

**Year 10 STAR**

**Assessment Information**

**2024**

**Camden High School**

*Tradition Opportunity Innovation Success*

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| YEAR 10 STAR SUBJECTS |
| English |
| HSIE |
| Mathematics |
| Personal Development, Health and Physical Education |
| Science |

**CAMDEN HIGH SCHOOL**

**ASSESSMENT PROCEDURES**

**What is assessment?**

Assessments represent an integral part of the teaching and learning process and as such all assessments that are set must be completed. Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.

Informal tasks and class work not included in the formal assessment schedule are of significance as they:

* assist in skill and knowledge development.
* identify areas for extension or remediation for the teacher and student.
* provide opportunities for students to consolidate conceptual understanding.
* provide evidence of sustained and diligent effort.

**Why is there school assessment?**

* It allows the student to be given credit for developing skills and knowledge over a period of time.
* It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
* It increases the accuracy of a student’s final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

**What will assessment tasks look like?**

Some or all of the following, may form the assessment program:

* Oral/aural tests
* Reports
* Essays
* Assignments
* Research
* Submitted practical work
* Field work
* Oral presentations
* Practical performance
* Formal examinations

**How often will assessment tasks occur?**

Assessment tasks will occur regularly throughout each Year 10 course. The schedule of assessment tasks is set out in this booklet

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**Senior Assessment Procedures**(for students in Years 10, 11 & 12)

**Rationale:** Camden High School ensures that the Year 10 ROSA, Year 11 ROSA and Year 12 Higher School Certificate assessments meet NSW Educational Standards Authority (NESA) requirements.

October 2019

**Aim:** To ensure students are aware of the NESA and school requirements for the Year 10 ROSA, Year 11 ROSA and Year 12 HSC Assessment.

**Procedures:**

* Each subject will include an Assessment Schedule in the Assessment Booklet, containing an outline of all assessment tasks for that year, weightings of tasks (in ascending order), assessed outcomes and estimated timing within the school calendar.
* Students will receive a written notification of an Assessment Task for all tasks (including exams) typically 3 weeks prior to the submission date. Assessment tasks should also be published on the school’s website, and all components of the task will be due on the same date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting.
* Upon submission of a task, a student will sign for proof of submission, or a time stamp will be taken in the case of a digital submission.
* An assessment task not submitted on time will be given a zero mark, along with an N Warning Notification and a phone call home.
* Students are to attend school and all timetabled lessons on the day of an assessment task. All in-class assessment tasks must be completed on the designated day. Failure to do so will result in a zero mark being awarded.
* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or misadventure. If a student cannot attend an exam or submit a task on time, that student needs to obtain documentation such as a medical certificate, a subpoena from a court or a death certificate, and submit that documentation, along with the Illness and Misadventure Form to the supervising senior executive immediately upon returning to school. The senior executive, in consultation with the faculty HT will review the documentation to determine if the misadventure will be approved, then advise the student of the outcome.
* Technological issues, sporting events, work placement, family holidays and other non-emergencies are not justifiable reasons for submitting an assessment task after the due date; or for being absent from an exam; and will receive a zero mark.
* Students who are deemed to make a non-serious attemptat an assessment task will be receive a zero mark. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* When a student fails to submit an assessment task by the due date, an **official warning letter** will be sent home informing the student and parents of the missing task and the impact of non-completion of this task on the course completion.
* If a student fails to submit a task by the due date, that task must still be submitted. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may have ramifications for course eligibility.
* **Year 10 students-** must successfully satisfy all assessment requirements. Students who are presented with 2 or more official warning letters in any one subject, will be deemed as ‘causing concern’ and may not achieve a ROSA or progress into preliminary courses.
* **Year 11 students-** need to successfully satisfy all of the assessment requirements for all preliminary courses (a total of 12 units of study). Students who are presented with 2 or more official warning letters in any one subject, will be deemed as ‘causing concern’ and may not be eligible for a Year 11 ROSA, which will prevent them from progressing into the HSC course.
* **Year 12 students-** that fail to complete tasks whose weightings total more than 50% of the total assessment mark in a particular subject, without a valid reason, or receive 2 or more official warning letters in a single subject, could be issued with an ‘N’ determination in that subject in the HSC. This could deem a student ineligible to receive a HSC.
* Work submitted must be only that of the student. If malpractice is suspected, students will be required to provide evidence that the submitted work is entirely their own. If assessment malpractice takes place in part or all of a task then the student will be given a zero mark for the plagiarised component of the task, an N warning letter will be issued, the task will need to be re-submitted and the incident will be recorded on the malpractice register on the NESA site. Any student who has assisted in the malpractice of another may also be given a zero mark for the task, and an N Warning letter issued.
* If a student is concerned with the result following the marking of a task, they have a right of appeal. The student must submit the task to the Principal on the same day that they receive it back from the teacher, to ensure tampering does not occur. The student must include a clear explanation of the grounds for appeal with attached evidence. The appeal with then be submitted to an Appeal Review Panel within 48 hours (ARP includes a member of the senior executive, a Head Teacher and another member of staff, all not involved in the marking or implementation of the task). The appeal will take into consideration assessment process and calculations, with a decision within 5 school days.
* All tasks should be marked and written feedback must be provided to the students within 3 weeks of the submission date. Consistency of marking and feedback should typically be ensured and results recorded on Sentral Markbook.
* Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.
* Final Year 10 grades are based on the Course Performance Descriptors and Final Year 11 grades are based on the Preliminary Common Grade Scale. The allocation of grades to these two qualifications are determined by a series of formal and informal assessments that occur throughout each course.
* Final Year 12 assessment ranks are determined by the accumulation of marks issued for each formal assessment task completed in the HSC course. Each task has a weighting, which will equal 100%. This accumulative mark will not be given to the student at the completion of the course, as per NESA regulations.
* Year 12 English Studies and Mathematics Standard 1 courses will submit grades and work samples to Schools Online as part of their assessment validation at the end of the course.

**MAY 2023**

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**Student Drafts Procedures**

**Rationale:**

October 2019

These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

**Aim:**

To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

**Procedures:**

* Drafting is encouraged, but not compulsory.
* When students want feedback on a draft, they must submit to their teacher digitally with a clear indication of what area of feedback is required (Option 1/2/3).
* Any individualised feedback required for written drafts should occur outside of class time.
* As per the Senior Assessment Procedures, “Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 calendar days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.”
* When requesting feedback in the draft, Students will select 2 of 3 options. Each option will guide the student and teacher in understanding what feedback is to be given. The student will therefore have received feedback for up to 2/3 of the assessment task.
	+ **Option 1 - Structure**
		- Does the work follow the required format? What elements are missing?
		- Are there issues of spelling/grammar/punctuation?
		- Are the introduction/opening paragraph, topic sentences and link sentences strong and compelling?
		- Is there effective use of subject-specific terminology?
	+ **Option 2 - Answering the Question**
		- Is every component of the question being answered?
		- Is the argument lacking in some of the ‘steps’ required to effectively communicate the point?
		- Is there sufficient depth (not too much or too little) to effectively answer the question?
	+ **Option 3 - Use of Examples**
		- Are there enough examples?
		- Is the type/quality of the examples sufficient to successfully answer the question?
		- Is there a better example that should be used? (This also relates to quotes/techniques and sources/legislation)
		- Is there appropriate use of referencing (where applicable)?
* A teacher may identify issues of plagiarism, but it remains the responsibility of the student to ensure that their work is not plagiarised in any way (in accordance with the HSC: All My Own Work program completed at the start of senior studies).

**SEPTEMBER 2022**

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**Senior Examination Procedures
(for Students in Years 10, 11 & 12)**

**Rationale:**

October 2019

Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education to establish acceptable codes of conduct for these examinations.

**Aim:**

* To ensure that all examinations meet the requirements of the NESA and are fair and meaningful for all students
* To ensure the examination environment is conducive to high student achievement.

**Procedures:**

* All students must wear full school uniform when sitting for an examination.
* Students should not talk once they enter the examination room.
* Mobile phones and electronic devices, including apple watches must be switched off and left in bags in designated areas.
* According to the NESA guidelines, students must remove wrist watches at the start of an examination and leave the watch on their desk in full view of the examination supervisors.
* Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
* No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
* Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no white out is to be used throughout the examination.
* Students are permitted to bring a bottle containing water into the exam room, however the bottle must be completely clear – no labels or non-transparent containers.
* Students who talk or disrupt others during an examination will have their names and the nature of the incident recorded by the examination supervisor and may potentially receive a mark of zero for the examination.
* Any student who creates a major disturbance during an exam will be removed from the exam room and sent to a Deputy for disciplinary action. They will receive a mark of zero for that particular examination.
* Students may not leave (finish) the exam until the designated finish time.
* If a student needs to use the toilet they must raise their hand and obtain permission from the examination supervisors before leaving their seat. This cannot occur within the first 30 minutes or the last 30 minutes of the examination.
* If a student cannot attend an examination due to illness or misadventure, the student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death notice. This documentation must be attached to a completed Illness and Misadventure Form and submitted to the supervising Deputy Principal, on their return to school, so that an alternate exam time can be arranged.
* Please Note: Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with an N Warning Notification.
* There should be an interruption free period prior to every structured senior exam session. This interruption free period will be placed on the school timetable for the week prior to the Trial HSC exams and the Year 11 Yearly exams
* No assessment tasks should be handed out or be expected to be completed during this interruption free time.
* No student should be expected to attend excursions, out of class events, complete work placement or work experience during this interruption free period.
* Students should expect to receive their marks and written feedback about their performance in the exam within 3 weeks of the examination being completed.
* If a student is concerned with the result following the marking of an exam, they have a right of appeal by submitting the exam to the Deputy Principal, along with an Appeal Form, on the same day they receive their exam back from the teacher (to ensure tampering does not occur).

**Evaluation:**

This document will be reviewed as part of the school’s three year review cycle.

**JUNE 2023**

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**Illness and Misadventure Form**

|  |  |
| --- | --- |
| Student’s Name: |  |
| Subject: |  |
| Task: |  |
| Due Date of Task: |   | Teacher: |  |
|  |
| **Summary of Reason for Illness or Misadventure** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Student Signature: Date: |
|  |
| **Outcome of Illness or Misadventure** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Staff Signature: Date: |

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**Appeal Form**

|  |  |
| --- | --- |
| Student’s Name: |  |
| Subject: |  |
| Task: |  |
| Due Date of Task: |   | Teacher: |  |
|  |
| **Summary of Reason for Appeal** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Student Signature: Date: |
|  |
| **Outcome of Appeal** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Staff Signature: Date: |

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(Year of study and Subject Name)

(Topic) Assessment Task 2024

|  |  |
| --- | --- |
| **TOPIC**: Task Name | **MARKS:** /  |
| **SUBMISSION REQUIREMENTS:** Day, date, week and method for task submission e.g. email, a specific time | **WEIGHTING:**  % |
| **OUTCOMES TO BE ASSESSED:**Syllabus outcomes listed with number/code and description, with directional verb included in bold type. |
| **DIRECTIONAL VERBS:**For example:**Explain** – show cause and effect or how and why |
| **TASK DESCRIPTION:**This will explain what the student is expected to do. All directional verbs being assessed will be used in the task description.*For example: You are to write a report that* ***describes****…* |
| **ASSESSMENT CRITERIA:**This will include a breakdown of marks for each part of the task e.g. Part A out of 10, Part B out of 20. This is where students will receive instruction in plain language exactly what is expected of them to complete the task.*For instance, you need to interview 10 people and represent this interview in both graphical form and a written analysis of the interviews findings.* |

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|  **ASSESSMENT MARKING CRITERIA** |
| Detailed, levels of achievement breakdown of marking benchmarks which deals specifically with each task component and syllabus outcome being assessed.Includes rubric for assessment (e.g. you will be assessed on how well you...)Provides a mechanism for giving constructive feedback to students. | **Mark** | **Grade** |

**YEAR 10 STAR – Term 1 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1 | WEEK 2 | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B | WEEK11A |
|  |  |  |  |  |  |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  | **X** |  |  |
| HSIE |  |  |  |  |  |  |  |  | **X** |  |  |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  |  |  |  | **X** |  |  |
| PDHPE |  |  |  |  |  | **X** |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  | **X** |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 STAR – Term 2 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
|  |  |  |  |  |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |  | **X** |  |  |  |
| HSIE |  |  |  |  |  |  | **X** |  |  |  |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  | **X** |  |  |  |  |
| PDHPE |  |  |  | **X--** | **--X** |  |  |  |  |  |
| SCIENCE |  |  |  | **X** |  |  |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 STAR – Term 3 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
|  |  |  |  |  |  |  |  |  |  |
| ENGLISH |  |  |  |  | **X** |  |  |  |  | **X** |
| HSIE |  |  |  |  | **X** |  |  |  |  | **X** |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  |  |  |  | **X** |  |
| PDHPE |  |  |  |  |  |  |  | **X** | **X** |  |
| SCIENCE |  |  |  |  |  |  |  | **X** |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 STAR – Term 4 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B | WEEK11A |
|  |  |  |  |  |  |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  |  |  |  |
| HSIE |  |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

|  |
| --- |
| **YEAR 10 ASSESSMENT TASK GRID****HUMANITIES – ENGLISH**  |
| **TASK** | **SYLLABUS OUTCOMES** | **DUE DATE** |
| EN5-1A | EN5-2A | EN5-3B | EN5-4B | EN5-5C | EN5-6C | EN5-7D | EN5-8D | EN5-9E |
| Holocaust Multi-Modal | **X** | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **OUTCOME IASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1 Week 9 |
| Rabbit Proof Fence Film Analysis |  |  | **X** | **X** |  | **X** | Term 2Week 7 |
| Environmental Change and Management: Brochure |  |  |  | **X** | **X** |  | Term 3Week 5 |
|  |
| EN5-1A | Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critic 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 use 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 |

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| **YEAR 10 ASSESSMENT TASK GRID****HUMANITIES – HSIE** |
| **TASK** | **SYLLABUS OUTCOMES** | **DUE DATE** |
| HT5-1 | HT5-2 | HT5-3 | HT5-4 | HT5-5 | HT5-6 | HT5-7 | HT5-8 | HT5-9 | HT5-10 |
| GE5-1 | GE5-2 | GE5-3 | GE5-4 | GE5-5 | GE5-6 | GE5-7 | GE5-8 |  |  |
| Holocaust Multi-Modal (History) |  |  | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **X** | Term 1 Week 9 |
| Rabbit Proof FenceFilm Analysis (History) |  |  | **X** | **X** |  |  |  | Term 2 Week 7 |
| Environmental Change & Management: Brochure (Geography) |  | **X** |  | **X** |  |  |  | Term 3Week 5 |
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| 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 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 form to communicate effectively bout the past for different audiences  |
| GE5-1GE5-2GE5-3GE5-4GE5-5GE5-6GE5-7GE5-8 | Explains the diverse features and characteristics of a range of places and environmentsExplains processes and influences that form and transform places and environmentsAnalyses the effect of interactions and connections between people, places and environmentsAccounts for perspectives of people and organisations on a range of geographical issuesAssesses management strategies for places and environments for their sustainabilityAnalyses differences in human wellbeing and ways to improve human wellbeingAcquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiryCommunicates geographical information to a range of audiences using a variety of strategies |

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| **YEAR 10 ASSESSMENT TASK GRID****MATHEMATICS STAGE 5.1** |
| **TASK** | **SYLLABUS OUTCOMES** | **DUE DATE** |
| MA5.1-1WM | MA5.1-2WM | MA5.1-3WM | MA5.1-4NA | MA5.1-5NA | MA5.1-6NA | MA5.1-7NA | MA5.1-8MG | MA5.1-9MG | MA5.1-10MG | MA5.1-11MG | MA5.1-12SP | MA5.1-13SP | MA5.2-5NA |
| House Budget |  |  | **X** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESED IN YEAR 9** |  |  |  | **ASSESED IN YEAR 9** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | Term 1 Week 9 |
| Aptitude Test |  | **X** |  |  | **X** | **X** |  |  |  | Term 2Week 6 |
| Yearly Examination | **X** |  |  | **X** | **X** |  | **X** |  | **X** | Term 3 Week 9 |
|  |  |  |
| MA4-14MGMA5.1-1WMMA5.1-2WMMA5.1-3WMMA5.1-4NAMA5.1-5NAMA5.1-6NAMA5.1-7NAMA5.1-8MGMA5.1-9MGMA5.1-10MGMA5.1-11MGMA5.1-12SPMA5.1-13SPMA5.2-5NA | Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volumeUses appropriate terminology, diagrams and symbols in mathematical contextsSelects and uses appropriate strategies to solve problemsProvides reasoning to support conclusions that are appropriate to the contextSolves financial problems involving earning, spending and investing moneyOperates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical basesDetermines the midpoint, gradient and length of an interval, and graphs linear relationshipsGraphs simple non-linear relationshipsCalculates the areas of composite shapes, and the surface areas of rectangular and triangular prismsInterprets very small and very large units of measurement, uses scientific notation, and rounds to significant figuresApplies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depressionDescribes and applies the properties of similar figures and scale drawingsUses statistical displays to compare sets of data, and evaluates statistical claims made in the mediaCalculates relative frequencies to estimate probabilities of simple and compound eventsRecognises direct and indirect proportion, and solves problems involving direct proportion |

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| **YEAR 10 ASSESSMENT TASK GRID****PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION** |
| **TASK** | **SYLLABUS OUTCOMES** | **DUE DATE** |
| PD5.1 | PD5.2 | PD5.3 | PD5.4 | PD5.5 | PD5.6 | PD5.7 | PD5.8 | PD5.9 | PD5.10 | PD5.11 |
| Too Good to be True Research Task |  | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** |  |  |  |  |  |  | **X** |  | Term 1Week 6 |
| Net/Court Games Practical Task |  | **X** |  |  |  |  |  |  |  | Term 2Week 4-5 |
| Topic Quiz |  |  |  | **X** | **X** |  | **X** |  | **X** | Term 3Week 8 |
| Resistance Training Practical Task | **X** |  | **X** |  |  | **X** |  |  |  | Term 3Week 9 |
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| PD5.1 | Assesses their own and others’ capacity to reflect on and respond positively to challenges |
| PD5.2 | Researches and appraises the effectiveness of health information and support services available in the community |
| PD5.3 | Analyses factors and strategies that enhance inclusivity, equality and respectful relationships |
| PD5.4 | Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts |
| PD5.5 | Appraises and justifies choices of actions when solving complex movement challenges |
| PD5.6 | Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity |
| PD5.7 | Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities |
| PD5.8 | Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity |
| PD5.9 | Assesses and applies self-management skills to effectively manage complex situations |
| PD5.10 | Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts |
| PD5.11 | Refines and applies movement skills and concepts to compose and perform innovative movement sequences |

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| **YEAR 10 ASSESSMENT TASK GRID****SCIENCE** |
| **TASK** | **SYLLABUS OUTCOMES** | **DUE DATE** |
| 4WS | 5WS | 6WS | 7WS | 8WS | 9WS | 10PW | 11PW | 12ES | 13ES | 14LW | 15LW | 16CW | 17CW |
| Student Research Project | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **ASSESSED IN YEAR 9** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES**  | **ASSESSED IN YEAR 9** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 9** | Term 1 Week 7 |
| Conceptual Model |  |  |  |  |  | **X** |  | **X** | Term 2 Week 4 |
| First Hand Investigation – Crash Trolleys |  | **X** | **X** |  | **X** |  | **X** |  | Term 3 Week 8 |
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| 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 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 |

**Directional Verbs**

**Account -** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse -** Identify components and the relationship between them; draw out and relate implications

**Apply -** Use, utilise, employ in a particular situation

**Appreciate -** Make a judgement about the value of

**Assess -** Make a 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 (analyse/evaluate)

**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 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 -** Putting together various elements to make a whole

**Note:** There may be a number of other verbs used in your syllabus that isn’t listed above. If this is the case, then you will need to create a definition for that verb and provide it to the students to provide a shared understanding.