



Strathfield Girls High School



Year 10 Assessment Handbook 2023

dream, believe, inspire, achieve...

Index

GENERAL INFORMATION	PAGE
Introduction/General Information.....	2
Requirements for the completion of a NSW Record of School Achievement Credential	3
NSW Record of School Achievement Grading (RoSA).....	4
HSC Minimum Standard	4
Reporting Procedures.....	4
 SCHOOL ASSESSMENT POLICY	
Section A: Student Responsibilities.....	6
Illness /Misadventure Procedure.....	8
Section B: The School’s Responsibilities	14
Section C: Student Reviews/Appeals	18
Important Dates 2023.....	18
Academic Integrity Report.....	19
NSW Education Standards Authority (NESA) Warning Letter.....	20
Process for managing NSW Education Standards Authority (NESA) Warning Letters	21
Student Review/ Appeals	25
 COURSE INFORMATION	
MANDATORY SUBJECTS	
English / English EAL/D	26
Mathematics	27
Science	28
History	30
Personal Development, Health & Physical Education	31
 ELECTIVE SUBJECTS	
Child Studies	32
Commerce.....	33
Dance	34

Course information – Elective subject continued....

Drama.....	35
Elective History.....	36
Food Technology.....	37
Information & Software Technology.....	38
iSTEM.....	40
Languages: Chinese/Korean/Japanese.....	41-43
Music.....	44
Physical Activity & Sport Studies (PASS).....	45
Visual Arts.....	46
Visual Design.....	47
Work Education.....	48
ASSESSMENT PLANNERS.....	49-52
GOALS: MONITORING and EVALUATION.....	53
NOTES.....	54-55



Stage 5

GENERAL INFORMATION

This handbook aims to give students, parents and caregivers an outline of the requirements for assessment for the Stage 5, Year 10 courses. Students must sign that they have received this book. We urge you to read the information in this handbook carefully.

Students who are unclear about procedures or their responsibilities should immediately arrange an interview with the Year 10 Adviser.

Students must satisfactorily complete the NSW Record of School Achievement (RoSA) requirements for each subject before they commence the HSC course in that subject.

What is an Assessment?

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

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the **NSW Education Standards Authority (NESA)**. School-based assessment tasks are linked to the outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about student achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and indicating where they could make improvements.

Assessment data which is recorded on reports represents a measure of student achievement based on their class and cohort results. Assessment data is derived from the results of a number of assessment tasks which are outlined in the schedules published in this handbook.

The purpose of assessment is simply to improve student learning. It gives the student the opportunity to demonstrate their learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

- | Informal Assessment | Formal Assessment |
|-------------------------------------|-----------------------------------|
| • Class Projects, Class Assignments | • Projects |
| • Classroom activities | • Presentations |
| • Homework assignments | • Research assignments |
| • Mini-tests, Quizzes | • End of unit tests |
| • Group and pair work | • Mid-Year and Final Examinations |
| • Book Mark | • Assessment tasks |

REQUIREMENTS FOR THE AWARD OF A NSW RECORD of SCHOOL ACHIEVEMENT CREDENTIAL

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, unless an exemption has been granted by the Principal.

Students are not permitted to leave before the last day of Year 10 without an exemption or approval. Unauthorised early departure from school in Year 10 may also jeopardise entry into Preliminary and HSC courses in Years 11 and 12.

Satisfactory course completion requirements

For the satisfactory completion of a course, it is the student's responsibility to:

- (a) follow the course developed or endorsed by NESA; and
- (b) apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieve some or all of the course outcomes.

Satisfactory completion of courses is justified, among other things, by attendance, level of involvement in class, the assignments, homework, etc. completed, and the level of achievement.

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

If deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed'.

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 you of the date by which the appeal must be submitted. If a student is dissatisfied with the result of the school review of her appeal, she should advise the Principal that she wishes the appeal to be referred to the NSW Education Standards Authority (NESA).

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

The satisfactory completion of courses also includes that the courses meet the pattern of study from Years 7-10 as required by the NSW Education Standards Authority (NESA). In Stage 5 this includes:

- Mandatory subjects English, Mathematics, Science, PD/H/PE, History and Geography
- At least 200 hours of an elective subject

These courses will require the completion of the practical, oral or project works specific for them as well as the assessment requirements for each course.

NSW RECORD of SCHOOL ACHIEVEMENT Grading (RoSA)

The grading system describes the student's achievement **at the end** of each course in Stage 5. Teachers will make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. These grades are:

A	Excellent Achievement
B	High Achievement
C	Substantial Achievement
D	Satisfactory Achievement
E	Elementary Achievement

From the submitted grade, the NSW Education Standards Authority (NESA) will produce the NSW Record of School Achievement showing a Grade, from A to E, in each course studied.

NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

HSC Minimum Standard

From 2020, Students in NSW need a minimum standard of literacy and numeracy to receive the HSC. The minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF) which will ensure students have the basic reading, writing and mathematics skills needed for everyday tasks and future learning.

To meet the HSC minimum standard and receive the HSC, students need to:

- pass the online reading test and
- pass the online writing test and
- pass the online numeracy test.

There will be multiple opportunities for students to show they meet the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills. These tests can be taken when students are ready in Years 10, 11 and 12 and after the HSC.

Reporting Procedures

Student Reporting is the process of communicating information about student learning. It includes a student's level of attainment and the progress they have made during a period of time. Reports contain objective information about what has been taught and about students' current levels of knowledge and understanding, including areas for further development.

Reports draw on formal and informal assessment that has been collected routinely and recorded systematically as part of teachers' ongoing classroom assessment practice.

School reports are issued Mid-Year Report (Term 2) and Final Report (Term 4). Assessment for these reports will be based upon the Assessment Schedules for each course as outlined in this handbook. The Mid-Year Report will be based on Semester 1 Assessments and selected outcomes (areas of learning), while the Final Report will be based on the cumulative mark and all outcomes for the subject.

It is expected that all parents attend the Parent Teacher Evening in Semester 1, to meet with teachers and collect their daughters' reports. Final Reports for the academic year will be issued to students.


Sample Report with Cohort Marks, Grade and Grade Distribution

Cohort Assessment	
Mark %	Average %
65	68

STUDENT GRADE: C

Grade Distribution				
A	B	C	D	E
34	43	45	35	20

Strathfield Girls High School



Pass on the Torch of Life

Strathfield Girls High School provides a caring and responsive environment where students are challenged to achieve their personal best. Students are empowered to achieve self reliance and to become confident and responsible citizens with the capability to succeed. The school's approach to assessment and reporting is to convey comprehensive information about a student's achievement.

Girl POWER

Year 10

Final Report 2022

Ms M Pikoulas
Principal

This report is issued without alteration
Date of issue:
December 2022

SCHOOL ASSESSMENT POLICY

SECTION A: STUDENT RESPONSIBILITIES

Expectations of students:

1. Attendance

Students must attend all classes to satisfactorily complete their courses. A minimum of 90% attendance is generally expected for students to achieve the outcomes of the course being studied.

2. Unexplained absences, lateness and class attendance patterns

Unexplained absences, lateness and class attendance patterns will be reviewed every 5 weeks to ensure that students are meeting the course completion criteria and the minimum attendance requirements.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria (ACE Manual).

Students are expected to attend all classes on those days when assessment tasks are timetabled. Failure to do so may constitute an unfair advantage and may result in a zero award.

3. Academic Integrity

Students are required to pledge that all work submitted for assessment must be their own by completing an Academic Integrity Declaration as required. Any breach of this condition, including plagiarism, may result in a mark of zero or an immediate replacement task.

4. Assessment Tasks

The NSW Education Standards Authority (NESA) expects all students to attempt all assessment tasks. Students with special needs or students requiring special examination provisions will be considered.

5. Submission of Assessment Tasks

Students are expected to submit assessment tasks by the due date and sign and acknowledge submission of tasks by the due date.

6. Diligence

It is required that students prepare for examinations and make a serious attempt. Students must work with sustained effort and diligence in all aspects of each course.

7. Syllabus requirements

It is expected that students complete the syllabus, including participation in class practical work, oral presentations, homework, assignments and examinations.

8. Sustained application

Students must make a genuine attempt at **ALL** assessment tasks. Failure to complete less than 50% of assessment tasks will result immediately in an 'N' determination for that course.

Students who do not comply with the assessment requirements will not have a moderated assessment mark or an examination mark awarded. (ACE Manual).

9. Absence: Notification of Assessment Tasks

Students who are absent from class on the day that an Assessment Task Notification is issued, must see their teacher to receive the notification. It is important to note that notification of assessment tasks will be issued at least **two weeks prior to assessment** tasks as per assessment schedules published in this handbook.

10. Procedures for students when absent from tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

If there is a valid reason, an 'Assessment Task Illness/Misadventure Appeal' pro-forma needs to be completed and all supporting documentation has to be **submitted to the Faculty Head Teacher/s on the first day back after their absence, or a zero mark will be awarded.** Illness /Misadventure applications are available from the Faculty Head Teacher/s.

Applications for appeal

A student may apply for special consideration if she is absent on the day of any task, in which case:

1. the student or her parent must telephone the school on the day of the task and inform the **Faculty Head Teacher/s of their absence**;
2. the illness/misadventure application must be lodged with the **Faculty Head Teacher/s** immediately upon the student's return to school. This means the student must see the Head Teacher/s of the subject/s she has missed and collect the illness/misadventure appeal form from the Head Teacher/s who will date and sign the form;
3. a doctor's certificate is required if the application is on medical grounds;
4. valid supporting documents are required to support misadventure appeals;
5. the completed form/s with valid documentations and the parent's signature must be returned to the same Head Teacher/s within a week;
6. if the assessment task is a take home task, the student must submit it ONLINE/ at the front office on the due day OR in cases with prior approval, the completed task must be submitted with a medical certificate/ supporting document to the relevant **Faculty Head Teacher/s**, immediately upon the student's return to school;
7. documentation submitted at a later date (not on the first day that the student returns to school) will not be accepted and the student will be awarded a zero mark.

Medical Certificates must:

1. be written on an official doctor's letterhead pad;
2. include the date of the missed tasks;
3. show in detail, the nature of the illness;
4. state that the student is **'unable to complete the stated assessment task'**. It is the student's responsibility to bring this to the attention of the medical practitioner;
5. show the length of time the student will be unfit for school, and
6. be produced immediately on return to school.

Process for the determination of the Illness Misadventure Appeal

The Faculty Head Teacher and Principal consider student appeals. Once the Principal determines the action to be taken, the Head Teacher will inform the student and classroom teacher of the

decision. The School Administrative Officer will generate an outcome letter, which will be sent to the parent.

The Illness/Misadventure appeals process does not cover:

- difficulty preparing or lost of preparation time;
- alleged deficiencies in teaching;
- lost time or facilities for study before the formal study vacation;
- misreading the examination timetable;
- misreading of examination instructions;
- entering or sitting for the wrong examination;
- long-term illness such as Glandular Fever, Asthma and Epilepsy, unless there is evidence of a sudden reoccurrence during the examination period;
- conditions for which you have been granted disability provisions, unless you have further difficulties of an unforeseen episode during the examination;
- conditions for which you should have applied for disability provisions;
- courses where you are a self-tuition student;
- technology and/or computer equipment failure;
- attendance at a sporting or cultural event, or family holiday; or
- overseas vacation time.

ADVICE

To assist students in the use of technology, the following guidelines should be considered: always complete work before the deadline. This enables appropriate measures to be taken

- in the event of equipment failure;
- back-up files regularly;
- print out copies of drafts and keep them while the assignment is in progress, and
- bring a copy of the file to school on USB or save a copy on the cloud.

It is the student's responsibility to keep hard copies of submitted assessment tasks.

If the Assessment Task Illness/Misadventure Application is not accepted, the student will be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents.

Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of initial determination

The Principal may:

- i. reject the appeal and order the zero mark to stand;
- ii. grant a limited extension;
- iii. order that a substitute task be performed; or
- iv. award an estimate.

A student checklist is published on the back of the Illness Misadventure Appeal Form

STUDENT CHECKLIST

Call the school on the day you are missing your task/examination	
On your first day of return to school, see the Head Teacher/s of the subject/s you have missed. Collect this form from the Head Teacher/s. <i>The HT will date and sign the form</i> <i>You may need to see more than one Head Teacher if you have missed tasks across subjects. You need a form for each subject/course.</i>	
Have you given the Head Teacher your medical certificate/supporting documents? <i>Do this when collecting this form.</i>	
<i>Have you asked the Head Teacher when the alternate/catch-up task will be?</i> Write the date of the alternative task in your diary.	
Complete the form with a parent/carer and ask them to sign and date the form <i>Have you signed the form?</i>	
Return the form/s to the same Head Teacher/s within a week . The next day would be good! <i>Check that the date of submission has been written in by the Head Teacher</i>	
Ensure that you attend the alternative task OR you will be awarded a zero	

Now you have completed the Illness/Misadventure Appeal process, you will need to complete the missed task/s and wait for the outcome of your appeal.



Sample Illness Misadventure Appeal Form

	HT Signature: _____ Date of issue: _____
STRATHFIELD GIRLS HIGH SCHOOL ILLNESS/MISADVENTURE APPEAL	
<p>This form is to be completed by students who are unable to complete an assessment task on the due date. The completed form must be submitted to the Faculty Head Teacher on the first day back at school immediately after the due date of the assessment. NB: If the Head Teacher is absent, this form must be submitted to the Deputy Principal.</p>	
Name: Year: Subject/Course: Class Teacher: Head Teacher: Assessment Title: Select relevant option <input type="checkbox"/> Task missed <input type="checkbox"/> Task not submitted <input type="checkbox"/> Task completed Seeking special consideration because of: <input type="checkbox"/> illness <input type="checkbox"/> misadventure Details of appeal: Task Due Date: <input type="checkbox"/> (Attach all necessary medical certificates and refer to the SGHS Assessment Policy)	
Student signature: Date: Parent/Carer signature: Date:	
OFFICE USE ONLY Date appeal submitted Response: Head Teacher signature: Date: Principal Signature: Date: School Procedure <input type="checkbox"/> Head Teacher issues Illness/Misadventure form <input type="checkbox"/> Head Teacher receives Illness/Misadventure form within 1 week of date issued <input type="checkbox"/> Faculty Head Teacher discusses with Principal and a determination is made <input type="checkbox"/> School Admin Officer will enter details on SENTRY and generate outcome letter for parent <input type="checkbox"/> Principal will sign the letter and give it to the front office to be mailed to parents <input type="checkbox"/> A copy will be placed into the student's file	

Students may lodge an Illness/Misadventure Appeal if they believe that **circumstances during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to provide documentary evidence such as a doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the application.

11. Procedures relating to malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their results.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work as their own 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;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aids during an assessment task/examination;
- contriving false explanations to explain work not handed in by the due date; and
- assisting another student to engage in malpractice.

Should an assessment task be corrupted through malpractice, the Principal may deem it necessary to organise a substitute assessment task to ensure equity and fairness.

Malpractice, including plagiarism is cheating and a zero mark will be awarded. It violates our school values, beliefs and expectations from students and will not be tolerated at Strathfield Girls High School.

Turn It In:

The school also monitors malpractice through the Turn It In program. Any malpractice will result in a mark of zero.

ADVICE

To avoid malpractice, including plagiarism, students should check how to cite sources with their teacher. Students must give acknowledgement whenever they:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words; or
- paraphrase another person's spoken or written words.

12. Students behaviour during assessment tasks, including examinations

Students must behave in a way that does not disrupt the task, examination or disturb the work of any other students. They must behave in a polite and courteous manner towards other students and the supervisor(s) of the task(s), including examinations.

During any assessment task/examination, if a student is involved in any of the following behaviours, a zero assessment mark will be awarded:

- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;
- makes a non-serious attempt; or
- engages in malpractice.

13. Examination Procedures

- During any assessment task/examination students must follow the examination supervisor's instructions at all times.
- Students must not take into the room any books, notes, papers, electronic communication devices or other equipment other than what is allowed by the supervising teacher.
- Students must make a serious attempt at all questions in the examination/assessment task and remain in the examination venue until the end of the examination. Answers must not contain offensive language.
- Students must not take any electronic devices, including mobile phones, smart watches or iPods into any examination room.

Failure to observe these rules will result in a mark of zero for the examination.

14. Student Absent from Examination

The following procedures must be followed:

- Students who are absent from examination(s) for any serious reason must notify the Faculty Head Teacher/s on the timetabled day of the examination(s).
- The student must present the illness/misadventure/extension appeal form to the Faculty Head Teacher/s immediately on her return who will consider the course of action to be taken.

15. Equipment for the Examination

All students are expected to provide equipment for examinations including:

- Pens, pencils, eraser, ruler, sharpener, calculator scientific, in a clear plastic pencil case or sleeve.
-

Note that students must clear the memory from calculators before examinations.

16. N Award Warning Letter

NESA warning letters are issued to students and their parents/caregivers if students are in danger of not meeting the Course Completion Criteria in any course. NESA requires the school to issue official warning letters in order to give the students the opportunity to redeem themselves. A **minimum of two course specific warnings** must be issued prior to a final 'N' (non-completion) determination being made for a course.

17. Assessment Schedules

Students are expected to carefully read assessment schedules for all courses which are published in this handbook and complete an Assessment Plan based on each task / course for the year.

18. Notifications

Students are expected to carefully read the notification of tasks that they will receive at least two weeks prior to the date of assessment tasks. Students are required to sign for and check the following details on all notification for assessment tasks:

- a. the nature of the task;
- b. syllabus outcomes to be assessed;
- c. the weighting of the task;
- d. the assessment criteria, and
- e. the date of the task.

19. Special examination provisions for students with special needs

If students have a special need that would, in a normal examination situation prevent them from:

- reading the examination questions, and/or
- communicating responses, special provisions can be provided.

However, special examination provisions are not available as compensation for difficulties in undertaking a course and preparing for the examination, and/or lack of familiarity with the English language.

20. NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NESA website at <http://educationstandards.nsw.edu.au>

Failure to comply with the school assessment policy and the procedures outlined in this handbook will result in a zero mark being awarded and students will be notified in writing.



SECTION B: THE SCHOOL'S RESPONSIBILITIES

1. A Standard Referenced Approach to Assessment

This document has been refined to assist teachers in developing, implementing and conducting quality assessment programs that will capture an accurate image of individual student achievement in a standards referenced framework.

The standards referenced approach allows the teacher to assess a student's ability compared to the standard produced from the outcomes assessed. This 'snapshot' of the student's progress provides a platform for further academic development of the student.

2. Assessment Schedules

Each course will have its own assessment schedule developed within the guidelines provided by the NESA.

Teachers are required to provide students with assessment schedules for courses studied, which will:

- inform each student of the assessment requirements for each course;
- indicate the types of tasks that will be used to measure performance in each syllabus component of the course;
- outline the weightings for each syllabus component; and
- specify values of each of these tasks, and
- incorporate a range of tasks and may cover:
 - i. tests which may take a written, practical, oral and aural form;
 - ii. class and/or homework assignments, including essays and practical tasks;
 - iii. projects of varying degrees of length and complexity, and
 - iv. oral presentations.

These assessment schedules are published in this handbook and provide valuable information for teachers to compare student achievement against syllabus standards that remain constant over time.

3. Assessment Notifications

Students will be notified, at least 14 calendar days in advance of the due date of an assessment task, of the details of the assessment task, including due date and time on that day, specific nature of the task and the value of the assessment task.

Under extenuating circumstances variations to a task (including timing and date and other details of the task) may occur when:

- approval from the Deputy Principal has been gained, and
- all students (including absent students) have been notified of the variation in writing with a new notification. This notification should, where possible, be issued at least 1 week in advance of the due date of the assessment task.

The due date for assessment tasks should not be scheduled any closer than 7 calendar days either side of the Mid Year and Final Examination periods.

4. Head Teachers are required to put processes in place to:

- a. ensure tasks meet NESA requirements of courses;
- b. ensure students sign to acknowledge receipt of notification of tasks;
- c. ensure teachers record and acknowledge when a task is submitted;

- d. record marks on faculty system before marks are returned, and
- e. ensure NESA Warning Letters are issued when appropriate.

5. More than one class following the same course

This refers to groups of students within the same year across different timetabled lines and accelerated groups of students from different years.

Common assessment programs should be followed with common tasks, conditions and marking procedures.

Assessment tasks should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

6. Marking Guidelines

Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines. The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

7. Providing Meaningful Feedback

Teachers provide feedback to students to assist their learning.

Marking guidelines for each task are linked to the standards by including the wording of syllabus outcomes and relevant performance descriptions. Marks earned on individual tasks are expressed on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Feedback to students will incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards. Students should be provided meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.

In the case of VET courses, the assessment of competencies is on the basis of performance against the performance criteria set out under each element of competency. A student is judged either competent or not yet competent.

8. Recording and Reporting Student Marks

Teachers and Head Teachers will keep records of each student's performance in each task in the electronic mark book available on the school's network and will provide students, after each task, with information concerning their performance on individual tasks.

9. Non-Discriminating Tasks

When a task fails to satisfactorily discriminate the candidature, a second task will be set. The second task will be called 'supplementary task'. Students, parents and caregivers will be informed in writing that the supplementary task has been set. As no task can be discarded, a percentage of the original and supplementary task will constitute the final mark for the particular assessed task.

10. The Award of 'Zero Marks'

A zero mark is noted as a non-attempt for a particular course and will be awarded in the following

instances:

- a. non-presentation of a task without approved reason,
- b. an attempt to gain unfair advantage (malpractice, such as plagiarism), or
- c. non-serious attempt.

11. Non presentation/Non Attempt

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark. Teachers are required to generate a NESA warning letter and to request that students complete missed assessment tasks. Feedback on their performance will be presented with written comments.

12. Malpractice

It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. To this end students are asked to undertake a pledge of **Academic Integrity**. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged;
- copying – using the work of another person and submitting it as their own;
- not own work – having someone else complete the task. This includes submitting work which
- another person such as a parent or tutor has contributed significantly or ideas of another
- person without reference to the source;
- falsifying receipt documents;
- offering false documentation in support of an appeal;
- cheating during an assessment task or examination, and
- misbehaving during an examination.

Where the teacher responsible for a task has reason to suspect malpractice, the matter will be brought to the attention of the Head Teacher and Deputy Principal, who will investigate the allegation and make a decision. The student will be given a full explanation of the decision, and if necessary, will be awarded a zero mark for the task. Parents will be notified of the incident and decision.

13. How to Avoid Plagiarism

To avoid plagiarism students should:

- check how to site sources with their teacher, and
- look at the library website – click on Internet Explorer ▢ Library ▢ Researching assignment/Plagiarism ▢ SGHS Guide to Plagiarism.

You must give credit whenever you:

- use another person's idea, opinion or theory;
- use pieces of information, facts, statistics, graphs or drawings that are not common knowledge;
- use quotations from another person's spoken or written words, and
- paraphrase another person's spoken or written words.

14. During any assessment task/examination if a student is involved in any of the following behaviours, a zero assessment will be awarded:

- does anything that disrupts the task or disturbs another student;
- communicates with another student;
- looks at another student's work;
- takes into the room any books, notes, papers or equipment, including electronic devices, such as mobiles, other than what is allowed by the supervising teacher;

- makes a non-serious attempt, or
- cheats in any way.

15. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason she must undertake the task in the remaining time.

16. Extensions

Students who are unable to present for an out of class assessment task/assignment for valid reasons may apply to the Principal for an extension **prior to the due date for submission for the task** by completing an illness/misadventure appeal. **It should not be assumed that an application will be accepted.**

17. NSW Education Standards Authority (NESA) Warning Letters

NSW Education Standards Authority (NESA) warning letters are issued to students **who are not meeting course requirements**. Course requirements are that the student:

- **follows** the course development or endorsed by NESA;
- **applies** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school, and
- **achieves** some or all of the outcomes.

These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task, they may be at risk of not meeting the **assessment** requirements for a course. In this case, the student will also be sent a NESA warning letter. When a NESA warning letter is required, the school will:

- advise the student in writing with the NESA warning letters (Teacher and Head Teacher);
- ensure NESA warning letters are sent to parents informing them their daughter/ward has missed an assessment task and informing them if attendance and performance have been unsatisfactory (Head Teacher);
- ensure that written acknowledgement from the student and her parents/caregivers is received;
- ensure a copy of the NESA warning letter is placed on the faculty file and on the student's central file.

When a first warning letter is sent, the teacher and Head Teacher will arrange a meeting with the student to discuss the student's progress in that subject and notify the parents.

When a second warning letter is sent, the Deputy Principal will arrange a meeting with the student and parents/caregivers to discuss the student's progress in that subject.

If a student has two active NESA warning letters, the student **may be awarded an 'N' determination in that course**. If the letters remain active following the interview with the Deputy Principal, the Deputy Principal will organise an interview with the Head Teacher, the Principal, the student and the parents/caregivers to discuss the award of an 'N' determination in that subject.

SECTION C: STUDENT REVIEWS/APPEALS

1. A student may appeal:
 - Against her mark in the course assessed on the grounds of a clerical error, and/or
 - If the school has varied from its stated Assessment Policy.
2. No appeal may be entered against marks allocated for a particular task or piece of work.
3. A student who wishes to appeal must do so in writing. The appeal must be submitted through the Head Teacher.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:
 - Principal;
 - Deputy Principal;
 - The Teacher currently involved in teaching the course and
 - The Head Teacher of another Faculty.

In conducting a review, NESA requires the panel to ascertain whether:

- a. The weightings specified by the school in its assessment program conform to the Board's requirements as detailed in the subject guides;
- b. The procedures used by the school for determining the final assessment program conform to its stated assessment program; and
- c. There are no computational or other clerical errors in the determination of the assessment mark.

(ACE Manuel)

Provided the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the reviews, there is provision for appeal to the NESA.

The only grounds for appeals will be judged on whether the procedures followed by Strathfield Girls High School complied with the NESA policy and whether the conduct of the review was proper in all respects.

Important Dates 2023

Year 10 Mid-Year Examinations **8 May – 12 May 2023**

Parent Teacher Evening **Tuesday 20 June 2023**

Final Examinations **23 October – 27 October 2023**

Year 10 Final Reports Issued **14 December 2023**

STRATHFIELD GIRLS HIGH SCHOOL



ACADEMIC INTEGRITY REPORT

Students need to complete and attach this cover sheet to every assessment task that is submitted

Student name		Year
Assessment Task Title		Date submitted
Course	Teacher	

Academic Integrity Statement

I _____ declare that this is work is my own and
(Student name)

that any quotations, information or works have been properly acknowledged and cited in the bibliography or as footnotes.

I understand that any work suspected of plagiarism will be placed under review and a zero mark awarded if found to be plagiarised.

I have read and understand the school assessment procedures.

Any dispute in marks must be taken to classroom teacher who will then take the question in dispute to the marking teacher and Head Teacher.

Student signature: _____ Date: _____

Warning

Students are required to keep a hard copy of this assessment task in case of any unforeseen accident to original submissions.

8< _ O8< _ O8< _ O8< _ O8<

Please complete and retain the following receipt as evidence of submission of task.

Name:

Task:

Teacher's name:

Date:

Teacher's signature:



Strathfield Girls High School

116-146 Albert Road
Strathfield NSW 2135

Ph: 02 97466990

Fax: 02 97463517

Email: strathfiegh-h.school@det.nsw.edu.au

(Parent/Carer Address)

(Date of Letter)

OFFICIAL WARNING - Non-completion of a Stage 5 (Years 9 - 10) Course

Dear (Parent/Carer name),

I am writing to advise that your daughter (student name) is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in **(Course) Stage 5**.

The completion of **(Course) Stage 5** is/is not mandatory for the award of the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

Criteria for Satisfactory Completion of a Course

For a student to satisfactorily complete a course, the NSW Education Standards Authority requires Principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the NSW Education Standards Authority; 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the NSW Education Standards Authority that the student has not satisfactorily completed the course. To date, (student name) is not currently meeting one or more of these requirements.

Official Warning

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to correct the problem.

Please regard this letter as the **1st official warning** we have issued concerning **(Course Name) Stage 5**.

Opportunity to Correct the Problem

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 (student name) to satisfactorily complete the course requirements for **(Course) Stage 5**, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

To satisfy the course requirements for **(Course) Stage 5**, the following tasks, requirements or outcomes need to be satisfactorily completed by (student name).

Task Name/Course Requirement/ Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by

To support (student name) in meeting the course requirements, we request that you discuss this matter with your daughter and encourage her to carry out the required actions.

Please contact the school if further information or clarification is needed. Yours

sincerely,

(Class Teacher name) – Class Teacher

(Head Teacher name) - Head Teacher (Faculty)

Mr Kai Liu – Deputy Principal

Ms Mechel Pikoulas - Principal

Please detach this section and return to the school Acknowledgement of Official Warning for a Stage 5 Course

I acknowledge receipt of the **1st official warning** letter, advising that (student name) is in danger of not having satisfactorily met the course requirements for **(Course) Stage 5**.

I am aware that **Science Stage 5** is a mandatory course and that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'.

I understand that where mandatory courses are not completed satisfactorily, this results in a student being ineligible for the award of the Record of School Achievement.

I am also aware that without a Record of School Achievement, a student will not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: _____

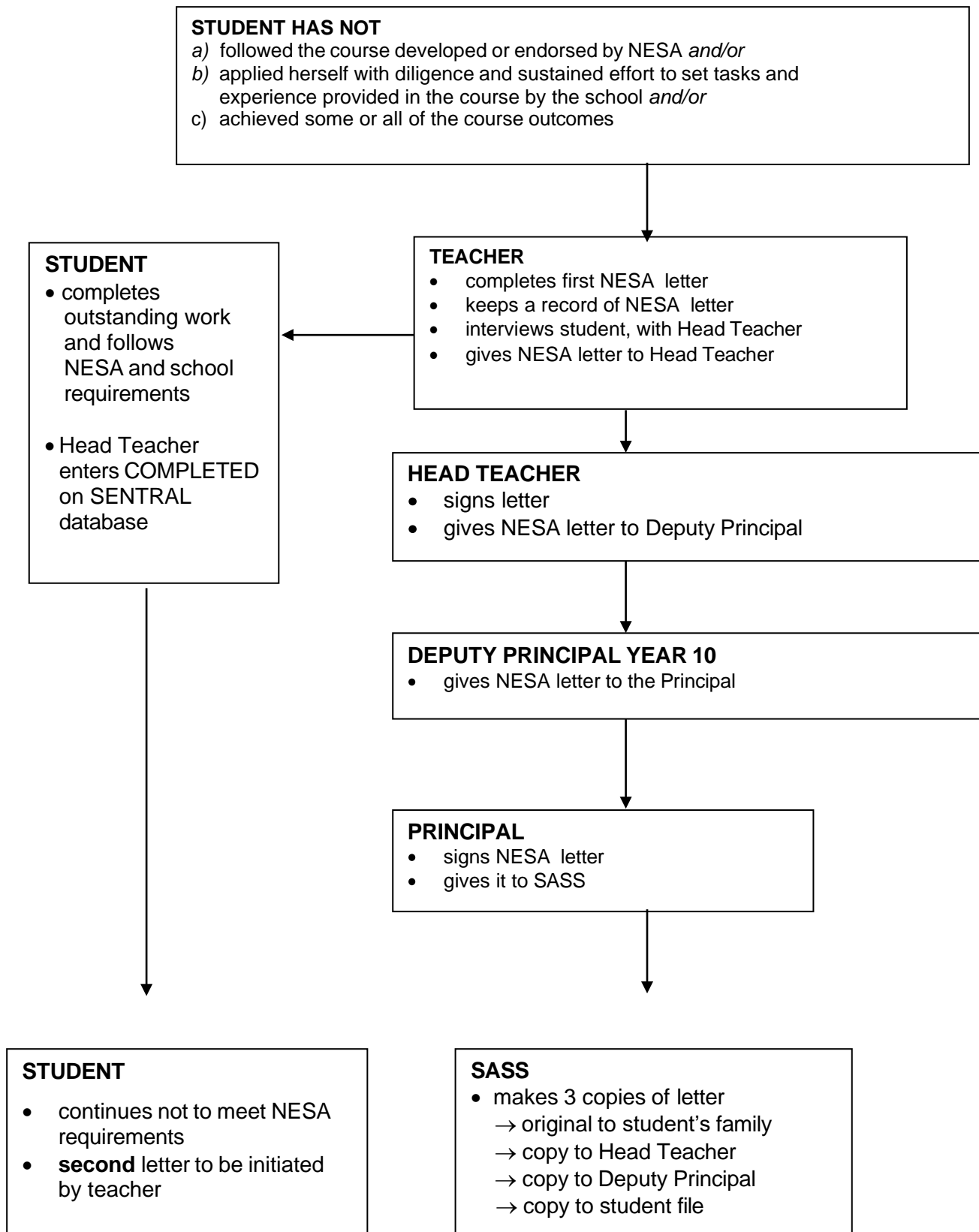
Date: _____

Student's signature: _____

Date: _____

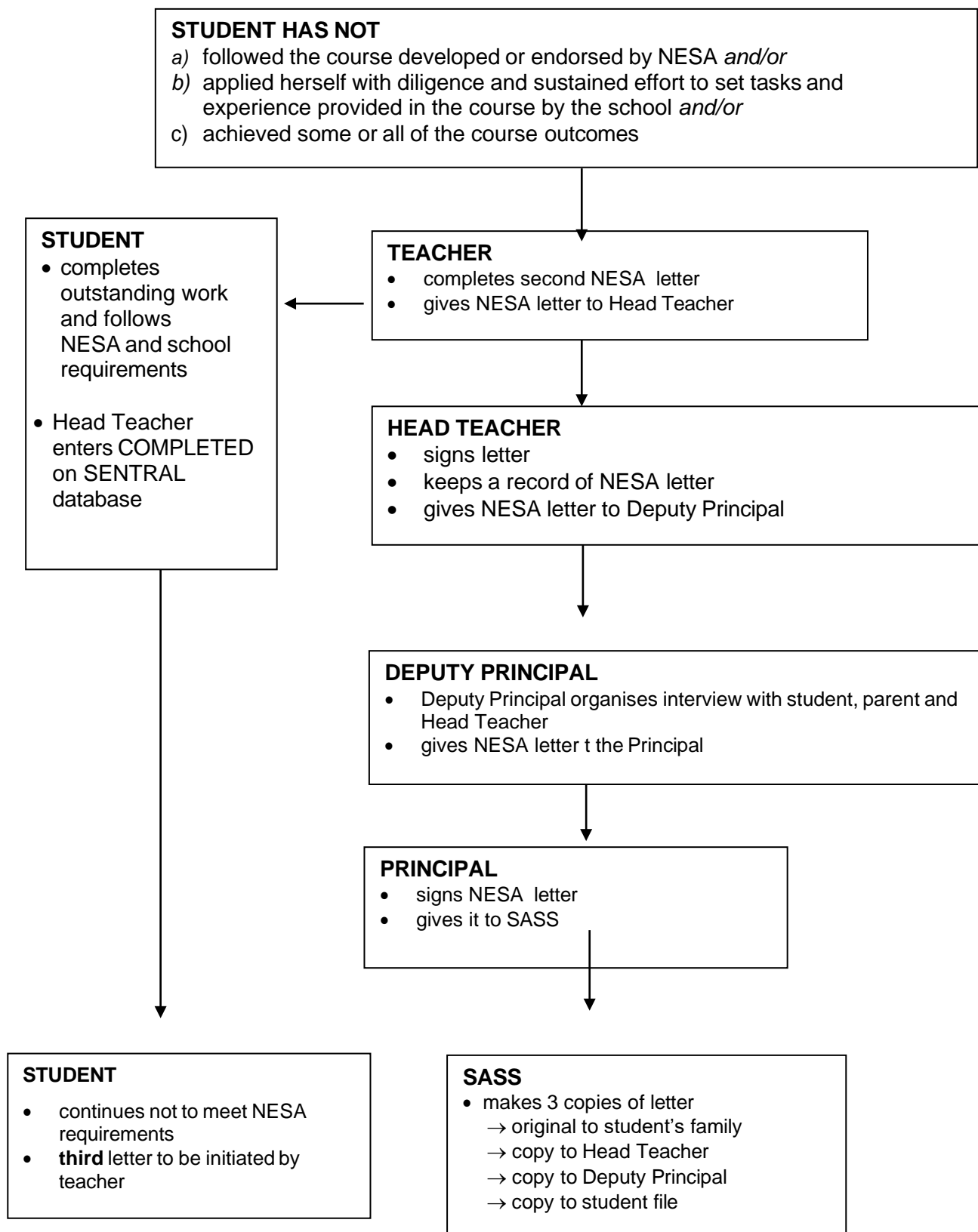
STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

FIRST LETTER (OFFICIAL NESA WARNING)

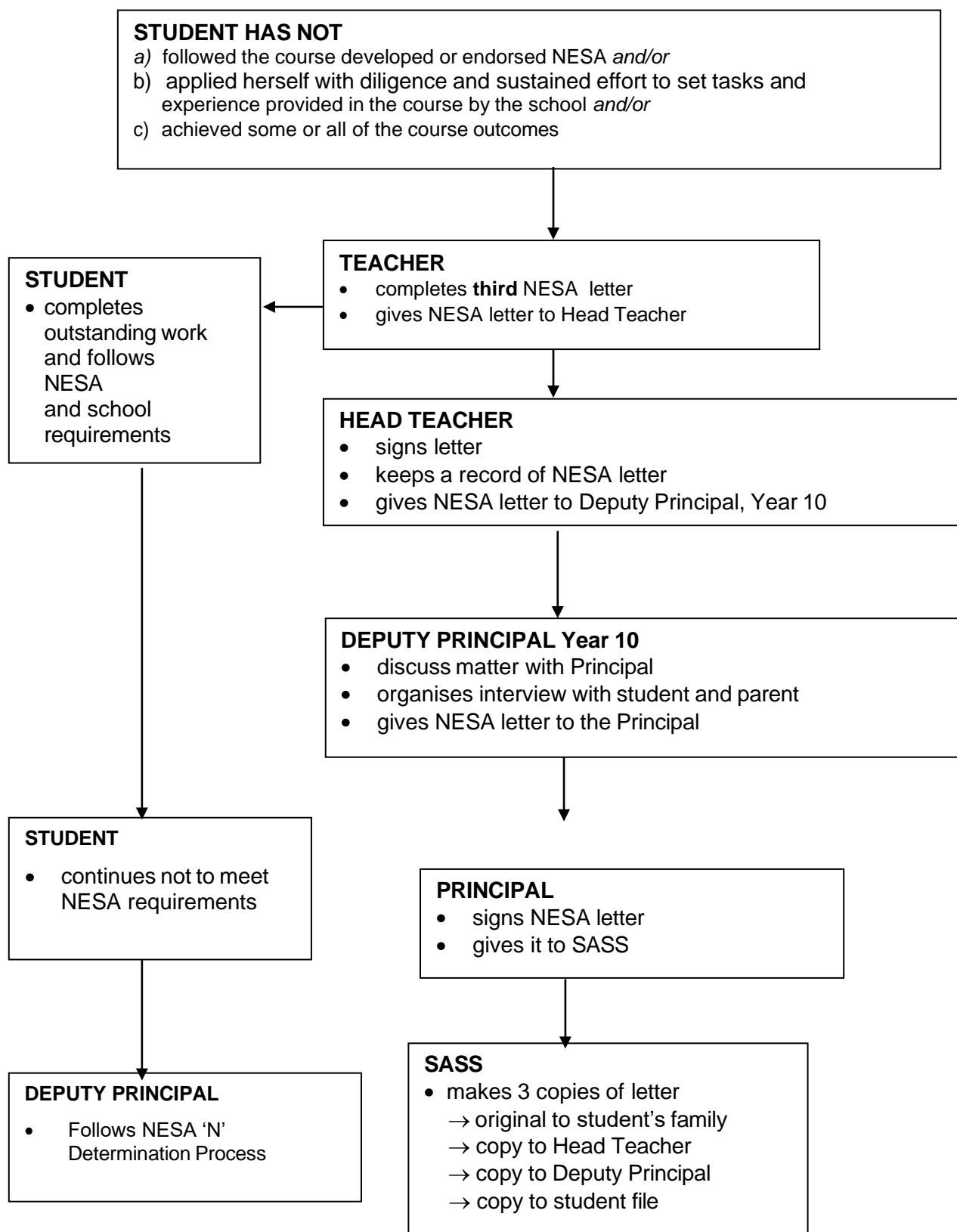
STRATHFIELD GIRLS HIGH SCHOOL

PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

SECOND LETTER (OFFICIAL NESA WARNING)

STRATHFIELD GIRLS HIGH SCHOOL
PROCESS FOR MANAGING STUDENTS NOT MEETING NESA REQUIREMENTS

THIRD LETTER (OFFICIAL NESA WARNING)





SGHS High School Stage 5 Assessment

Student Review/Appeals

To be completed by a student who wishes to lodge an appeal about marks in a course, or if the school has varied from its Assessment Policy.

This form must be submitted to the Principal by:

Name:	
Student Signature:	Date:
Parent signature:	Date:
Subject/Course:	
Head Teacher:	
Assessment Title:	Due Date:
Details of student appeal:	

(Attach all necessary medical and other certificates and refer to the SGHS Assessment Policy)

Appeal Panel Response:

Principal signature:

DP consults P; DP gives copy of Student Appeal with completed School Response to HT; HT informs teacher and student of School Response; DP gives original to SASS to enter data in SENTRAL and generate an Appeal Outcome letter; Principal to sign; SASS sends original letter to parent, gives copies to the DP and HT and places one in student file.

ASSESSMENT SCHEDULES

MANDATORY SUBJECTS

English/ English as an Additional Language/Dialect

Outcomes

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

Assessment Schedule

Component	Cohort Task 1	Cohort Task 2	Cohort Task 3	Cohort Task 4	Weighting %
	Extended Response Take Home Task	Mid-Year Examination	Multi Modal Presentation	Final Examination	
	Term 1 Week 7	Term 2 Week 3	Term 3 Week 4	Term 4 Week 3	
Outcomes	1A, 3B, 5C, 9E	1A, 4B, 5C, 7D	1A, 4B, 5C, ,8D	2A, 4B, 6C, 7D,	
Writing	10	10		10	30
Reading		15		15	30
Speaking Listening			20		20
Viewing Representing	15		5		20
Total %	25	25	25	25	100

Mathematics

Objectives: Knowledge, skills and understanding.

1. Number and Algebra	Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
2. Measurement and Geometry	Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
3. Statistics and Probability	Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements
4. Working Mathematically	Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

***For the full list of outcomes, see:** <https://educationstandards.nsw.edu.au/wps/wcm/connect/2e4e2801-eef8-4a9f-bd43-5cc3e9487f19/mathematics-k-10-syllabus-2012.pdf?MOD=AJPERES&CVID=>

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Knowledge, Skills and understanding	Common Task	Mid-Year Examination	Common Task	Final Examination	
	Term 1 Due Week 8	Term 2 Week 3	Term 3 Week 7	Term 4 Week 3	
	1, 2, 4	1 - 4	1 - 4	1 - 4	
	15	30	25	30	100
Total %	15	30	25	30	100

- **Mid Year Report: Overall grade will be based on Tasks 1-2**
- **Final Report: Overall grade will be based on Tasks 1-4**
- **Note:** All tasks will contain elements of the 5.1, 5.2 and 5.3 pathways to ensure that students are working towards, and showcasing, their talents at all levels. Grades will be calculated based upon the level demonstrated in accordance with the NESA Stage 5 continuum.
- **Note:** Recommendations for Year 11 will be based on students' performance data up to and including the Mid-Year Report, but finalised after the final grade is awarded at the successful completion of the Stage 5 course. As a guide, the higher levels of Mathematics (Advanced and Extension 1) require the knowledge, skills and understanding demonstrated in grades A10 – B7.
- All notifications of assessments will include full list of relevant outcomes.

Science

Outcomes

1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
4WS	develops questions or hypotheses to be investigated scientifically
5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
10PW	applies models, theories and laws to explain situations involving energy, force and motion
11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
14LW	analyses interactions between components and processes within biological systems
15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Processing and Analysing Information	Mid-Year Examination	Practical Assessment	Final Examination	
	Term 1 Week 7/8	Term 2 Week 3	Term 3 Week 8/9	Term 4 Week 3	
	7WS, 8WS, 9WS, 14LW, 15LW	4WS, 5WS, 7WS, 8WS, 9WS, 10PW, 14LW, 15LW, 17CW	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	4WS, 5WS, 7WS, 8WS, 9WS, 10PW, 12ES, 13ES, 14LW, 15LW	
Knowledge and understanding of: <ul style="list-style-type: none"> Physical World: the nature of forces, motion, matter and energy Earth and Space: Earth's dynamic structure and its place in the cosmos Living world: living things Chemical World: the composition and behaviour of matter 	10	15		15	40
Skills in: <ul style="list-style-type: none"> Questioning and predicting Planning and conducting investigations Processing and analysing data and information 	5	5	15	5	30
Skills in: <ul style="list-style-type: none"> Problem solving Communicating 	5	10	5	10	30
Total %	20	30	20	30	100

The **final assessment cohort mark** for **Year 10 Science** is based on a range of assessment tasks, as shown above, to allow students to demonstrate their skills in practical work, research and processing information, in addition to content knowledge.

History (Mandatory)

Please note: Students will be **undertaking the study of Stage 5 History (Mandatory)** in Year 10. Students have **already completed the study of Stage 5 Geography (Mandatory)** in Year 9.

Outcomes

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

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Industrial Revolution Task	Core: Australians at War Task	Core: Rights and Freedoms Task	Final Examination	
	Term 1 Week 7	Term 2 Week 3	Term 3 Week 6	Term 4 Week 3	
	HT5-1, HT5-2, HT5-4, HT5-10	HT5-3, HT5-6, HT5-7, HT5-9, HT5-10	HT5-3, HT5-8, HT5-9, HT5-10	HT5-2, HT5-3, HT5-5, HT5-6, HT5-7, HT5-9	
Historical knowledge and understanding	10	10	10	10	40
Skills	10	10	10	10	40
Communication	5	5	5	5	20
Total %	25	25	25	25	100

Note: The students' cohort mark will be based on Tasks 1, 2, 3 and 4.

Personal Development, Health and Physical Education

Outcomes

PD5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2	researches and appraises the effectiveness of health information and support services available in the community
PD5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	appraises and justifies choices of actions when solving complex movement challenges
PD5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9	assesses and applies self-management skills to effectively manage complex situations
PD5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

Assessment Schedule

Component Course Strands	Task 1	Task 2	Task 3	Task 4	Weighting %
	Health Driver Safety Presentation	Practical European Handball Skills Application	Health Examination Extended Response	Practical Social Dance Movement Sequence & Soccer Skills Application	
	Term 1 Week 10	Ongoing	Term 4 Week 3	Ongoing	
	PD5-2, PD5-6, PD5-7	PD5-4, PD5-5	PD5-2, PD5-6, PD5-7, PD5-9	PD5-4, PD5-11, PD5-5, PD5-10	
Health, wellbeing and relationships					
Movement skill and performance	25	25	25	25	100
Healthy, safe and active lifestyles					
Total %	25	25	25	25	100

Mid-Year Report based upon Tasks 1 – 3

Final Report based upon Tasks 1 – 6

ELECTIVE SUBJECTS**Child Studies****Outcomes**

CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Term 1 Week 8	Term 2 Week 3	Term 3 Week 5	Term 4 Week 3	
	CS5-6, CS5-7, CS5-9	CS5-2, CS5-8, CS5-9, CS5-11	CS5-3, CS5-4, CS5-5, CS5-9	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	
Family Interactions	25				25
Childcare Services & Career Opportunities		25			25
Media & Technology in Childhood			25		25
Food & Nutrition				25	25
Total %	25	25	25	25	100

Mid-Year Report based upon Tasks 1 – 2

Final Report based upon Tasks 1 – 4

Commerce

Outcomes

COM 5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Assessment Schedule- Cohort Tasks

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task – Annotations and Extended Response	Mid-Year Examination	Research Task – Podcast and Written Response	Final Examination	
Outcomes Assessed	Term 1 Week 8	Term 2 Week 3 (Formal Assessment Period)	Term 3 Week 7	Term 4 Week 3 (Formal Assessment Period)	
	COM5-1, 4, 7, 8, 9	COM5-1, 2, 4, 5, 8	COM5-2, 3, 6, 7, 9	COM5-1, 2, 3, 4, 5, 8	
Knowledge, recall and understanding	5	10	5	20	40
Investigating and researching	10		10		20
Working independently and collaboratively	5	5	5	5	20
Communication	5	5	5	5	20
Total %	25	20	25	30	100

Cohort mark and rank is based on Tasks 1-4

The assessment cohort mark and rank for Year 10 Commerce will be based on the assessment tasks as above, to allow students to demonstrate knowledge and understanding of Commerce content and research, and present a topic using ICT.

Dance

Outcomes

5.1.1	demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	explores the elements of dance as the basis of the communication of ideas
5.2.2	composes and structures dance movement that communicates an idea
5.3.1	describes and analyses dance as the communication of ideas within a context
5.3.2	identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	applies understandings and experiences drawn from their own work and dance works of art
5.4.1	contributes to lifelong learning

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
Outcomes	Group Stimulus Performance, Analysis and Process Diary	Practical Application	Class Performance	Dance Appreciation Task	Practical Application	Theory Task and Review	
	Term 1 Week 9/10	Terms 1 and 2 ongoing	Term 2 Week 5	Term 3 Week 9 Review Term 4 Week 1	Terms 3 and 4 ongoing	Term 4 Week 3	
	5.1.3, 5.2.1, 5.2.2, 5.3.1	5.1.1, 5.2.1, 5.4.1	5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.2	5.3.1, 5.3.3, 5.4.1	5.1.1, 5.2.1, 5.4.1	5.3.3, 5.4.1	
Performance	5	5	10		5	5	30
Composition	5	5	10		5	5	30
Appreciation	5			10		10	25
Values and Attitudes	5			5		5	15
Total %	20	10	20	15	10	25	100

Mid-Year Report based upon Tasks 1 – 3

Final Report based upon Tasks 1 – 6

Drama

Outcomes

5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Dramatic contexts: Movement and Mime	Playbuilding	Dramatic contexts	Final Examination & log books	
	Term 1 Week 7	Term 2 Week 4	Term 3 Week 7	Term 4 Week 3	
	5.1.1; 5.1.2; 5.1.3; 5.1.4; 5.2.1; 5.2.2	5.1.1; 5.1.4; 5.2.1; 5.2.2; 5.2.3	5.1.1; 5.1.2; 5.1.3; 5.1.4; 5.2.1; 5.2.2; 5.2.3; 5.3.1	5.3.1; 5.3.2; 5.3.3	
Making	10	15	15		40
Performing	10	10	10		30
Appreciating				30	30
Total %	20	25	25	30	100

The Mid-Year Cohort Report mark will be based on tasks 1- 2

The Final Cohort Report mark will be based on tasks 1– 4

Elective History

Outcomes

E5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2	examines the ways in which historical meanings can be constructed through a range of media
E5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4	explains the importance of key features of past societies or periods, including groups and personalities
E5.5	evaluates the contribution of cultural groups, sites, and/or family to our shared heritage
E5.6	identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry
E5.7	explains different contexts, perspectives and interpretations of the past
E5.8	locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
E5.9	uses historical terms and concepts in appropriate contexts
E5.10	selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Archaeology in the Ancient World Task	Early Modern World – the French Revolution Task	The History of Genocide Task	Final Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 3	
	HTE5-1, HTE5-3, HTE5-4, HTE5-7, HTE5-8, HTE5-9, HTE5-10	HTE5-2, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-10	HTE5-1, HTE5-3, HTE5-4, HTE5-5, HTE5-8, HTE5-9, HTE5-10	HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-9, HTE5-10	
Historical knowledge	5	10	5	10	30
Historical understanding	5	10	5	10	30
Research and historical inquiry skills	5		10		15
Communication	5	5	5	10	25
Total %	20	25	25	30	100

Food Technology

Outcomes

FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	Describes the physical and chemical properties of a variety of foods
FT5-4	Accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	Applies appropriate methods of food processing, preparation and storage
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	Justifies food choices by analyzing the factors that influence eating habits
FT5-8	Collects, evaluates and applies information from a variety of sources
FT5-9	Communicates ideas and information using a range of media and appropriate terminology
FT5-10	Selects and employs appropriate techniques and equipment for a variety of food specific purposes
FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Food Trends Research	Mid-Year Examination	Food Service and Catering Design	Final Examination	
	Term 1 Week 9	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3	
Knowledge and understanding of: food properties, processing and preparation and their interrelationship to produce quality food; nutrition and food consumption, and the consequences of food choices on health; Food hygiene, safety and the provision of quality food	10	20	10	20	60
Skills in: Researching, evaluating and communicating issues in relation to food	10		10		20
Skills in: Designing, producing and evaluating solutions for specific food purposes; Food hygiene, safety and the provision of quality food			10	10	20
Total %	20	20	30	30	100

Information and Software Technology

Outcomes

5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society



Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Outcomes	Database Assessment Task	Mid-Year Examination	Artificial Intelligence Assessment Task	Authoring and Multimedia Project	Final Examination	
	Term 1 Week 5	Term 2 Week 3	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3	
	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.3, 5.5.1	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.4.3, 5.5.3	5.1.1, 5.2.3, 5.3.2, 5.1.2, 5.2.2	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.3	
Knowledge, understanding, skills, values and attitudes Students will develop: knowledge and understanding of a range of computer software and hardware	5	5	5	5	10	30
problem-solving and critical thinking skills in order to design and develop creative information and software technology solutions for a variety of real-world problem	5	10	5	5	10	35
responsible and ethical attitudes related to the use of information and software technology		5		5	5	15
knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society	5				5	10
Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problems			5	5		10
Total %	15	20	15	20	30	100

iSTEM

Outcomes

ST5-1	Designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	Demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	Applies engineering design processes to address real-world STEM-based problems
ST5-4	Works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	Analyses a range of contexts and applies STEM principles and processes
ST5-6	Selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	Selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	Uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	Collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	Analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project Document 1	Architectural Project	Project Document 2	Practical Task	
	20%	30%	20%	30%	
	Term 2 Week 2	Term 2 Week 4	Term 4 Week 3	Term 4 Week 4	
Outcomes	ST5-1, ST5-5, ST5-6, ST5-7, ST5-9, ST5-10	ST5-1, ST5-2, ST5-4, ST5-6, ST5-7, ST5-8	ST5-1, ST5-5, ST5-6, ST5-7, ST5-9, ST5-10	ST5-1, ST5-2, ST5-4, ST5-6, ST5-7, ST5-8	
Practical		30		30	60
Research and Communication	20		20		40
Total %	20	30	20	30	100

LANGUAGES - Chinese

Outcomes

LCH5-1C	manipulates Chinese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LCH5-2C	identifies and interprets information in a range of texts
LCH5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LCH5-4C	experiments with linguistic patterns and structures to compose texts in Chinese, using a range of formats for a variety of contexts, purposes and audiences
LCH5-5U	demonstrates how Chinese pronunciation and intonation are used to convey meaning
LCH5-6U	demonstrates understanding of how Chinese writing conventions are used to convey meaning
LCH5-7U	analyses the function of complex Chinese grammatical structures to extend meaning
LCH5-8U	analyses linguistic, structural and cultural features in a range of texts
LCH5-9U	explains and reflects on the interrelationship between language, culture and identity

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Weighting %
Outcomes	Speaking	Listening and Responding	Reading and Responding Writing	Speaking	Listening and Responding	Reading and Responding Writing	
	Term 1 Weeks 8-9	Term 2 Week 2	Mid-Year Examination Term 2 Week 3	Term 3 Weeks 8-9	Term 4 Weeks 1-2	Final Examination Term 4 Week 3	
	LCH5-1C LCH5-3C LCH5-5U	LCH5-2C LCH5-8U LCH5-9U	LCH5-2C LCH5-3C LCH5-4C LCH5-6U LCH5-7U	LCH5-1C LCH5-3C LCH5-5U	LCH5-2C LCH5-8U LCH5-9U	LCH5-2C LCH5-3C LCH5-4C LCH5-6U LCH5-7U	
Speaking	10			15			25
Listening and Responding		10			15		25
Reading and Responding			10			15	25
Writing			10			15	25
Total %	10	10	20	15	15	30	100

Mid-Year Report based on Tasks 1-3

Final Report based on Tasks 1-6

LANGUAGES - Korean

Outcomes

LK05-1C	manipulates Korean in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LK05-2C	identifies and interprets information in a range of texts
LK05-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LK05-4C	experiments with linguistic patterns and structures to compose texts in Korean, using a range of formats for a variety of contexts, purposes and audiences
LK05-5U	demonstrates how Korean pronunciation and intonation are used to convey meaning
LK05-6U	demonstrates understanding of how Korean writing conventions are used to convey meaning
LK05-7U	analyses the function of complex Korean grammatical structures to extend meaning
LK05-8U	analyses linguistic, structural and cultural features in a range of texts
LK05-9U	explains and reflects on the interrelationship between language, culture and identity

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Outcomes	Speaking Listening	Reading Writing	Speaking	Listening and Responding	Reading and Responding Writing	
	Term 1 Week 8	Mid-Year Examination Term 2 Week 3	Term 3 Week 9	Final Examination Term 3 Week 9	Final Examination Term 4 Week 3	
	LK05-1C LK05-2C LK05-3C LK05-5U LK05-8U LK05-9U	LK05-2C LK05-3C LK05-4C LK05-6U LK05-7U	LK05-1C LK05-3C LK05-5U	LK05-1C LK05-2C LK05-8U LK05-9U	LK05-2C LK05-3C LK05-4C LK05-6U LK05-7U	
Speaking	10		15			25
Listening and Responding	10			15		25
Reading and Responding		10			15	25
Writing		10			15	25
Total %	20	20	15	15	30	100

Mid-Year Report based upon Tasks 1 – 2

Final Report based upon Tasks 1 – 5

LANGUAGES – Japanese

Outcomes

LJA5-1C	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
LJA5-2C	identifies and interprets information in a range of texts
LJA5-3C	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
LJA5-4C	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
LJA5-5U	demonstrates how Japanese pronunciation and intonation are used to convey meaning
LJA5-6U	demonstrates understanding of how Japanese writing conventions are used to convey meaning
LJA5-7U	analyses the function of complex Japanese grammatical structures to extend meaning
LJA5-8U	analyses linguistic, structural and cultural features in a range of texts
LJA5-9U	explains and reflects on the interrelationship between language, culture and identity

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Listening	Speaking Reading Writing	ICT Speaking	Listening	Reading Writing	
	Term 1 Week 8	Mid-Year Examination Term 2 Week 3	PBL Term 3 Week 8	Term 4 Week 2	Final Examination Term 4 Week 3	
	LJA5-2C LJA5-5C LJA5-8U LJA5-9U	LJA5-2C LJA5-4C LJA5-5C LJA5-6U LJA5-7U LJA5-8U LJA5-9U	LJA5-1C LJA5-3C LJA5-4C LJA5-5U	LJA5-2C LJA5-3C LJA5-8U LJA5-9U	LJA5-1C LJA5-2C LJA5-3C LJA5-4C LJA5-6U LJA5-7U LJA5-8U LJA5-9U	
Speaking		10	15			25
Listening	10			15		25
Reading		10			20	30
Writing		10			10	20
Total %	10	30	15	15	30	100

Mid-Year Report based on Tasks 1 - 2

Final Report based on Tasks 1 - 5

Music

Outcomes

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

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Performance	Viva Voce	Composition	Aural paper	
	Term 1 Week 9	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3	
	5.1, 5.2, 5.3	5.7, 5.8, 5.9,	5.4, 5.5, 5.6, 5.10	5.7, 5.8, 5.9	
Performance	30				30
Composition			30		30
Listening		20		20	40
Total %	30	20	30	20	100

Mid-Year Report based upon Tasks 1 – 2

Final Report based upon Tasks 1 – 4

Physical Activity and Sports Studies (PASS)

Outcomes

1.1	discusses factors that limit and enhance the capacity to move and perform
1.2	analyses the benefits of participation and performance in physical activity and sport
2.1	discusses the nature and impact of historical and contemporary issues in physical activity and sport
2.2	analyses physical activity and sport from personal, social and cultural perspectives
3.1	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
3.2	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1	works collaboratively with others to enhance participation, enjoyment and performance
4.2	displays management and planning skills to achieve personal and group goals
4.3	performs movement skills with increasing proficiency
4.4	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Assessment Schedule

Component (Areas of Study)	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Participating with Safety	Coaching	Event Management	Leisure and Recreation	
	Term 1 Week 5	Term 2 Week 3	Term 3 Weeks 5-9	Term 4 Week 3	
	5.1, 5.5, 5.6	5.7, 5.8, 5.10	5.1, 5.2	5.2, 5.5, 5.4	
Foundation of Physical Activity	25			5	30
Physical Activity and Sport in Society		5		10	15
Enhancing Participation and Performance		20	25	10	55
Total %	25	25	25	25	100

Visual Arts

Outcomes

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist– artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Theory Task	Practical Task	Practical Task	Final Examination	
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 10	Term 4 Week 3	
	5.7 - 5.10	5.1 - 5.6	5.1 - 5.6	5.7 - 5.10	
Artmaking		30	30		60
Critical and Historical Studies	20			20	40
Total %	20	30	30	20	100

Visual Design

Outcomes

5.1	develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
5.2	makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes visual design artworks informed by an understanding of how the frames affect meaning
5.4	investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
5.5	makes informed choices to develop and extend concepts and different meanings in their visual design artworks
5.6	selects appropriate procedures and techniques to make and refine visual design artworks
5.7	applies their understanding of aspects of practice to critically and historically interpret visual design artworks
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
5.9	uses the frames to make different interpretations of visual design artworks
5.10	constructs different critical and historical accounts of visual design artworks

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Outcomes	Theory Task	Practical Task	Theory Task	Practical Task	
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3	
	5.7 - 5.10	5.1 – 5.6	5.1 – 5.6	5.7 - 5.10	
Making		30	30		60
Critical and Historical Studies	20			20	40
Total %	20	30	30	20	100

Work Education

Outcomes

WE5-1	analyses employment trends and changes in the nature of work
WE5-2	analyses current workplace issues and their implications
WE5-3	examines the roles of diverse organisations in the Australian community
WE5-4	evaluates the roles and responsibilities of individuals within the Australian community
WE5-5	explains the roles of education, employment and training organisations
WE5-6	assesses personal goals, attributes and values in the context of education, training and employment
WE5-7	explains skills, attributes and entrepreneurial behaviours in a range of contexts
WE5-8	assesses options for career development and managing transitions
WE5-9	selects and analyses a range of information from a variety of sources
WE5-10	selects and uses appropriate forms to communicate information about the world of work for different audiences

Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Report	Mid-Year Examination	Workplace Investigative Study	Final Examination	
	Term 1 Week 8	Term 2 Week 3 (Formal Assessment Period)	Term 3 Week 2	Term 4 Week 3 (Formal Assessment Period)	
	WE5-3, WE5-8, WE5-9, WE5-10	WE5-1 – 5, 7, 10	WE5-6, WE5-8, WE5-9, WE5-10	WE5-1 – 5, 7, 10	
Knowledge, recall and understanding	5	5	10	20	40
Investigating and researching	10		10		20
Working independently and collaboratively	5	10	5		20
Communication	5	5	5	5	20
Total %	25	20	30	25	100



Strathfield Girls High School Assessment Planner

	Term 1 2023
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	



Strathfield Girls High School Assessment Planner

	Term 2 2023
WEEK 1	
WEEK 2	
WEEK 3	Mid-Year Assessment Period
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	Parent Teacher Evening
WEEK 10	Year 10 Work Experience Week



Strathfield Girls High School Assessment Planner

	Term 3 2023
WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	



Strathfield Girls High School Assessment Planner

	Term 4 2023
WEEK 1	
WEEK 2	
WEEK 3	Final Assessment Period
WEEK 4	
WEEK 5	
WEEK 6	
WEEK 7	
WEEK 8	
WEEK 9	
WEEK 10	Year 10 Reports Issued

My Academic Goals

My academic goals for 2023 are:

1.
2.
3.

Evaluation of my goals - How do I feel about my progress, and what are my next steps?

<i>Goal</i>	<i>Semester 1</i>	<i>Strategies to use now</i>	<i>Semester 2</i>	<i>Strategies to use now</i>
1	1 2 3 4 5		1 2 3 4 5	
2	1 2 3 4 5		1 2 3 4 5	
3	1 2 3 4 5		1 2 3 4 5	

Rating 1-5 (highest)

NOTES

NOTES



Strathfield Girls High School
116 Albert Road
Strathfield NSW 2135

www.strathfieg-h.schools.nsw.edu.au

Telephone 9746 6990
Fax 9746 3517
Email strathfieg-h.schools@det.nsw.edu.au



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