Technology#4, French#4, Geography(Mandatory)#6, History(Elective)#4, History(Mandatory)#5, IST#5, Japanese#4, Mathematics#8, Music#8, Music#9, PASS#6, Science#8, Visual Arts#8.
10B	

### Term 4 2009

WEEK	
1A	
2B	IST#4, Music#10, Science#9, Visual Arts#9.
3A	Graphics Technology#5, Mathematics#9(Trial SC).
4B	School Certificate Tests
5A	Year 10 Work Experience
6B	
7A	
8B	Year 10 Presentation Friday 11/12/09
9A	School Presentation Day: Monday 14/12/09

## **Girraween High School**

Gilba Road

Girraween NSW

PO Box 63

Pendle Hill NSW 2145

Tel : (02) 9636 7293

Fax : (02) 9896 3274

[www.girraween-h.schools.nsw.edu.au](http://www.girraween-h.schools.nsw.edu.au)