

# YEAR 10 ASSESSMENT POLICY AND PROCEDURES 2008

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# 1) GENERAL INFORMATION

## Introduction

**Student assessment provides evidence for making judgement about student achievement. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.**

The student must also **complete all course work to a satisfactory standard** in order to meet the requirements of the SC course.

Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding your School Certificate. They are also there to help you decide on the career path you wish to take.

It is most important to keep your Year Advisers up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies. If you are going to be absent for any period of time, seek approval from the Principal first.

Mia Kumar  
**Principal**

Christina Jameson  
**Year Adviser**

## SPECIAL PROVISIONS

If your daughter has a diagnosed medical condition such as a mental health issue or diagnosed learning difficulty she may be eligible for Special Provisions. Special Provisions must be applied for and approved by the Board of Studies for the School Certificate and Higher School Certificate examinations. They may also apply for school based assessment tasks. Special Provisions may include extra time to write, extra time to rest and separate supervision. Should your daughter be eligible please contact the school counsellor, Marja Boddeus on 97473355

## GENERAL PERFORMANCE DESCRIPTORS

Grade	General Performance Descriptors
<b>A</b>	Indicates <b>excellent</b> achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	Indicates <b>high</b> achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply the knowledge and skills to most new situations.
<b>C</b>	Indicates <b>substantial</b> achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
<b>D</b>	Indicates <b>satisfactory</b> achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved basic level of competence in the processes and skills of the course.
<b>E</b>	Indicates <b>elementary</b> achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

### GRADING

The Board has developed a set of General Performance Descriptors that describe five levels of achievement, A – E. The table above gives an indication of how these levels help to assess your performance.

For each course, a set of Course Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

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

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.

# **BURWOOD GIRLS HIGH SCHOOL SCHOOL CERTIFICATE ASSESSMENT POLICY AND PROCEDURES**

## **1. General Information**

### **School Certificate Grading**

In all subjects, grades will be awarded based on students' achievements across a range of assessment tasks in conjunction with the teacher's professional judgement as to which of the specific performance descriptors best describes each student's achievement of the course outcomes.

The school certificate grading system is concerned with describing students' achievement at the end of each course in Stage 5. Teachers make the final judgement of the grade deserved on the basis of assessment information with reference to the course performance descriptors. The choice of a particular grade should be made because it related to the best overall description of the student's achievement.

A cumulative record of all Stage 5 (Year 9 & 10) courses completed is recorded on the School Certificate Record of Achievement Part A.

### **School Certificate Tests**

In addition to the school-based grade, students will sit for the state-wide external School Certificate tests in English – Literacy; Mathematics; Science; Australian History, Geography, Civics and Citizenship.

Results of these tests are recorded on the School Certificate Record of Achievement Part B.

## **BOARD OF STUDIES REQUIREMENTS FOR THE AWARD OF THE SCHOOL CERTIFICATE**

The NSW Board of Studies will award a School Certificate to students who:

- complete four years of secondary schooling between the ages of 11 and 16 years;
- complete the pattern of study required by the Board of Studies in English, Mathematics, Science, Human Society & Its Environment, Creative Arts, Technology & Applied Studies, Personal Development/Health/Physical Education, and Languages;
- have a satisfactory record of application (effort);
- sit the School Certificate tests in:
  - English – Literacy
  - Mathematics
  - Science
  - Australian History, Geography, Civics & Citizenship

### **'N' Determination**

Any student who does not complete a course satisfactorily will receive an 'N' determination. The course will be listed as 'not completed' on the Record of Achievement Part A and the student may not be eligible for the award of a School Certificate.

Students who are at risk of receiving an 'N' award in a subject will be warned and the official Board of Studies warning letter will be sent to the family.

## **ASSESSMENT TASKS**

### **Late Submission**

Assessment tasks for the purpose of School Certificate grading which are not completed by the due date, without the approval of the Head Teacher, will be penalised. Any task not handed in within **three** days of the due date will be awarded a zero mark or no grade.

### **Non-submission**

Students who do not submit assessment tasks will automatically receive an official Board of Studies warning of 'N' determination letter.

### **Other Circumstances**

- In cases of illness or other extenuating circumstances the Head Teacher will approve leave from an assessment task on submission of appropriate evidence, i.e. doctor's certificate, presented on the day of or prior to the task. In these cases students may be awarded an estimate mark/grade, extension of time or an alternative task.
- Cases of cheating/malpractice will receive zero marks/grade and notification by letter.
- Malpractice includes:
  - copying (plagiarising) someone else's work in part or in whole, and presenting it as their own
  - using material directly from books, journals, CDs or the internet without reference to the source
  - building on the ideas of another person without reference to the source
  - buying, stealing or borrowing another person's work and presenting it as their own
  - submitting work to which another person such as a parent, coach or subject expert has contributed substantially
  - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
  - paying someone to write or prepare material
  - breaching school examination rules
  - using non-approved aides during an assessment task
  - contriving false explanations to explain work not handed in by the due date
  - assisting another student to engage in malpractice
  - speaking to other students during an examination
  - taking into an examination room any books, notes, paper or equipment other than the equipment allowed
  - taking into an examination room a mobile phone or any other electrical or electronic device unless approved by the Board of Studies
  - not complying with BOS completion of submitted work policy

## **YEAR 10 AWARDS AND REPORTS**

- School Certificate
- School Certificate Record of Achievement A – School Certificate grading in subjects studied
- School Certificate Record of Achievement B – results achieved for School Certificate tests
- School Certificate Test Reports – details of performance in each of the School Certificate tests
- Year 10 Final School Report

These awards and reports complement each other in reporting on student achievements by the end of Year 10.

## 2. Student Responsibilities

- YOU ARE RESPONSIBLE FOR YOUR OWN ASSESSMENT in a number of ways. If you act irresponsibly you may end up with a ZERO MARK (0).
- YOU MUST BE FAMILIAR with the assessment policies set out in this book for each subject you take.
- It is YOUR RESPONSIBILITY to:
  - (a) ATTEND SCHOOL, be AWARE OF DUE DATES for assessment tasks and complete tasks ON TIME. If you are absent for any number of days you must check with your teachers to see if any assessment tasks have been set on the FIRST DAY of your return to school.
  - (b) BE ON TIME to assessment tasks: you will NOT be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principals or the Principal must verify that you have a LEGITIMATE reason for being later and give you a note to that effect.
  - (c) BE PRESENT to do all in-school assessment tasks. This means being **PRESENT THE DAY BEFORE AND ALL DAY** that a task is due or that a task is set as an exam. **IT IS NOT PERMITTED TO TAKE DAYS OFF FROM SCHOOL IN ORDER TO COMPLETE AN ASSESSMENT TASK OR STUDY FOR A TEST.** If you miss lessons prior to Assessment Tasks you will be asked to explain your absence in writing and to accompany this with a medical certificate or other appropriate documentation (see “What happens if you miss a task?” on page 10). If you are absent you risk receiving a ZERO MARK for the task.
  - (d) HAND IN any homework assessment task on time.

YOU MUST NOT under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Therefore any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task and a ZERO MARK will be awarded accordingly. Friends are NOT to hand in your task.

If absent on the day a task is due, it is the student's responsibility to contact the teacher or Head Teacher of the faculty (9747 3355) ON THE FIRST DAY OF ABSENCE.

- (e) BRING A MEDICAL CERTIFICATE or other documentation justifying your absence to your teacher (and a copy to the front office) on your FIRST DAY back at school if you are absent for an assessment test or are absent on the day a task is due. Back-dated medical certificates are not acceptable. Students who habitually present doctors' certificates for assessment tasks will be deemed to be non-serious students unless the school is aware of a prior medical condition. On return to school submit “Illness, Accident or Misadventure Application” form (see Appendix) to the subject teacher with medical certificate, which will be referred to the Assessment Committee.
- (f) NOTIFY your teacher of any assessment problems **in advance**, if possible. If you are ill on the day of an assessment task or have suffered a misadventure immediately prior to the day of an assessment task, you must inform the teacher on the day of the task **before** the task begins. Illness/misadventure forms must be submitted to the teacher, supported by a doctor's certificate, within 48 hours.

(g) CHECK THE MARKING of each task when it is returned to you.

Some prolonged absences, eg a holiday overseas, cannot be taken into account and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

### 3. Assessment Task Procedures

- You will be given at least **2 weeks notice in writing** of any assessment task. All the class will be asked to sign a “record of issue/collection of task” form stating the date and time of day the task is due. It is up to you to abide by the guidelines set out in this assessment booklet.
- Assessment tasks must be submitted on the due date. A zero mark will be awarded for work submitted late, unless a **doctor’s certificate** or exceptional circumstances deemed acceptable by the Head Teacher are supplied (in writing).
- It is your responsibility to see your teacher as soon as practicable on the morning of your return to school to hand in the task or to arrange to complete a missed in-class task. The teacher and Head Teacher of the course will decide what sort of task will need to be submitted, eg an alternative task or the original task.
- The deputy principal in exceptional circumstances may authorise an **estimate** to be given for a missed task.
- You will be awarded a **zero mark** for an assessment task/examination if you have **cheated**, submitted a **non-serious attempt**, plagiarised or committed any other form of malpractice.
- If you are completing **compulsory work placement** you will not be disadvantaged. If there is sufficient time prior to commencing work placement the task can be submitted early or handed in by another person on the due date. It is your responsibility to notify your teacher and Head Teacher once you are aware that you will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the “record of issue/collection” form.
- If you are involved in **knockout sport** you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, you need to arrange for it to be handed in to your teacher on the required day.
- If you choose to prepare and produce work with the use of **computer technology** it is your responsibility to ensure a hard copy is made well in advance of the due date. Computer and associated technology malfunction, even theft, without evidence of “work in progress” is **not a reason for late submission**.
- If you believe a task has been incorrectly marked you should discuss the matter with the class teacher concerned as soon as you receive the task back. Dissent about a mark which a teacher has determined is **NOT** grounds for appeal.
- If you believe you have been unfairly treated in being awarded a **zero** mark for an assessment task you may seek clarification from the Head Teacher of the course or go through the appeals process on page 10.

#### 4. Unsatisfactory Completion of Course

- If you fail to satisfy minimum course requirements you will be awarded an 'N' determination.
- **What should 'N' Award letters be written for?**
  - (a) **Failure to submit assessable tasks.** Assessable tasks are those in the assessment booklet.
  - (b) **Lack of diligence.** This is when a student has failed to complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned – a genuine attempt must be made of all tasks.
  - (c) **Not completing the prescribed course.** This is most obvious when the student has poor attendance and misses a large amount of lessons. When student's absences exceed 15% they may be considered as not adequately completing the course.
  - (d) **Non-serious** attempt at class/disrupting other students.

#### 5. What Happens If You Miss A Task?

IT IS VERY IMPORTANT that you be in attendance when assessment tasks are scheduled. Failure to complete a task without adequate reason will result in a ZERO MARK being awarded for the task.

UNAVOIDABLE ABSENCES caused by illness or misadventure must be explained IN WRITING and accompanied by a MEDICAL CERTIFICATE or other APPROPRIATE DOCUMENTATION. This documentation must be submitted on the FIRST DAY of return to school to the Head Teacher or teacher in charge of the task. (Copies of documentation of absence to be also handed to the front office.) You must also contact the teacher or Head Teacher of the faculty on the first day of the absence (9747 3355).

- a) **Medical certificates/other documentation MUST be issued by a qualified medical practitioner, preferably your family doctor or specialist.**
- b) The certificate/document should clearly state the nature of the condition/circumstance and how this might be expected to affect your performance.
- c) The certificate/document should also cover the ENTIRE PERIOD OF YOUR ABSENCE. For example, if you are absent on the day of the task, the day before and the day after as well, your certificate/document must cover all three days.
- d) The school reserves the right to check all certificates/documentation submitted and will on occasion make contact with the doctor/s concerned.

#### 6. Cheating or Malpractice

All assessment tasks must be:

- a) **YOUR OWN ORIGINAL WORK.** You cannot submit a task which is the same as another student's task. You may work on a task with a friend, relative, etc but the final copy must be in your own words, ie it must be YOUR OWN INTERPRETATION of the task. Failure to comply with this will lead to the award of a ZERO MARK.
- b) **Completed in the current assessment period.** You may not hand in a task or part of a task completed for another assignment in this or previous years. Students found to have committed this form of malpractice will be awarded a ZERO MARK.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice then a ZERO MARK will be given for the task.

The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parents/guardians will be advised in writing.

## **7. Reviews and Appeals**

Any complaints about assessment procedure should be made in the first place to the classroom teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's review panel.

The request for review must be made within three days of the issue of assessment ranks.

The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The school review panel will consist of the Principal or Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school's review procedures may appeal to the Board.

## **8. Information and Advice**

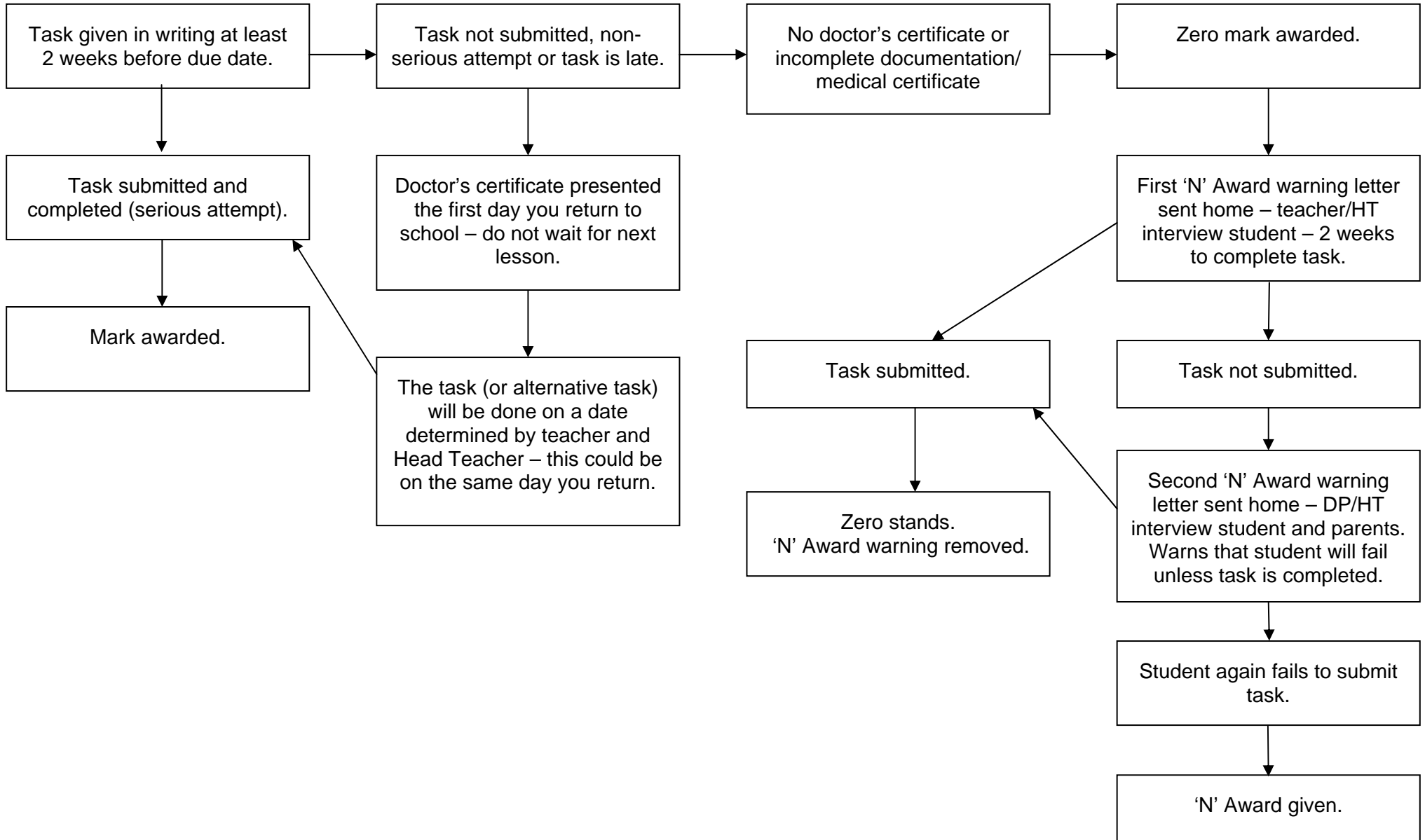
### **Advice on assessment is available from:**

- The Assessment Co-ordinator
- The Head Teacher of the Faculty concerned
- The Careers Adviser
- The Student Adviser

### **Information is located:**

- Board documents – with the Principal or Assessment Co-ordinator
- Board of Studies website – [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)
- School Assessment Policy
- SC Assessment Policy and Procedures – spare copies with the Student Adviser and Deputy Principal
- Faculty Assessment Program – with the Faculty concerned; copy with the Principal

### ASSESSMENT TASK FLOW CHART





**BURWOOD GIRLS HIGH SCHOOL**

*Example*

**ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION**

To be completed by student, and handed to Teacher for Head Teacher.

STUDENT'S NAME: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_ CLASS: \_\_\_\_\_

NATURE OF ASSESSMENT: \_\_\_\_\_

(State whether Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other.)

DATE TASK DUE: \_\_\_\_\_

DATE THAT THE TASK WILL BE COMPLETED: \_\_\_\_\_

NATURE OF ABSENCE: \_\_\_\_\_

(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MEDICAL CERTIFICATE FROM: \_\_\_\_\_ (Name of doctor)

OR NATURE OF OTHER VERIFICATION (eg. funeral notice from newspaper etc.)

\_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER'S COMMENT:

\_\_\_\_\_  
\_\_\_\_\_

ASSESSMENT COMMITTEE'S RECOMMENDATION:

\_\_\_\_\_  
\_\_\_\_\_

PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

## Sample letter: Official Warning of 'N' Determination (School Certificate course)

Letterhead

Dear .....

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

I am writing to advise that your daughter ..... is in danger of not meeting the Course Completion Criteria for the School Certificate in .....

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the ..... **official warning** we have issued concerning .....  
A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

#### Course Completion Criteria

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 mandatory course are not eligible for the award of the School Certificate.

.....  is a mandatory course  is **not** a mandatory course

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

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/achieved.

Task Name/ Course Requirement/ Course Outcome	Date Task Initially Due (if applicable)	Action Required by Student	Date to be Completed By (if applicable)

#### \*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.

.../2

Comments:

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

Yours sincerely,

.....  
Class Teacher / Head Teacher

.....  
Principal

Date .....

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

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

- I have received the letter dated ..... indicating that  
.....  
is in danger of not having satisfactorily completed .....
- I am aware that this course may not appear on her Record of Achievement Part A with 'Not complete' indicated.
- I am also aware that the 'N' determination may make her ineligible for the award of the School Certificate.

Parent/Guardian's signature: ..... Date: .....

Student's signature: ..... Date: .....

## 2) SUBJECT INFORMATION

### AUSTRALIAN GEOGRAPHY, CIVICS & CITIZENSHIP SCHOOL CERTIFICATE COURSE 2009

(SOCIAL SCIENCES FACULTY)

In this subject assessment will be based on:

- Knowledge and understanding of the natural and human characteristics of the environment
- Collection, organisation and analysis of geographical information
- Understanding and application of the skills of geographical enquiry
- The planning and undertaking of geographical field work
- Communication of geographical information
- Active citizenship

Final assessment will be based on the following formal assessment tasks, and complemented by ongoing informal assessment based on class work.

Time		Component	Approx. Weighting (a guide only)
Term	Week		
1	10	Research Task	30%
2	6	Skills Test	30%
3	10	Trial SC Exam	40%



**AUSTRALIAN HISTORY, CIVICS & CITIZENSHIP  
SCHOOL CERTIFICATE COURSE 2009**

**(HISTORY FACULTY)**

**In this subject assessment will be based on:**

- Knowledge and understanding about significant developments in Australia's political, social and cultural history
- Skills in:
  - Interpretation, analysis and empathy
  - Research and communication

Time		Topic or Component	Type of Task	Weighting
Term	Week			
1	4	Topic 5: Australia & the Vietnam War Era.	ICT: The Petrov Affair	5
1	8	Australia's Involvement in the Vietnam War	Source Analysis	10
2	5	Topic 6: Changing Rights and Freedoms: Present experiences of a migrant group 1945-2000	Oral	5
2	8	Topic 7: People, Power and Politics  (Section B. Freedom Rides; Charles Perkins) (Section C. Policies of the Whitlam Govt)	Multiple Choice Test	10
2	10	The Glossary is due at this date	Explaining Historical Terms	5
3	5	Field Study: Quarantine Station (Part of Topic 6 Section B: Migrants)	Field Study work sheet	5
3	6	Topic 8: Post-War Social and Cultural History (The Decade of the 1960's)	Essay Test	15
3	10	Responses based on the 5 focus issues	Trial Exam	40



**CHILD STUDIES**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(TAS FACULTY)**

**In this subject assessment will be based on:**

- Knowledge
- Skills

<b>Time</b>		<b>Topic or Component</b>	<b>Weighting %</b>
<b>Term</b>	<b>Week</b>		
1	9	Toy, Research & Oral Presentation	25
2	8	Oral Presentation, Pamphlet, Poster	20
3	9	Topic Test	25
4	1	Book Report, Fact Sheet & Pamphlet	30

## Stage 5 Course Performance Descriptors – Child Studies

### General performance descriptors

The general performance descriptors describe performance at each of five grade levels:

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

**CHINESE**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(LOTE FACULTY)**

**In this subject assessment will be based on:**

- Speaking
- Listening
- Reading
- Writing

		Time		Topic or Component	Type of Task
		Term	Week		
Assess Tasks No.1	{	1	9	} General - topics covered in class to date	Reading
		1	9		Listening
		2	6		Writing
		2	8		Speaking
Assess Tasks No.2	{	3	5	} General - all topics covered in class to date	Reading & Writing
		3	6		Listening
		3	8		Speaking



**COMMERCE**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(SOCIAL SCIENCES FACULTY)**

**In this subject assessment will be based on:**

- Knowledge and understanding of the commercial, legal and government environment
- Observation and evaluation of government and legal concepts
- Ability to gather and evaluate information from a variety of sources
- Presentation and communication of information
- Progressive assessment of all course work including case studies and homework tasks.

<b>Time</b>		<b>Topic or Component</b>
<b>Term</b>	<b>Week</b>	
1	9	Global Links / Our Economy – Common Test
2	8	Employment Issues – Research Task
3	8	Law and Society – Oral Task / ICT Presentation
4	2	Political Involvement – Skills Task



**DANCE**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(PD/H/PE FACULTY)**

**In this subject assessment will be based on:**

- Performance tasks based on individual and/or group work
- Composition work in which you will be required to compose or create the shape and structure of an individual or a group dance
- Written research based assignments
- An appreciation work which requires you to take the role of a dance critic by reviewing a live performance

Time		Topic or Component	Type of Task	Weighting %
Term	Week			
1	5	a) Performance	Solo Dance	20
	10	b) Appreciation	Research Assignment	10
2	5	a) Composition	Solo Dance	25
	10	b) Performance & Composition	Manipulation of Solo Dance	15
3	5	a) Appreciation	Report + Journal	30
	10	b) Composition	Choreography - Showcase	
		c) Performance	Showcase Dance	



**DRAMA**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(ENGLISH FACULTY)**

**In this subject assessment will be based on:**

- Group Performances
- Individual Performances
- Design Project
- Research
- Theatre Experience

Time		Topic or Component	Type of Task
Term	Week		
1	6	Modern Drama	Write and perform monologue
2	5	Playbuilding	Performance
3	1	Theatre Experience	Theatre/Performance Review
3	4	Aboriginal/Primitive Theatre	Performance
3	9	Moving from Page to Stage	Design Project



**ENGLISH**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(ENGLISH FACULTY)**

**In this subject assessment will be based on:**

- Reading
- Writing
- Speaking
- Listening
- Viewing/Representing

Time		Unit	Task	Weighting
Term	Week			
1	4	The Language of Humour	Cartoon analysis and listening task	10%
1	10	Fiction	Essay	15%
2	6	Directing Shakespeare	Dramatic representation and Director's interpretation – Speaking	20%
3	5	Area of Study	Film analysis – essay	20%
3	8	Area of Study	Poetry analysis – unseen short answer	15%
1-4		Class mark	Ongoing class assessments	20%





**FOOD TECHNOLOGY**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(TAS FACULTY)**

**In this subject assessment will be based on:**

- Research and Designing
- Researching
- Communication
- Knowledge
- Management and Using Resources

<b>Time</b>		<b>Topic or Component</b>	<b>Weighting</b>
<b>Term</b>	<b>Week</b>		
1	10	Practical Examination	15%
2	9	Practical Application and Folio	30%
3	7 & 8	Research Assignment and Oral Presentation	30%
4	3	Practical	10%
4	4	Written exam – yearly	15%



**FRENCH**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(LOTE FACULTY)**

**In this subject assessment will be based on:**

- Speaking
- Listening
- Reading
- Writing

		Time		Topic or Component	Type of Task	
		Term	Week			
In-class Assessment	}	During Terms 1 & 2			Speaking	
				}	Topics being covered in class	Listening
						Reading
						Writing
Formal Assessment	}	3	2		Reading	
		3	4	General topics	Listening	
		3	6		Speaking	
		3	8		Writing	



**INDONESIAN  
SCHOOL CERTIFICATE COURSE 2009  
(LOTE FACULTY)**

**In this subject assessment will be based on:**

- Speaking
- Listening
- Reading
- Writing

		Time		Topic or Component	Type of Task	
		Term	Week			
Assess Tasks No.1	{	1	6	}	Speaking	
		1	10		All topics covered	Listening
		2	5		in class to date	Reading
		2	7			Writing
Assess Tasks No.2	{	3	4	}	Speaking	
		3	6		General - all topics	Reading
		3	9		covered in class to date	Writing
		4	2			Listening



**INFORMATION SOFTWARE & TECHNOLOGY  
SCHOOL CERTIFICATE COURSE 2009**

**In this subject assessment will be based on:**

- Written and practical tests
- Practical projects

<b>Term</b>	<b>Week</b>	<b>Topic</b>	<b>Task Description</b>	<b>Marks %</b>
1	10	Development Skills	Project	5
	11		Topic Exam	10
	11		Practical Exam	10
2	10	World Skills	Project	5
	11		Topic Exam	10
	11		Practical Exam	10
3	9	Multimedia Skills	Project	10
	10		Topic Exam	10
	10		Practical Exam	10
4	4	Social & Ethical Issues	Yearly Exam	20
				100



**ITALIAN**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(LOTE FACULTY)**

**In this subject assessment will be based on:**

- Speaking
- Listening
- Reading
- Writing

Time		Topic or Component	Type of Task
Term	Week		
In-class Assess Tasks No.1	During Term 1 & 2		Speaking
			All topics covered
			in class to date
			Writing
3	5	Reading	
3	6	General topics	
3	8	Listening	
3	8	Writing	



**MATHEMATICS**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(MATHEMATICS FACULTY)**

**In this subject assessment will be based on the stage of development of the individual students (ie. 4, 5.1, 5.2 or 5.3) in the following topic areas (Strands):**

- Number
- Measurement
- Algebra
- Geometry
- Statistics & Probability

Time		Topic or Component	Type of Task
Term	Week		
2	2	5.3: Quadratic Equations, Probability, Consumer Arithmetic 5.2: Trigonometry, Congruence, Probability, Simultaneous Equations, Consumer Arithmetic	Test
2	5	Practice School Certificate	Test
3	6	5.3: Number Plane, Surface Area & Volume, Statistics, Similarity, Further Trigonometry & Algebra 5.2: Graphs, Volume, Statistics, Similar Triangles, Further Algebra and Equations	Test
3	10	Trial School Certificate	Test
4	2	5.3 & 5.2 all topics	Test
4	4	School Certificate	Test
4	9	Year 11 prerequisites	Test

Topics for the assessments will be announced two weeks prior to the dates above. Final assessment for the school grading will be from the Trial SC as a snapshot with reference to previous assessments and teacher/classroom input.





**MUSIC**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(CREATIVE ARTS FACULTY)**

**In this subject assessment will be based on:**

- Composition
- Aural
- Musicology
- Performance

Time		Topic or Component	Type of Task
Term	Week		
1	7	Musicology	Musicology Submission
1	10	Performance	In class – 2 Pieces
2	5	Composition	Composition
2	9	Aural	Aural (in class)
3	3	Musicology	Musicology Submission
3	10	Performance	2 Pieces
4	2	Composition	Composition
4	4	Aural	Aural (in class)



**PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION  
SCHOOL CERTIFICATE COURSE 2009**

**(PD/H/PE FACULTY)**

**In this subject assessment will be based on:**

- Performance tasks based on offensive, defensive and team play skills
- Adopting roles in a season of sport and applying effective strategies to enhance class participation
- Composition work in which you will use the elements of composition to compose, perform and appraise a movement sequence
- Researching and evaluating health information and an oral presentation
- Designing a health promotion strategy and appraising health information, products and services

Time		Topic or Component	Type of Task	Weighting %
Term	Week			
1	6	Challenges and Opportunities	Health Promotion strategy and appraisal of health information and services	25
1	11	Invasion Games	Offensive, Defensive and Team Play Skills	15
2	6	Season of Sport	Journal and Application of Roles	15
3	1	Rights and Responsibilities	Research and Oral Presentation	25
3	8	Dance Aerobics	Composition, performance and Appraisal	20



**PHOTOGRAPHIC & DIGITAL MEDIA  
SCHOOL CERTIFICATE COURSE 2009  
(BOARD ENDORSED COURSE)**

**(CREATIVE ARTS FACULTY)**

**In this subject assessment will be based on:**

- Knowledge Test
- Screen Production Processes
- Pitching and Reporting
- Screen Production

<b>Time</b>		<b>Topic or Component</b>	<b>Type of Task</b>
<b>Term</b>	<b>Week</b>		
1	6	Theory Assignment	Assignment
	9	Making Pitch	Written Pitch & Oral Presentation
2	6	Theory Assignment	Written Assignment
	9	Making Task	Digital Making / Journal
3	7	Making Task	Digital Making PDM Journal
4	2	Making Assignment	Digital Making



**PHYSICAL ACTIVITY AND SPORT STUDIES**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(BOARD ENDORSED COURSE)**

**(PD/H/PE FACULTY)**

**In this subject assessment will be based on:**

- Research and analysis of issues relating to sport
- Analysis of the impact of cultural and social perspectives on a world sport
- Evaluating and performing effective coaching strategies
- Designing a local recreational strategy to improve community health

Time		Topic or Component	Type of Task	Weighting %
Term	Week			
1	6	Issues in Sport (Nutrition)	Analysis of diets to improve performance	15
1	11	Issues in Sport (Drug Use)	Research and report	15
2	9	World Games	Multimedia presentation	25
3	8	Coaching	Analysis of coaching session plans and performance in coaching activities	25
4	2	Lifestyle, Leisure and Recreation	Local community promotional strategy	20

## Stage 5 Course Performance Descriptors – Physical Activity and Sport Studies

### General performance descriptors

The general performance descriptors describe performance at each of five grade levels:

- A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply these skills to most situations.
- C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

**SCIENCE**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(SCIENCE FACULTY)**

**In this subject assessment will be based on:**

- Knowledge and understanding
- Skills
  - planning and conducting investigations
  - communicating information and understanding
  - scientific thinking and problem solving

Time		Topic or Component	Type of Task
Term	Week		
1	5	Skills - location and extracting information	Short Test / Common Task
1	11	DNA/Chemical Reactions – knowledge and understanding	Theory Test / Common Test
2	1-5	Student Research Project - Planning Investigation - Conducting Investigation	Research Project (Report due Week 10)
3	3	Round Table Presentation	Peer Presentation / Project Review
3	7	Assignment – Impact of Science - Knowledge and understanding - Scientific thinking	Assignment
3	10	Trial School Certificate - Knowledge and understanding - Scientific thinking	Test



**TEXTILES TECHNOLOGY  
SCHOOL CERTIFICATE COURSE 2009**

**(TAS FACULTY)**

**In this subject assessment will be based on:**

- Design
- Evaluation
- Construction
- Investigating
- Management of Resources
- Recall
- Communication
- Analysis
- Interpreting

<b>Time</b>		<b>Topic or Component</b>	<b>Weighting</b>
<b>Term</b>	<b>Week</b>		
1	10	Fibre Study	20%
2	5	Cultural Assignment/Oral Presentation	20%
3	7	Practical Application and Portfolio	30%
4	1	Written Examination	30%



**VISUAL ARTS**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(CREATIVE ARTS FACULTY)**

**In this subject assessment will be based on:**

- Artmaking - Artworks
- Artmaking – Visual Arts Process Diary
- Art Critical & Historical Study - Assignments
- Art Critical & Historical Study – Topic Tests

Time		Topic or Component	Type of Task
Term	Week		
1	7	Art Critical & Historical Study	Assignment
1	10	Art Critical & Historical Study	Topic Test
2	2	Artmaking – Artworks Artmaking – Art Diary	Artmaking Art Diary
2	9	Art Critical & Historical Study	Topic Test
3	6	Art Critical & Historical Study	Assignment
3	9	Artmaking – Artworks Artmaking – Art Diary	Artmaking Art Diary



**VISUAL DESIGN**  
**SCHOOL CERTIFICATE COURSE 2009**  
**(CREATIVE ARTS FACULTY)**

**In this subject assessment will be based on:**

- Artmaking – Design
- Artmaking – Visual Design Process Diary
- Art Critical & Historical Study - Assignments

Time		Topic or Component	Type of Task
Term	Week		
1	5	Art Critical / Historical Study	Assignment Theory
1	9	Artmaking – Design Artmaking – VD Diary	Making Diary
2	7	Artmaking – Design	Making
3	6	Art Critical / Historical Study	Assignment Theory
4	2	Artmaking – Design & VD Diary	Making
4	7	Artmaking – Brochure	Making



### 2009 YEAR 10 CALENDAR OF ASSESSMENT TASKS

WK	TERM 1 - 2009 28 January - 9 April	TERM 2 - 2009 28 April - 10 July	TERM 3 - 2009 27 July – 2 Oct	TERM 4 - 2009 19 October – 18 Dec
1			Drama, PDHPE	Child Studies, Textiles Technology
2		Mathematics, Science, Visual Arts	French	Commerce, Indonesian, Mathematics, Music, Photographic & Digital Media, Visual Design, PASS
3			Music, Science	Food Technology
4	History, English		Drama, French, Indonesian	<b>SC EXAMS</b>
5	Dance, Science, Visual Design	<b>ASSESSMENT FREE DAY MONDAY</b> History, Dance, Drama, Indonesian, Mathematics, Music, Textiles Technology	History, Chinese, English, Italian	
6	Drama, Indonesian, Photographic & Digital Media, PASS, PDHPE	Geography, Chinese, English, Photographic & Digital Media, PDHPE	History, Chinese, French, Indonesian, Italian, Mathematics, Visual Arts, Visual Design	
7	<b>ASSESSMENT FREE DAY TUESDAY</b> Music, Visual Arts	Indonesian, Visual Design	Food Technology, Photographic & Digital Media, Science, Textiles Technology	Visual Design
8	<b>ASSESSMENT FREE DAY THU/FRI</b> History	<b>ASSESSMENT FREE DAY THURSDAY</b> History, Child Studies, Chinese, Commerce	Chinese, Commerce, English, Food Technology, French, Italian, PASS, PDHPE	
9	Child Studies, Chinese, Commerce, Photographic & Digital Media, Visual Design	<b>ASSESSMENT FREE DAY WEDNESDAY</b> Food Technology, Music, Photographic & Digital Media, Visual Arts, PASS	Child Studies, Drama, Indonesian, Information Software & Technology, Visual Arts	Mathematics
10	Geography, Dance, English, Food Technology, Indonesian, Information Software & Technology, Music, Textiles Technology, Visual Arts	History, Dance, Information Software & Technology	<b>TRIAL SC EXAMS</b>	
11	<b>ASSESSMENT FREE DAY WEDNESDAY</b> Information Software & Technology, Science, PASS, PDHPE	<b>ASSESSMENT FREE DAY MONDAY</b> Information Software & Technology		

French: In-class assessments during Terms 1 & 2  
 Italian: In-class assessments during Terms 1 & 2

### 2009 YEAR 10 STUDENT PLANNER OF ASSESSMENT TASKS

WK	TERM 1 - 2009 28 January - 9 April	TERM 2 - 2009 28 April - 10 July	TERM 3 - 2009 27 July – 2 Oct	TERM 4 - 2009 19 October – 18 Dec
1				
2				
3				
4				<b>SC EXAMS</b>
5		<b>ASSESSMENT FREE DAY MONDAY</b>		
6				
7	<b>ASSESSMENT FREE DAY TUESDAY</b>			
8	<b>ASSESSMENT FREE DAY THU/FRI</b>	<b>ASSESSMENT FREE DAY THURSDAY</b>		
9		<b>ASSESSMENT FREE DAY WEDNESDAY</b>		
10			<b>TRIAL SC EXAMS</b>	
11	<b>ASSESSMENT FREE DAY WEDNESDAY</b>	<b>ASSESSMENT FREE DAY MONDAY</b>		

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**BURWOOD GIRLS HIGH SCHOOL**

**YEAR 10**

**ASSESSMENT POLICY**

**AND PROCEDURES**

**2009**