



Nurture for today • Learning for tomorrow • Character for eternity

# Secondary School Assessment Handbook

## Year 10 2015

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Updated copies of the handbook are available via the KAS website: [www.kas.nsw.edu.au](http://www.kas.nsw.edu.au)

## Table of Contents (Page 1 of 2)

Goals of Assessment.....	3
Outcomes-based Assessment.....	3
Outcomes in Teaching and Learning.....	4
Types of Assessment Tasks.....	5
What is assessment? .....	6
Assessment Task Procedures.....	6
How do I submit my Assessment Tasks?.....	6
What happens if I am sick or an emergency happens, and I am unable to hand my Assessment Task in on time? .....	7
Illness/Misadventure .....	7
Non-Completion of Assessment Tasks.....	8
Non Determination .....	8
Feedback to students .....	8
Recording of Assessment marks .....	9
Assessment Appeals/Disagreement over Marks.....	9
Assessment Tasks.....	9
<i>How can I best manage my Assessment Tasks?.....</i>	9
<i>PLAGIARISM .....</i>	9
What is malpractice?.....	9
What is plagiarism? .....	10
<b>REFERENCING – HARVARD SYSTEM .....</b>	<b>10</b>
How do I acknowledge sources?.....	10
Further help.....	11
<b>Learning Enrichment .....</b>	<b>11</b>
<b>Disability Provisions .....</b>	<b>12</b>
<b>Examination Protocols .....</b>	<b>12</b>
<b>What happens if I miss an Examination? .....</b>	<b>12</b>
<b>Reporting on Student Achievement.....</b>	<b>12</b>
<b>BOSTES Curriculum Language – Glossary.....</b>	<b>13</b>
<b>Sample: Assessment Task Outline .....</b>	<b>14</b>
<b>Sample: Report Overview.....</b>	<b>15</b>
<b>Sample: Academic Report Explanations .....</b>	<b>16</b>

<b>Sample: Semester Report .....</b>	<b>17</b>
<b>Sample: Illness/Misadventure Form .....</b>	<b>18</b>
<b>Sample: Reminder Letter: Non-Completion of an Assessment Task.....</b>	<b>20</b>
<b>Course Completion Criteria .....</b>	<b>22</b>
<b>Assessment Schedules.....</b>	<b>24</b>
<b>Child Studies .....</b>	<b>25</b>
<b>Commerce.....</b>	<b>26</b>
<b>English.....</b>	<b>27</b>
<b>Food Technology.....</b>	<b>28</b>
<b>Geography.....</b>	<b>29</b>
<b>History .....</b>	<b>30</b>
<b>Mathematics (5.1 Pathway) .....</b>	<b>31</b>
<b>Mathematics (5.2 Pathway) .....</b>	<b>32</b>
<b>Mathematics (5.2/5.3 Pathway) .....</b>	<b>33</b>
<b>Personal Development, Health &amp; Physical Education .....</b>	<b>34</b>
<b>Physical Activity &amp; Sports Studies.....</b>	<b>35</b>
<b>Religion .....</b>	<b>36</b>
<b>Science.....</b>	<b>37</b>
<b>Visual Arts.....</b>	<b>38</b>

# Goals of Assessment

*'At Kempsey Adventist School we believe that students learn best when they are supported in taking responsibility for their lives and learning, when they experience success, and when they learn from their mistakes.'*

The Academic Committee and teachers will plan to:

- Develop a contemporary understanding of how students effectively learn best
- Continue to empower students so that they take responsibility for their own learning
- Continue to refine reporting between school and home on student's academic performance

## Outcomes-based Assessment

Assessment is the collection of information for a purpose.

Outcomes-based (or Standards-referenced) assessment is the preferred approach because it focuses on what an individual student can do, without comparing them to others. Teachers collect evidence of the level of student achievement from a wide variety of School Based Assessment or Formative Assessments and Assessment Tasks held during the semester and use this information as the basis of the semester report.

Effective learning has occurred when each learner:

- has integrated prior and new information to form new knowledge
- is able to apply new knowledge and understandings in a range of relevant contexts
- is able to explain new concepts and demonstrate new skills to others in a meaningful way.

Outcomes and assessment are linked in the following continuum:

- the curriculum provides outcomes related to skills and knowledge
- teaching and learning enables students to achieve outcomes
- assessment determines whether students have achieved outcomes
- reporting explains student achievement in terms of outcomes.

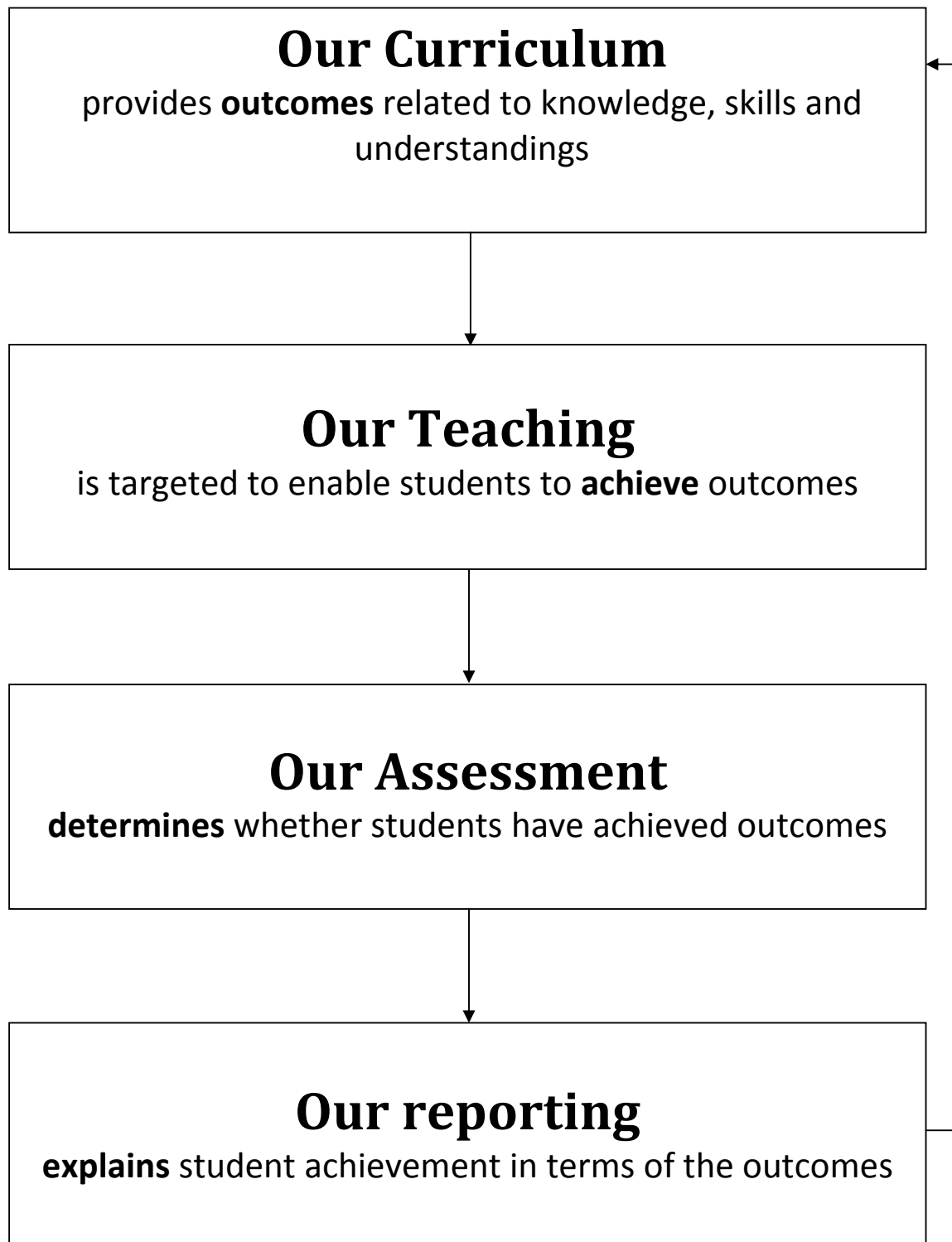
Quality Assessment Tasks will:

- give students an opportunity to work in a variety of different contexts
- provide opportunities for all students to demonstrate their best levels of achievement
- closely assess the chosen range of outcomes
- be interesting and engaging, and written in accessible language
- be editorially correct and neatly typed
- include an indication of the marking guidelines and the overall weighting of the task.

Formative Assessment:

- are an essential and integrated part of teaching and learning
- involve setting learning goals with students to help them improve
- help students know and recognise the standards they are aiming for
- involve students in self-assessment and peer assessment
- provide feedback that helps students understand the next steps in learning and plan how to achieve them
- involve teachers, students and parents reflecting on evidence from assessment data.

## Outcomes in Teaching and Learning



# Types of Assessment Tasks

Teachers use a variety of task types to build a profile of student achievement including:

- assignments
- composition tasks
- comprehension and interpretation exercises
- diaries, journals & logbooks
- examinations
- explanation and demonstration to others
- fieldwork activities & tasks
- group tasks
- informal debates
- investigations
- listening & viewing tasks
- mastery tests
- observation of demonstrated skills
- observation of students during learning activities, including listening to students' use of language
- observation of students' participation in a group activity
- open-book tests
- peer assessment
- practical tasks & experiences
- presentations
- performances
- portfolios
- questions posed by students
- research assignments & projects
- samples of students' work
- self-assessment
- quizzes
- student-produced overviews or summaries of topics including Mind-Maps and study cards
- student-produced worked examples
- students' journals and comments on the process of their solutions
- students' oral and written reports
- students' plans for and records of their solutions of problems
- teacher/student discussion or interviews
- tests involving multiple choice, short-answer questions and questions requiring longer responses, including interdependent questions (where one part depends on the answer obtained in the preceding part)
- written reports

## What is assessment?

- Assessment tasks represent an integral part of the teaching and learning process and as such, all assessment tasks set must be completed. This Assessment Booklet contains Assessment Schedules, the Assessment Policy and student responsibilities.
- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessment tasks will be used to determine student progress over the duration of each course.
- Informal tasks or Formative assessment, such as homework, assignments, portfolios and class work not included in the formal assessment schedule are of significance as they:

o assist in skill and knowledge development.

o identify areas for extension or remediation for the teacher and student.

o provide opportunities for students to consolidate conceptual understanding.

o provide evidence of sustained and diligent effort.

## Assessment Task Procedures

- Major projects may require work to be completed outside the class with permission from the class teacher. Journals, logbooks, interviews and drafts will be used to ensure ethical work.
- Students may receive no more than two Assessment Tasks per day and no more than five in a week. Examination blocks may contain more than five Assessment Tasks in a week.
- Students should have at least two weeks' notice in writing to prepare for, or complete an Assessment Task.
- Assessment Tasks generally should not be made due within the week before examinations unless they are simply submitting a major project that has been worked on for a considerable time period during the semester.
- Students should provide a bibliography of source materials where this is appropriate in the correct format as specified by the student handbook.
- Students should take care to acknowledge sources throughout their Tasks. Refer to *Plagiarism* section.
- Students should put effort into all tasks to help you develop skills, knowledge and understandings which will be used in your final examination.

## How do I submit my Assessment Tasks?

- If a task has to be handed in to the teacher, the assessment task notification has to not only clearly indicate the due date but when and where the task is to be given to the teacher.
- Keep a back up electronic copy of ALL submitted tasks in case something goes wrong
- A papercopy of all Assessment Tasks should be submitted to the teacher during the allocated class or through the Student Services Officer by 3:15pm on the day it is due. It will be date and time stamped. An electronic copy may be requested at the discretion of your teacher as well.
- You may choose to email a copy, HOWEVER, a paper copy must be submitted as above.
- A cover sheet for each Assessment Task must be completed and attached to each Task prior to handing it in. Copies of these can be found in the LIC, Stage 5 Dean's Office or Student Services Office.
- If you know you are going away, you will need to plan to hand it in before you leave.

## What happens if I am sick or an emergency happens, and I am unable to hand my Assessment Task in on time?

- Complete an illness/misadventure form.
- You should produce a medical certificate if you have been sick.
- If approved, the Academic Committee will give you a date that your task must be submitted with any conditions.
- If unapproved, you will receive 0 however you will still be required to complete the task in the timeframe set by the Academic Committee which will be stated in an Official Warning letter (see sample later in this handbook).
- Failure to meet the new due date will mean you are issued with a second Official Warning Letter. In the event that the deadline is not met, you will be at risk of a N determination for your course.
- Extensions will only be granted for exceptional circumstances, holidays etc will not be deemed as exceptional.

## Absence from In-Class Assessment Task

Where a student is absent from an in-class assessment task for a **valid** reason, the teacher will do whichever of the following is considered to be the fairest under the circumstances:

1. Let the student do the assessment task when he/she returns;
2. Provide an alternative assessment task to do when he/she returns;
3. Give the student an estimated mark for the tasks.

*When a student is absent from an in-class assessment task for a reason that the school deems to be invalid, they will receive a mark of zero for the task.*

## Illness/Misadventure

- If a student is sick, absent or similar on the day a task is due or in the period leading up the task, it is the students's responsibility to obtain an 'illness/Misadventure' form from the Stage Dean. These forms are to be returned to the Stage Dean to be presented at an Academic Committee.
- It is the teacher's responsibility to check if any of the students in their class are absent from school in the 3 days before a task is due. If a student is away during that time and an 'illness/Misadventure form' has not been completed or recorded and a copy of the processed application has not been forwarded to the classroom teacher, please refer the matter on to the Stage Dean.
- Teachers are not to make informal decision about misadventures/extensions. Only the Academic Committee can make decisions on misadventure/ extension applications.
- If an assessment task is incomplete on the due date the student is to submit the incomplete task on the due dated even if they have been given an extension or a misadventure is applied for. The completed task can be submitted when finished.



## Non-Completion of Assessment Tasks

- If a student has valid reasons for not submitting a task, an illness/Misadventure Application must be lodged with the Dean within one week of the due date.
- For straightforward applications, the Dean will grant or deny the application (meeting obvious illness/Misadventure criteria). More complicated scenarios will be referred by the Dean to the Academic Committee to deliberate.
- Where there is a valid reason for the non-completion of an assessment task, the Academic Committee may decide on one of the following:
  - Give an extension of time
  - Ask the teacher to give a substitute task
  - Ask the teacher to give an estimate mark based on the student's performance on their other assessment tasks.
- Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark must be recorded for the task. If the candidates' attempt at a particular task scores zero, it is a matter for the teacher's professional judgement to determine whether the attempt is genuine or not. The task must be completed within the reissued timeframe.

## N Determination

- When a candidate has failed to complete any assessment tasks, homework, assignments, practicals or other significant sections for a course, the Stage Dean will be informed by the subject teacher of the student's position. The Stage Dean will issue a written warning letter 'Non Completion of Task' to the student and their parent/carer to inform them of the child's failure to complete the work. 0 will be awarded for all tasks that are not handed in on time without a reason that meets the criteria of BOSTES. Students are still required to complete the task knowing that they will receive 0 for the task.
- The letter will outline an opportunity for the student to correct the problem with a sign off slip to be completed by the parent/carer to acknowledge receipt of the letter. The letter will be posted to the student's recorded address as well as a copy given to the student. The school will retain a copy of the warning letter and the signed slip by the parent.

The process:

1. Advise the student and parent(s) or guardian(s) in writing in time for the problem to be corrected, and alert the student to the possible consequences of a N determination.
2. Request from the student/parent a written acknowledgement of the warning.
3. Issue at least one follow up warning letter if the problem has not been corrected.
4. If the work has not been completed by the second revised due date an 'N' determination will be submitted to the BOSTES.
5. A student seeking a review of a 'N' award must apply to the Stage Dean in Term 4.

## Feedback to students

Students should receive clear feedback on the strengths and weaknesses of their performance on an assessment task. This advice should indicate:

- The mark gained for the task.
- Students' attainments in the task relative to the outcomes being assessed.
- Feedback designed to improve students' performance in future tasks

## Recording of Assessment marks

Staff will be involved in moderation of tasks through collaboration, to ensure consistency in judgement. The school is required to maintain records of marks awarded for each task identified as part of the assessment program for the Preliminary course. Teachers must assess the students' actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment mark.

## Assessment Appeals/Disagreement over Marks

A student who wishes to appeal the mark they have been given for an Assessment Task may:

- Approach the teacher who has awarded the mark and make an appointment to discuss the task when the work is returned.
- If it cannot be resolved at this level the teacher is to refer the student to the HOD/Dean.
- If it is still unresolved the subject teacher is to refer the student to the Stage 5 Dean for a formal application to be made to review the marking process. Note that all requests should be submitted to the Stage 5 Dean following a meeting with the teacher.
- Subsequently, present a written request to the Academic Committee outlining specific reasons for the request.
- The decision of the Academic Committee, in consultation with the subject teacher and/or KAS Administration Team is final.

## Assessment Tasks

### *How can I best manage my Assessment Tasks?*

- Be aware of due dates. Keep an up-to-date diary of all Assessment Tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Submit drafts to ask for feedback from your teacher prior to the task being due.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

## ***PLAGIARISM***

### **What is malpractice?**

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author

- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.

The above are examples of plagiarism.

### **What is plagiarism?**

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your Preliminary results. The following are common questions about plagiarism.

Question: Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

Answer: Definitely yes!

Question: Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

Answer: Yes. You are using someone else's thoughts and words without acknowledgement.

Question: Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

Answer: Yes. This is plagiarism.

Question: Is it plagiarism if someone else proofreads my written work and changes my final draft?

Answer: It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Question: Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

Answer: No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Question: Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

Answer: This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

## **REFERENCING – HARVARD SYSTEM**

### **How do I acknowledge sources?**

Your teachers can tell you exactly how they would like to see you acknowledge sources. For written works this usually will be acknowledging sources throughout your writing as well as in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

### **A summary of student rights and responsibilities in Yr 10 assessment**

**You have the following rights:**

- to be informed of the assessment policies of your school and BOSTES
- to receive clear guidelines relating to the requirements of each Assessment Task
- to be told in advance of the due date for each Assessment Task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

**You have the following responsibilities:**

- to become familiar with and follow the assessment requirements set by your school and BOSTES
- to complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline or if you have a valid reason.
- not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

**Further help**

If you are unsure about anything you have read in this guide ask a teacher or your Stage Dean for help.

All the Board of Studies rules and resources mentioned here are available on the Board's website at [www.bostes.nsw.edu.au](http://www.bostes.nsw.edu.au)

Please refer to the school website for information relating to Assessment under 'Assessment and Registration.'

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For example, university websites often have good general advice on these topics that can also apply to your Preliminary assessments, written examinations and practical works or projects

## Learning Enrichment

The Learning Enrichment teachers are available to assist teachers and students in making adjustments required for their specific needs.

The range of curriculum adjustments that could be explored for students with documented learning difficulties includes:

- fewer questions to be completed on set tasks
- re-wording of difficult questions
- allowing more time for tasks if needed
- using coloured paper for photocopies
- using a reader / writer for specific Tasks
- set homework as a maximum time rather than number of questions e.g. 20 minutes
- allow alternative forms of presentation such as: diagrams, dot points, verbal explanations, demonstrations, DVD, photos, CD
- assistance from the learning support teacher in the classroom
- allowing for practice time, consolidation and review – small drills, homework, revision
- access to technology or organisational aids
- signposts and guides as to where to find information/provide information so as to allow students to spend their time summarising and answering questions
- arranging suitable seating in the classroom.

## Disability Provisions

- The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require the BOSTES to ensure that students with a disability are able to access and respond to an examination.
- Principals have the authority to decide on, and to implement, disability provisions for school based assessment tasks including examinations.
- At Kempsey Adventist School, support for Disability Provisions is organized by the Head of Learning Enrichment in conjunction with Stage Dean who liase with staff teaching within their teams. This is support includes access to readers/writers for examinations based on diagnosed need of students as well as a range of other strategies.

## Examination Protocols

Students need to make a serious attempt to complete examinations to the best of their ability, or expect that further action may be taken.

It is a student's responsibility to be aware of their examination timetable and to attend at the specified time/s. Examination timetables will be given out at least two weeks prior to the examination period.

Students will:

- Respect the instructions of examination supervisors before, during and following examinations
- Be polite and courteous to supervisors and other students attending the examination
- Leave all phones, electronic items outside the examination room
- Put their watch on the table
- Use only approved calculators
- Follow BOSTES examination expectations
- Bring the appropriate equipment
- Eat a good meal prior to the examination to assist them to feel at their best

## What happens if I miss an Examination?

- Contact the school immediately either prior to or on the day of the examination to let them know what has happened
- In the event of sickness, a medical certificate will be required. An illness/Misadventure form will need to be completed.
- Any other reasons will need to be approved by the Academic Committee. Unapproved absences will result in 0 for the task, however the task will still need to be completed to meet BOSTES requirements to pass the course.

## Reporting on Student Achievement

Semester reports are sent home at the end of Semester One and Two. These contain detailed information about academic and non-academic participation and achievement. A written comment from the teacher is included as well as an A to E grade for the subject.

Parent-Teacher interviews are scheduled after each report and provide opportunities for contact with teachers. The purpose of the interviews is to work collaboratively with students and parents/guardians in order to improve student motivation and learning.

Parents/guardians are welcome to contact subject teachers and/or the Stage 5 Dean regularly throughout the year as required.

## BOSTES Curriculum Language – Glossary

The NSW Board of Studies expects secondary students to be familiar with these words and has advertised that they will use them in public examinations. Key words are best discussed in the context of questions and tasks students are working on, rather than in isolation.

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

It is important to note that examination questions for the Yr Preliminary will continue to use self-explanatory terms such as 'how' or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

## Sample: Assessment Task Outline

# Kempsey Adventist School

## Assessment Task Notification Outline Year 10 General Mathematics



<b>Due Date/s:</b> Fri 27 Feb	<b>Time:</b> P6	<b>Location:</b> Room 9
<b>Task Name:</b> Architectural Design – KAS Car Park & Buildings		
<b>Module or Unit Title:</b>		
<b>Topics / Content:</b> <ul style="list-style-type: none"><li>• Ch2 – Further Applications of Area and Volume</li></ul>		
<b>Weighting:</b> <i>(as per the assessment schedule)</i>		
<b>Outcomes being assessed:</b>		
<b>Task Outline &amp; Explanation:</b> <ul style="list-style-type: none"><li>• Students will be shown a plan of the KAS land and asked to design a building to be placed on the campus and a car park to cope with increased student numbers predicted over the next 5 years.</li><li>• A completed scale drawing of the car park and buildings will be submitted along with a costing for the project using a spreadsheet.</li><li>• Practical measurements of a variety of vehicles and parking spaces will be used to guide students in their size of parking spaces.</li><li>• Turning spaces of vehicles and buses will be measured to identify road widths needed for safe use of the car park.</li><li>• Resources in the form of skill sheets will be available for all students to ensure they have the necessary basic skills to complete each part of the task.</li><li>• Progression through the task will occur at different speeds for different students.</li></ul>		
<b>Equipment/Materials/Resources:</b>		
<b>Special Instructions:</b>		
<b>Absence/Misadventure Instructions:</b> <p>If you are absent from school on the day the task is to be completed you are required, on your return to school, to obtain a <b>Misadventure</b> form from the Stage 6 Dean, complete the form and attach any documentation and submit the form to the Stage 6 Dean. You will then be required to work or sit for the task on your return to school. Absences without a valid reason will receive a result of zero.</p>		
<b>Marking schedule:</b>		
<b>List of students:</b>		

## Sample: Report Overview

# Kempsey Adventist School

## Semester One – Report Overview – 2014



**Student:** Amy Hunter

**Homeroom:** Year 11

Total Days Absent			8
Explained	7	Unexplained	1

	Unsatisfactory	Satisfactory	Good	Excellent
Uniform			✓	

Student Involvement	Unexplained Absence	Absent with leave	Attended
Swimming Carnival	✓		
Cross Country		✓	
Athletics Carnival			✓

### Homeroom Teacher's Comment:

Amy is a reliable and helpful student. She mixes well with her peers and has a positive influence on the class. Ill health has prevented her from attending school more regularly. Her commitment to learning is shown by her consistent results.

She represented Kempsey Adventist School in the CIS swimming carnival and NCSA athletics carnival.

She has been actively involved in the Drama Club and helped organise the Week of Worship program.

**Homeroom Teacher:** Mrs Jones

**Principal:** Mr Deanshaw



# Sample: Academic Report Explanations

## Academic Report Explanations

### Achievement Band A-E

Achievement	Explanation
A	<ul style="list-style-type: none"><li>• The student has extensive knowledge and understanding of the course content and can readily apply this knowledge.</li><li>• The student is very highly competent in the application of skills and processes associated with the course and can use these in new situations.</li></ul>
B	<ul style="list-style-type: none"><li>• The student has thorough knowledge and understanding of the course content and can apply this knowledge.</li><li>• The student is highly competent in the application of skills and processes associated with the course and can use these in most situations.</li></ul>
C	<ul style="list-style-type: none"><li>• The student has sound knowledge and understanding of the course content.</li><li>• The student can adequately use skills and processes associated with the course.</li></ul>
D	<ul style="list-style-type: none"><li>• The student has basic knowledge and understanding of the course content.</li><li>• The student can use their skills in a familiar context</li></ul>
E	<ul style="list-style-type: none"><li>• The student has an elementary knowledge and understanding of the course content.</li><li>• The student can use their skills with guidance in a familiar context.</li></ul>

### Quartiles

The quartile band of 1 to 4 is calculated by ranking the students in a course and dividing them into 4 equal groups. The top 25% of students are awarded a Quartile Band of 1. The next 25% of students are awarded a Quartile Band of 2. The next 25% are awarded a Quartile Band of 3. The bottom 25% of students are awarded a Quartile Band of 4.

# Sample: Semester Report

## Kempsey Adventist School

### Semester Two Report – 2015



<b>Student</b>	Jim Jones	<b>Course Results</b>	
<b>Subject</b>	Information Processes & Technology	<b>Achievement</b>	B
<b>Year</b>	11	<b>Quartile</b>	2

<b>Learning Profile</b>	Elementary	Low	Satisfactory	High	Excellent
<b>Student is able to:</b>					
<ul style="list-style-type: none"> <li>select maintain and use hardware appropriately.</li> </ul>				✓	
<ul style="list-style-type: none"> <li>design, produce and evaluate solutions using information technology.</li> </ul>			✓		
<ul style="list-style-type: none"> <li>analyse the effect of past, current and emerging technologies.</li> </ul>				✓	
<ul style="list-style-type: none"> <li>apply collaborative work practices to complete tasks.</li> </ul>				✓	

<b>Personal Profile</b>	Rarely	Sometimes	Often	Usually	Always
<b>Student is able to:</b>					
<ul style="list-style-type: none"> <li>work independently and effectively</li> </ul>				✓	
<ul style="list-style-type: none"> <li>work as part of a team</li> </ul>		✓			
<ul style="list-style-type: none"> <li>behave appropriately</li> </ul>				✓	

#### Teacher Comments:

The student can:	The student may improve by:
------------------	-----------------------------

Teacher: Mr Smith

# Sample: Illness/Misadventure Form

## Kempsey Adventist School



### Illness/Misadventure Form - Instructions

- Students / Parents / Carer complete this side of the form.
- Extension requests must be applied for before the due date and will not be automatically granted.
- Where a student will be absent from school due to family holidays, etc every effort needs to be taken to complete the task before the due date instead of asking for an extension.
- Pass this form to your class teacher on or before the due date or on the day you return to school.
- The teacher will complete their section and pass the form to the Stage 6 Dean.

Student: \_\_\_\_\_

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

Subject: \_\_\_\_\_

Year: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Task Due Date: \_\_\_\_\_

Email address: \_\_\_\_\_

#### Reason(s) for Application

- Away in the 3 days before the task was due (or on the due date if arriving late)
- Away on the day the task was to be handed in (but was handed in on \_\_/\_\_/\_\_)

Note: Any section of the task that can be submitted electronically via email needs to be submitted by the due date.

- Away on the day of the task completed in class. (Completed instead on \_\_/\_\_/\_\_)
- Applying for an extension (Must be done before the due date)
- Other \_\_\_\_\_

#### Sickness – Parent Statement / Medical Certificate

- Sick from \_\_\_\_\_ until \_\_\_\_\_ and could not work on the task for \_\_\_\_\_ days.
- Parent / Carer Statement \_\_\_\_\_  
\_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

- Medical Certificate (or similar) attached:  Yes  No

#### Reason for Absence (other than sickness)

- Absent from \_\_\_\_\_ until \_\_\_\_\_ and did not work on the task for \_\_\_\_\_ days.
- Parent / Carer Statement \_\_\_\_\_  
\_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

#### Student Statement

\_\_\_\_\_  
\_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Give this form to your subject teacher

## Official Use

- Teacher to receive this form within 2 school days of the due date or on the student's return to school.
- The teacher to complete their section and pass the form to the Stage 6 Dean.
- Decision will be made and student and teacher informed ASAP.

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### Class Teacher Comment

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Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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### Decision by the Academic Committee

Approved    New Due Date: \_\_\_\_\_     Not Approved

Date: \_\_\_\_\_     Copy to Student     Copy to Teacher

Comment:

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Special Conditions:

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(Stage 5 Dean) Name \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Sample: Reminder Letter: Non-Completion of an Assessment Task



## Non-completion of an Assessment Task

Date:

Dear Parent/Guardian of \_\_\_\_\_

### Re: Non-Completion of an Assessment Task

I am writing to advise that the following Assessment Task has not been attempted or completed:

Subject \_\_\_\_\_ Task \_\_\_\_\_

The due date for the task was \_\_\_\_\_

Students must make a reasonable attempt to complete Assessment Tasks in order complete the course.

A mark of zero has been recorded for the task but the task must still be completed by the revised date of \_\_\_\_\_.

Further information about the completion of Assessment Tasks is found in the KAS Year 10 Assessment Handbook.

Please make contact with the subject teacher or Stage Dean if you require further information by phoning KAS on 6562 7023.

Yours sincerely,

\_\_\_\_\_  
Subject Teacher Signature

\_\_\_\_\_  
Subject Teacher Name

\_\_\_\_\_  
Stage Dean Signature

\_\_\_\_\_  
Stage Dean Name

*Please turn the page over*

***Please sign below and return the original letter to the subject teacher.  
The photocopy of this letter is for you to keep for your records.***

**Requirements for the satisfactory completion of an Assessment Task**

- I have received the letter regarding the Non-Completion of an Assessment Task.
- I have been informed that a mark of zero has been recorded for the task.
- I have been informed that students must make a reasonable attempt at Assessment Tasks even if the original due date has not been met.

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

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

# Sample: Reminder Letter: Official Reminder – Non-Completion of a Course



## Official Reminder – Non-Completion of a Course

Date:

Dear Parent/Guardian

**Re: OFFICIAL REMINDER – Non-Completion of a Course**

I am writing to advise that \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria in \_\_\_\_\_.

### 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' (non-completion of course) determination.**

**Students who receive an 'N' determination in a course will receive a ROSA but the certificate will state the word 'Not Complete' against that course.**

\_\_\_\_\_  is a mandatory course     is *not* a mandatory course

A minimum of two course-specific reminders must be issued prior to a final 'N' determination being made for a course.

The Board of Studies requires schools to issue students with official reminders in order to give them the opportunity to correct the problem.

Please regard this letter as the \_\_\_\_\_ official reminder we have issued concerning the subject of \_\_\_\_\_.

The following table 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 the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed.

<b>Task Name or Course Requirement/s</b>	<b>Initial Due Date (if applicable)</b>	<b>Action required by student</b>	<b>Date to be completed by (if applicable)</b>

Please make contact with the teacher or Stage Dean by phoning KAS on 6562 7023 if further assistance is needed or if you wish to discuss matters concerning this official reminder letter.

Yours sincerely,

\_\_\_\_\_  
Subject Teacher Signature

\_\_\_\_\_  
Subject Teacher Name

\_\_\_\_\_  
Stage Dean Signature

\_\_\_\_\_  
Stage Dean Name



# Assessment Schedules

The remainder of this assessment handbook contains the Assessment Schedules for each subject.

These documents are issued to students at the beginning of the course and are subject to change depending on the needs of the class as identified by the teacher. Any changes will be issued to students in writing.

The Assessment Schedules show the weightings of the Assessment Tasks that will be used by teachers to complete school reports and Board of Studies Assessment marks. The Assessment Tasks also show the week and term in which they will be due. The mandatory Board of Studies Components of assessment are shown for each task.

Board of Studies Syllabus documents, support documents, student work samples and marking guidelines are available from the Board of Studies website: [www.bostes.nsw.edu.au](http://www.bostes.nsw.edu.au)

Detailed information for parents and students is also available including some online practice questions, official dates for events, assessment information, and student results.

Students are advised to become familiar with the Board of Studies website and to download all relevant syllabus documentation for each subject studied.

# Child Studies

## Outcomes to be assessed

- 1.1 identifies the characteristics of a child at each stage of growth and development
- 1.2 describes the factors that affect the health and wellbeing of the child
- 1.3 analyses the evolution of childhood experiences and parenting roles over time
- 2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2 evaluates strategies that promote the growth and development of children
- 2.3 describes a range of appropriate parenting practices for optimal growth and development
- 3.1 discusses the importance of positive relationships on the growth and development of children
- 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
- 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- 4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Week Due	Term 1, W 8	Term 2, W 5	Term 3, W 10	Term 3, W 7
Task Detail	Presentation	Semester One Examination	Caring for a New born	Semester Two Examination
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Assessed Outcomes	2.2, 3.1, 4.2, 4.3	1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3	1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 4.1	1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3

# Commerce

## Outcomes to be assessed

5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3	examines the role of law in society
5.4	analyses key factors affecting commercial and legal decisions
5.5	evaluates options for solving commercial and legal problems and issues
5.6	monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7	researches and assesses commercial and legal information using a variety of sources
5.8	explains commercial and legal information using a variety of forms
5.9	works independently and collaboratively to meet individual and collective goals within specified timelines

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Week Due	Term 1, W8	Term 2, W5	Term 3, W9	Term 4, W7
Task Detail	Research Task	Presentation	Market Day	Exam
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
Assessed Outcomes	5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9	5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9	5.1,5.2,5.3,5.4,5.5,5.6,5.7,5.8,5.9,	All outcomes

# English

## Outcomes to be assessed

- › EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- › EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- › 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 effects 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 ideas 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 with increasing independence and effectiveness

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
Week Due	Term 1, W9	Term 2, W5	Term 3, W9	Term 4, W5	Term 4, W7
Task Detail	Persona Poem & Analysis	Film Seminar (Integrated)	Creative Writing	In-class Review	Semester Two Examination
<b>Weighting</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>
Assessed Outcomes	1, 3, 4, 6	2, 3, 6, 8, 9	4, 5, 7, 8, 9	1, 2, 5, 7	1, 2, 3, 4, 5, 6, 7, 8

# Food Technology

## Outcomes to be assessed

5.1.1	demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
5.2.1	describes the physical and chemical properties of a variety of foods
5.2.2	accounts for changes to the properties of food which occur during food processing, preparation and storage
5.2.3	applies appropriate methods of food processing, preparation and storage
5.3.1	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.3.2	justifies food choices by analysing the factors that influence eating habits
5.4.1	collects, evaluates and applies information from a variety of sources
5.4.2	communicates ideas and information using a range of media and appropriate terminology
5.5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.6.1	examines the relationship between food, technology and society
5.6.2	evaluates the impact of activities related to food on the individual, society and the environment

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Week Due	Term 1, W9	Term 3, W4	Term 4, W6	Term 4, W7
Task Detail	<b>Dietary Disorders</b>	<b>Planning a function</b>	<b>Weekly Food Preparation</b>	<b>Semester Two Examination</b>
<b>Weighting</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>
Assessed Outcomes	5.3.1, 5.3.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.2, 5.5.2, 5.6.1, 5.6.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.1, 5.5.2, 5.5.2,	All outcomes

# Geography

## Outcomes to be assessed

- . 5.1 identifies, gathers and evaluates geographical information
- . 5.2 analyses, organises and synthesises geographical information
- . 5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
- . 5.4 selects and applies appropriate geographical tools
- . 5.5 demonstrates a sense of place about Australian environments
- . 5.6 explains the geographical processes that form and transform Australian environments
- . 5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
- . 5.8 accounts for differences within and between Australian communities
- . 5.9 explains Australia's links with other countries and its role in the global community
- . 5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Week Due	T2 W5	T3 W8	T4 W7
Task Detail	<b>Research Action Plan</b>	<b>Presentation</b>	<b>Semester Two Examination</b>
<b>Weighting</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
Assessed Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10	5.3, 5.4, 5.7, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

# History

## Outcomes to be assessed

**HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia

**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 relevant 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 Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
Week Due	Term 1, W8	Term 3, W7	Term 4, W4
Task Detail	Research Assignment	Essay	Semester Two Examination
<b>Weighting</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
Assessed Outcomes	5.1, 5.3, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.5, 5.7, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

# Mathematics (5.1 Pathway)

## Outcomes to be assessed (Summary Only)

Working Mathematically  
 Number  
 Patterns & Algebra  
 Data  
 Measurement  
 Space & Geometry

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Week Due	Term 2, W5	Term 2, W8	Term 4, W4	Term 4, W7
Task Detail	Assignment Portfolio	Semester One Examination	Assignment Portfolio	Semester Two Examination
<b>Weighting</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
Assessed Outcomes	MA5.1/.2-4NA, 5.1-/.2-8 & 9MG, MA5.1-8MG, MA5.2-11 & 12MG, 5.2-6&7NA, MA5.1 – 5&9NA, MA5.1-13SP, MA5.2-17SP	MA5.1/.2-4NA, 5.1-/.2-8 & 9MG, MA5.1-8MG, MA5.2-11 & 12MG, 5.2-6&7NA, MA5.1 – 5&9NA, MA5.1-13SP, MA5.2-17SP & MA5.1-12SP, MA5.2-15SP, MA5.2-16SP	MA5.1-6NA, MA5.2-5NA, MA5.2-9NA, 5.1-11MG, MA5.2-11MG, 5.1-10MG, 5.2-13MG, MA5.2-8NA, MA5.2-6, 8 NA, 5.1-7NA, 5.2-10NA	MA5.1/.2-4NA, 5.1-/.2-8 & 9MG, MA5.1-8MG, MA5.2-11 & 12MG, 5.2-6&7NA, MA5.1 – 5&9NA, MA5.1-13SP, MA5.2-17SP & MA5.1-12SP, MA5.2-15SP, MA5.2-16SP  MA5.1-6NA, MA5.2-5NA, MA5.2-9NA, 5.1-11MG, MA5.2-11MG, 5.1-10MG, 5.2-13MG, MA5.2-8NA, MA5.2-6, 8 NA, 5.1-7NA, 5.2-10NA



# Mathematics (5.2 Pathway)

## Outcomes to be assessed (Summary Only)

Working Mathematically  
 Number  
 Patterns & Algebra  
 Data  
 Measurement  
 Space & Geometry

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Week Due	Term 2, W5	Term 2, W8	Term 4, W4	Term 4, W7
Task Detail	Assignment Portfolio	Semester One Examination	Assignment Portfolio	Semester Two Examination
<b>Weighting</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
Assessed Outcomes	MA5.1/.2-4NA, 5.1-/.2-8 & 9MG, MA5.1-8MG, MA5.2-11 & 12MG, 5.2-6&7NA, MA5.1 – 5&9NA, MA5.1-13SP, MA5.2-17SP	MA5.1/.2-4NA, 5.1-/.2-8 & 9MG, MA5.1-8MG, MA5.2-11 & 12MG, 5.2-6&7NA, MA5.1 – 5&9NA, MA5.1-13SP, MA5.2-17SP & MA5.1-12SP, MA5.2-15SP, MA5.2-16SP	MA5.1-6NA, MA5.2-5NA, MA5.2-9NA, 5.1-11MG, MA5.2-11MG, 5.1-10MG, 5.2-13MG, MA5.2-8NA, MA5.2-6, 8 NA, 5.1-7NA, 5.2-10NA	MA5.1/.2-4NA, 5.1-/.2-8 & 9MG, MA5.1-8MG, MA5.2-11 & 12MG, 5.2-6&7NA, MA5.1 – 5&9NA, MA5.1-13SP, MA5.2-17SP & MA5.1-12SP, MA5.2-15SP, MA5.2-16SP  MA5.1-6NA, MA5.2-5NA, MA5.2-9NA, 5.1-11MG, MA5.2-11MG, 5.1-10MG, 5.2-13MG, MA5.2-8NA, MA5.2-6, 8 NA, 5.1-7NA, 5.2-10NA

# Mathematics (5.2/5.3 Pathway)

## Outcomes to be assessed (Summary Only)

Working Mathematically  
 Number  
 Patterns & Algebra  
 Data  
 Measurement  
 Space & Geometry

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Week Due</b>	Term 2, W5	Term 2, W8	Term 4, W4	Term 4, W7
<b>Task Detail</b>	Assignment Portfolio	Semester One Examination	Assignment Portfolio	Semester Two Examination
<b>Weighting</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
<b>Assessed Outcomes</b>	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-7NA, MA5.2-11MG, MA5.2-12MG, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-6NA, MA5.3-11NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG, MA5.3-18SP, MA5.3-19SP	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-11MG, MA5.2-12MG, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-8NA, MA5.3-11NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG, MA5.3-18SP, MA5.3-19SP	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-5NA, MA5.2-6NA, MA5.2-8NA, MA5.2-10NA, MA5.2-13MG, MA5.2-14MG, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-5NA, MA5.3-7NA, MA5.3-9NA, MA5.3-10NA, MA5.3-11NA, MA5.3-12NA, MA5.3-15MG, MA5.3-16MG, MA5.3-17MG	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA, MA5.3-10NA, MA5.3-11NA, MA5.3-12NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG, MA5.3-16MG, MA5.3-17MG, MA5.3-18SP, MA5.3-19SP

# Personal Development, Health & Physical Education

## Outcomes to be assessed

5.1 analyses how they can support their own and others' sense of self
5.2 evaluates their capacity to reflect on and respond positively to challenges
5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
5.4 adapts, transfers and improvises movement skills and concepts to improve performance
5.5 composes, performs and appraises movement in a variety of challenging contexts
5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
5.8 critically analyses health information, products and services to promote health
Strand 4: Lifelong physical activity
5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
5.10 adopts roles to enhance their own and others' enjoyment of physical activity
5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
5.14 confidently uses movement to satisfy personal needs and interests
5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
5.16 predicts potential problems and develops, justifies and evaluates solutions

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Date Due</b>	Term 1, W9	Term 2, W5	Term 3, W2	Term 4, W7
<b>Task Detail</b>	Research Task Mental Fitness	Practical – Athletics Skills	Camp/School Holiday Journal	Semester Two Examination
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Assessed Outcomes</b>	5.1, 5.2, 5.3, 5.6 5.11	5.4, 5.5, 5.12, 5.13, 5.14	5.1, 5.2, 5.3, 5.9, 5.10, 5.15, 5.16	5.1, 5.2, 5.3, 5.6, 5.7, 5.8

# Physical Activity & Sports Studies

## Outcomes to be assessed

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 Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Week Due</b>	Term 1, W8	Term 2, W7	Term 3, W9	Term 4, W7
<b>Task Detail</b>	Coaching - Primary	Nutrition - Analysis	Fitness Diary	Semester Two Examination
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>Assessed Outcomes</b>	3.1, 3.2, 4.1, 4.2, 4.4	1.1, 1.2, 3.2, 4.4	1.1, 1.2, 3.2, 4.2, 4.4	1.1, 1.2, 2.1, 2.2, 3.2, 4.4

# Religion

## Outcomes to be assessed

- develops a knowledge of God. (1.1)
- outlines the role of Biblical character/s (1.2)
- develops a knowledge of SDA beliefs and world view. This includes: personal identity, prophecy, biblical authority, key beliefs and life's big questions. (1.3)
- shows appreciation of the role and the validity of the Bible in revealing God's plan to humankind. (1.4)
- interprets a variety of types of Biblical text using the appropriate tools (2.1)
- develops an understanding of what spirituality is, and how it is expressed through knowledge, attitudes and actions. (3.1)
- develops the ability to apply biblical passage/s to one's personal life. (3.2)

## Assessment Tasks Schedule – 2015

### Semester One

Task	Weighting
<b>Assessment Task 1:</b> The Bible: Trustworthy and Enduring (Reformation Period) – Research and Presentation	20% 30%
<b>Assessment Task 2:</b> God Sovereign King: Daniel – Extended Response - Part A Reflection Part B	25% 25%
<b>Total</b>	<b>100%</b>

### Semester Two

Task	Weighting
<b>Assessment Task 3:</b> Jesus Worthy Conqueror: Revelation – Creative Assessment – Collage Explanation of Collage	25% 25%
<b>Assessment Task 4:</b> Faith Unit – analysis of one's past Analysis of one's present situation Looking to the future and what the Bible says	10% 20% 20%
<b>Total</b>	<b>100%</b>

# Science

## Outcomes to be assessed

- SC5-1VA□ appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA□ shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
- SC5-3VA□ demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- SC5-4WS□ develops questions or hypotheses to be investigated scientifically
- SC5-5WS□ produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS□ undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS□ processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS□ applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS□ presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW□ applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW□ explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES□ 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
- SC5-13ES□ 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
- SC5-14LW□ analyses interactions between components and processes within biological systems
- SC5-15LW□ explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW□ explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW□ 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 Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>
Week Due	Term 1, W9	Term 2, W8	Term 3, W9	Term 4, W3	Term 4, W7
Task Detail	Life and Inheritance Assignment (SHI)	Mid Year Examination	SRP Assessment (FHI)	Assignment Portfolio	Semester Two Examination
<b>Weighting</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>
Assessed Outcomes	SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW	SC5-4WS, SC5-5WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-14LW, SC5-15LW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-10PW, SC5-12ES, SC5-14LW, SC5-17CW	SC5-5WS, SC5-7WS — SC5-17CW

# Visual Arts

## Outcomes to be assessed

### Art Making

<b>Practice</b>	5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>Conceptual framework</b>	5.2	makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
<b>Frames</b>	5.3	makes artworks informed by an understanding of how the frames affect meaning
<b>Representation</b>	5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>Conceptual strength and meaning</b>	5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
<b>Resolution</b>	5.6	demonstrates developing technical accomplishment and refinement in making artworks

### Critical and historical studies

<b>Practice</b>	5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
<b>Conceptual framework</b>	5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
<b>Frames</b>	5.9	demonstrates how the frames provide different interpretations of art
<b>Representation</b>	5.10	demonstrates how art criticism and art history construct meanings

## Assessment Tasks Schedule – 2015

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
Week Due	Term 1, W 8	Term 2, W 5	Term 3, W 10	Term 3, W 7
Task Detail	Found Art Presentation	Semester One Examination	Still Life Body of Work	Pottery Body of Work
Artmaking	0%	0%	25%	25%
Critical and Historical Studies	25%	25%	0%	0%
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
Assessed Outcomes	5.8, 5.9	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.10	5.1, 5.4, 5.5, 5.6