

# **Rouse Hill High School**

## **Assessment Booklet**



**Senior School  
Year 1.0**

**2024 - 2025**

# Assessment at Rouse Hill High School

The purpose of this document is to provide students and parents/caregivers with an overview of assessment procedures in the Senior School. It is important that parents/caregivers are active partners with the school in the academic development of their children.

The assessment schedule for the Senior School is written in the style that reflects the processes that students will follow for the award of the Record of School Achievement (RoSA) and the Higher School Certificate (HSC). It is essential students develop good work habits early and recognise the importance of completing all tasks on time. If students are to achieve their full potential, it is necessary to develop motivation, self-confidence, perseverance and responsibility.

Specifically, assessment tasks encourage students to:

- take ownership of, and responsibility for, their academic development
- develop a comprehensive work ethic
- develop independent learning and research skills.

Assessment is the process of identifying, gathering and interpreting information about students' learning. Some assessment tasks will be completed during class in a set time frame e.g. In-class test on fractions; others will be completed over a period of time e.g. Visual Arts process diary. Alternatively, tasks may be prepared at home and submitted or performed on the due date.

Assessment provides information on student achievement and progress and sets the direction for ongoing teaching and learning. Assessment tasks allow the measurement of a student's total progress and should provide a true reflection of their ability and/or performance in each course. It provides a fair, equitable and structured way of measuring student achievement.

Whilst the breakdown, given in each subject outline, is of those tasks which are used to allocate A – E grades for identified outcomes, there will be ongoing class assessment and class work throughout the year to monitor students' completion of course requirements. If you would like to discuss the assessment schedule or course requirements for a particular subject please contact the appropriate Head Teacher.

# NSW Education Standards Authority Requirements:

## Record of School Achievement

At Rouse Hill High School, Senior School comprises 1.0, 1.1 and 1.2. Years 7 to 1.0 all lead to the Record of School Achievement and the Principal must sign off that each student has completed all mandatory components.

The NSW school curriculum is organised into key areas of learning as required by the Education Reform Act 1990. There are eight secondary school key learning areas.

- English
- Mathematics
- Science
- Human Society and its Environment
- Languages
- Technologies
- Creative Arts
- Personal Development, Health and Physical Education

It is mandatory for all students in Years 7-1.0 to study courses in each of the key learning areas.

## Higher School Certificate

To qualify for the Higher School Certificate, students must complete the mandatory curriculum requirements for Years 7-12 in each key learning area. This includes:

- completing all assessment tasks
- completing all homework tasks
- completing all class work
- participating in class activities
- participating in practical activities and excursions
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course.

# Policy: Assessment of the Senior School 1.0

## **School Responsibilities:**

Every school has to develop an assessment program for each course. At Rouse Hill High School we will:

- set tasks which will be used to measure student performance in each component of every course.
- specify values for each of these tasks.
- inform students of the requirements for each course.
- keep records of each student's performance on each task.
- provide students with feedback on their progress.
- provide at least two weeks notice in writing of the due date of each individual assessment task outline.
- inform students of their right to request a review of their ranking within each course.
- provide details of an assessment task at least two weeks prior to the due date.
- publish a calendar of assessment tasks early in the year. Teachers who wish to vary this schedule will firstly gain the approval of all Head Teachers, and then provide students with a written notice of the details of the assessment task at least two weeks prior to the new due date.
- present all assessment tasks on the school Assessment Task Cover Sheet, detailing –
  - subject details
  - due date
  - outcomes to be assessed
  - task description
- provide a marking rubric for every assessment task issued, detailing the expectations for grades ranging between an A and E, as well as a numerical value for each task.
- notify parents/caregivers in writing of failure to submit/or complete an assessment task.

## **Parent/Caregiver Responsibilities:**

As partners in the implementation of the school's educational policies and practices regarding assessment tasks, parents/caregivers can participate and help by:

- encouraging their children to complete assessment tasks by working on the tasks over a period of time.
- providing a study place which can be used regularly, is quiet, well lit and comfortable.
- taking an active interest in their child's study. Supporting them by discussing work, encouraging them if they become discouraged and directing them to seek help from their teachers if they are having difficulties.
- ensuring that their child has a healthy balance between school work and recreation.
- helping their child to become well organised in their approach to study.
- checking task due dates.
- ensuring their children have access to reference materials, including a dictionary, thesaurus and the internet.

## **Student Responsibilities -**

Assessment tasks form the basis for outcomes reported on in student reports issued each semester. Students at Rouse Hill High School are required to:

- complete all tasks listed in the assessment schedule for each subject.
- submit assigned tasks, even if they are late.
- follow set procedures if they are absent from school when a task is due.
- complete all class and course work with diligence and sustained effort.
- follow set procedures if an extension is required.
- record due dates of tasks.
- seek help from the teacher if they don't understand the task.

### **'All My Own Work' - Copying and Plagiarism:**

All work submitted by a student for an assessment task must be completed by the student.

Plagiarism includes copying large sections from a book/source without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book/source, students should seek the assistance of the class teacher. It is highly recommended that drafts/evidence and preparation be sighted throughout the process and that students keep drafts/records, notes/evidence of process work for submission if required by the teacher. In cases where there is doubt regarding the authenticity of work submitted, the assessment task may be given a 'non attempt'.

Providing your work to other students is also promoting plagiarism and penalties will apply.

## **'N' determinations and warning letters**

If students are not meeting course requirements (classwork or assessment) then teachers will issue an 'N' determination warning letter that is emailed home. This warning letter aims to give the student time to complete the course requirements and rectify the problem. Students who receive two or more warning letters and do not redeem the requirements become at risk of receiving an 'N' determination.

If students don't complete a course's requirements they will receive an 'N' determination.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

**Absent on the Submission Date:**

If a student is absent on the due date:

1. On the first day of the student's return to school, they must provide a Medical Certificate issued by a Doctor.
2. The Medical Certificate must be given to the Head Teacher of that course, who will determine the appropriate action.
3. An alternative date and time to complete the task will be identified.

**Late Submission:**

Assessment tasks submitted after the due date, without a Medical Certificate will have a record of late submission for that task, and receive a zero numerical grade.

However, the task must be submitted to satisfactorily complete course requirements. All tasks submitted late should be accompanied by the Task Missed form.

**Application for Extension:**

If an extension is required, it must be submitted at least two days prior to the due date. An Application for Extension form must be completed.

**Technology Issues:**

Failure of equipment (e.g. computers, printers) will not be accepted as a reason for not handing in a task. It is the responsibility of all students to make drafts and copies of all work throughout the process. These need to be provided to the teacher if they are unable to provide the finished copy of the task.

### **Appealing an Assessment Task Grade:**

A student is able to query a grade/result for an Assessment Task within one week of the task being returned. The student must talk to the teacher who marked the task.

It is important to realise a teacher's professional decision to award a particular grade is not grounds for an appeal. Grounds for appeal could include:

- another student's answer was marked correct and the claimant's answer was marked incorrect;
- a discrepancy between the marker's written comment and what the response actually contained;
- the marking criteria were not followed.

The teacher who marked the task will discuss the marking of a particular question with the student seeking the variation. After this discussion, the student may feel the need to discuss the situation further with the Head Teacher. The decision made by the Head Teacher is final.

### **Academic Review Processes:**

During Senior School, students will be part of an Academic Review Process to determine their progress in each subject. Student records will indicate those students who have had difficulty meeting the expectations in one or more subject areas, with documentation about unsatisfactory progress existing in the form of letters to parents and other documentation maintained by staff.

Students identified through this review will be interviewed about their progress and plans created to assist them to progress.

### **Mid-course and End of Course Examinations**

Mid-course examinations will be held during Weeks 8-9 of Term 1. End of course examinations will be held during Weeks 1 - 4 of Term 4, 2025. An examination timetable will be issued to students prior to these examinations.

## Assessment Results:

The assessment tasks are used to determine the final grades for outcome achievement in each subject. The common grade scale below describes generic performance descriptors for each of the five grade levels.

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

## Student Reports -

Students will receive two reports throughout the year; a mid-course report issued in Semester One and an end of course report issued in Semester Two.

Interim reports are issued twice a year to inform parents of general progress towards outcomes between formal reporting periods. These will be issued in Term One and Term Three and can be used as a starting point for discussions at parent-teacher meetings.

There are two parent-teacher meetings throughout the year. These provide opportunities for parents, teachers and students to discuss concrete examples of the student work used to achieve course outcomes.

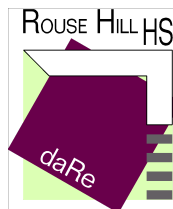
## Forms Relating to Assessment Tasks -

Samples of the following documents are provided in this booklet:

- Application for Extension form
- Assessment Task Missed form
- Assessment Task Cover Sheet
- Assessment Task Marking Rubric

Forms are available from your teacher.





## APPLICATION FOR EXTENSION YEAR 1.0

*This form must be given to the Head Teacher of the course at least two days before the due date.*

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

COURSE		Faculty	
Task number		Task title	
Date issued		Due date	
Due date requested			
Reason for extension			
Student signature		Parent/carer signature	

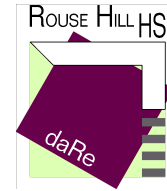
**Note:** Please attach any appropriate evidence

GRANTED	YES	NO	DATE:
REASON FOR REFUSAL			

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*This section will be returned to the student when the decision has been made.*

## APPLICATION FOR EXTENSION NOTIFICATION RECEIPT

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE	
GRANTED	YES	NEW DATE TASK DUE	
	NO		
REASON FOR REFUSAL			
HEAD TEACHER SIGNATURE		DEPUTY PRINCIPAL	



**TASK MISSED DUE TO ABSENCE  
YEAR 1.0**

*This form must be given to your classroom teacher the day you return to school.*

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

COURSE		KLA	
Task number		Task title and weighting %	
Date issued		Due date	
Today's date		Date/s of absence	
Reason for absence			
Student signature		Parent/carer signature	

Note: appropriate evidence must accompany this application e.g. doctor's certificate

GRANTED	YES	NO	DATE
REASON FOR REFUSAL			

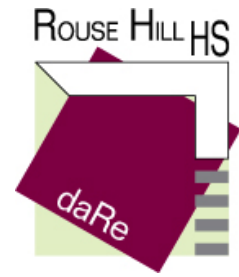
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*This section is to be returned to the student when the decision has been made.*

**ASSESSMENT TASK MISSED DUE TO ABSENCE NOTIFICATION RECEIPT**

COURSE NAME			
STUDENT NAME			
ASSESSMENT NUMBER		TITLE	
DUE DATE		SUBMITTED DATE	
GRANTED	YES	NO	
REASON FOR REFUSAL			
HEAD TEACHER SIGNATURE		DEPUTY PRINCIPAL SIGNATURE	

# ASSESSMENT TASK COVER SHEET



**FACULTY:**

**SUBJECT:**

**ASSESSMENT TASK No:**

**YEAR:**

**DATE GIVEN:**

**DATE DUE:**

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

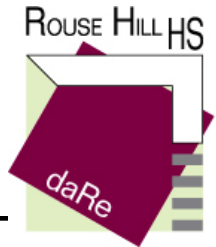
Class: \_\_\_\_\_

Syllabus Outcomes Being Assessed		What it will look like

Outline/Description of Task:

# Assessment Task

## MARKING RUBRIC



Class - \_\_\_\_\_

Faculty - \_\_\_\_\_

Grade	Mark	To achieve this grade, you will....
<b>A</b>		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
<b>B</b>		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
<b>C</b>		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
<b>D</b>		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
<b>E</b>		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

Teacher feedback

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

Strengths	
Actions to improve	

# Rouse Hill High School

## Assessment Schedules - Senior School

### Year 1.0 – 2024/25

#### Astronomy

Students will explore the wonders of the Universe and appreciate the development of how our understanding has changed over time. Students will undergo a variety of inquiry and project based learning projects to develop their understanding of the major features of the Universe and describe examples of technological advancements that have shaped our understanding.

Type of Task	Due
1. Topic Test 1	Term 1 Week 7
2. Topic Test 2	Term 2 Week 6
3. Research task	Term 3 Week 7
4. End of Course Examination	Term 4 Week 2

#### Barista Skills

Barista Skills aims to develop entry level skills for the employment space of cafes and restaurants. Students have engaged in learning that develops skills in literacy, numeracy, collaboration and creative and critical thinking with a focus on cafe culture. Assessment will provide opportunities for students to demonstrate skills and understanding in the planning, production and service of espresso based drinks and food service skills.

Type of Task	Due
1. Barista Training Portfolio (including WHS induction)	Term 1 Week 7
2. Ongoing Practical Skills – Observation, Scrapbook and Third Party Reports	Term 2 Week 10
3. PBL - Pop Up Coffee Shop - Planning	Term 3 Week 7
4. PBL - Pop Up Coffee Shop - Delivery	Term 4 Week 1-3

#### Career Education

Career Education 1.0 provides students with the opportunity to demonstrate competence in a range of areas including promoting intentional career development, lifelong learning and life/work balance. This will be achieved through personal management, learning and work exploration and career building activities.

Type of Task	Due
1. Resume	Term 1 Week 7 & 8
2. Career and Transition Plan (ongoing)	Term 2 Week 7 & 8
3. Work Experience	Term 3 Week 7 & 8
4. End of course - In-class task	Term 4 Weeks 1 – 4

## Child Studies

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. It includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Type of Task	Due
1. Children and a Culture Task	Term 1 Week 4
2. Mid Course Examination	Term 1 Weeks 8-9
3. Children's Television Segment	Term 2 Week 4
4. End of course Examination	Term 4 Weeks 1-4

## Commerce

Commerce provides the knowledge, skills, understanding and values that form the foundation for sound decisions on consumer, financial, business, legal and employment issues. A variety of engaging teaching strategies are utilised to assist students to develop an understanding of commercial and legal processes and competencies for personal financial management.

Type of Task	Due
1. Law Reform Task	Term 1 Week 7
2. Online Examination	Term 1 Week 9
3. Media File/In-class Extended Response	Term 2 Week 8
4. End of course examination	Term 4 Weeks 1 – 4

## Computing Technology

Studying Computing Technology 1.0 enables students to develop skills in the specific application of computing technologies and to develop digital solutions applicable to a range of industrial, commercial and recreational contexts. Computing Technology 1.0 focuses on computational, design and systems thinking. It also develops data analysis and programming (coding) skills. The knowledge and skills developed in the course enable students to contribute to an increasingly technology-focused world.

Type of Task	Due
1. User Experience Design Project	Term 4 Week 9
2. User Experience Development Project	Term 1 Week 10
3. Project and Folio	Term 3 Week 10
4. End of course examination	Term 4 Weeks 1 - 4

## English

English 1.0 allows students to develop their skills in reading, writing, speaking, listening, viewing and representing. Students will study a range of different text types and units including genre, film, prose fiction, poetry, Shakespearean drama and multimodal, multicultural and workplace texts.

Type of Task	Due
1. Imaginative and Reflective Composition	Term 4, Week 10
2. Mid-Course Examination	Term 1 Week 9
3. Multimodal Presentation	Term 2, Week 10
4. End of Course Examination	Term 4, Week 1- 4

## Evil Personalities

As a part of this 75 hour course, students will be exploring the concept of "Evil" and what this actually means throughout history. Students will use their investigative and critical thinking skills to explore multiple perspectives on the topic and assess the influence of controversial figures on history and modern society.

Type of Task	Due
1. PBL Task	Term 1 Week 10
2. Reflection Task	Term 2 Week 3
3. Source Task	Term 3 Week 9
4. Historical Report	Term 4 Week 3

## Food Technology (100 hour course - Line Y)

Year 10 Food Technology aims to further develop skills of food handling and safe work practices. Students gain an awareness of the relevance of Food Technology for them as individuals and as members of society. Over the length of the course students will explore food related issues which should help them make informed and appropriate food choices.

Type of Task	Due
1. Task 1 – Foodies Adventures Task	Term 1 Week 5
2. Task 2 – Practical Exam	Term 2 Week 7
3. Task 3 – Task 3 Food Product and Development	Term 3 Week 9
4. End of course examination	Term 4 Weeks 2

## Food Technology (200 hour course - Line X)

Food Technology 1.0 (200 hour) aims to further develop skills of food handling and safe work practices. Students gain an awareness of the relevance of Food Technology for them as individuals and as members of society. Over the length of the course students will explore food related issues which help them make informed and appropriate food choices with regard to nutrition, food service and special occasions.

Type of Task	Due
1. Task 1 – Food Selection and Health	Term 1 Week 3
2. Mid-course examination	Term 1 Weeks 8- 9
3. Task 2 - Food For Special Occasions	Term 3 Week 5
4. End of course examination	Term 4 Weeks 1 - 4

## Game Development

In this immersive and hands-on program, budding game developers will embark on a thrilling journey into the world of 2D and 3D game creation. Throughout the course, students will unleash their creativity and hone their skills as they learn to craft stunning visual resources and captivating audio elements essential for game development. Students will develop fundamental programming concepts, empowering them to bring their game ideas to life using the powerful Unity game engine. Join us and let the gaming adventure begin!

Type of Task	Due
1. Game Development Project	Term 1 Week 9
2. Game Development Project 2	Term 2 Week 9
3. Group Project	Term 3 Week 9

## HSIE

Year 1.0 students will refine their use of geographical and historical source analysis skills and ability to communicate, whilst exploring contemporary issues in Australia's natural environment and key events in the Modern World and Australia. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding human wellbeing in Australia and around the world.

Type of Task	Due
1. Newspaper Article	Term 4 Week 10
2. Mid-course examination	Term 1 Weeks 8-9
3. Environmental Change and Management Report	Term 3 Week 8
4. End of course examination	Term 4 Weeks 1 - 4

## History Elective

History Elective provides students with the opportunity to develop an interest in and enjoyment in studying the past. Students will look at Ancient and Modern societies, significant figures, and events that have shaped our world. They will develop skills in source analysis, written responses and communication.

Type of Task	Due
1. Article	Term 1 Week 3
2. Topic Test	Term 1 Weeks 10
3. In-class Response	Term 3 Week 9
4. Topic Test	Term 4 Week 2

## Industrial Technology – Engineering

Industrial Technology Engineering 1.0 provides students with opportunities to develop knowledge, understanding and practical skills in relation to engineering and associated industries. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future aspirations.

Type of Task	Due
1. Civil Engineering - Practical and Report	Term 1 Week 9
2. Mechanical Engineering - Automata Toy and Report	Term 2 Week 8
3. Alternative Energy - Wind and Solar Power Project	Term 3 Week 10
4. End of course examination	Term 4 Weeks 1 - 4

## Industrial Technology – Multimedia -100hr

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. This includes developing knowledge and skills in the use of tools, materials and techniques related to Web Design and Video Production.

Type of Task	Due
1. Project 1 Web Design Project	Term 1 Week 9
2. Project 2 design and Folio	Term 2 Week 9
3. Project 3 Video Production Project	Term 3 Week 9
4. Project 4 End of course examination	Term 4 Week 1-4



## Industrial Technology – Timber 100hr

Industrial Technology Timber 1.0 provides students with opportunities to develop knowledge, understanding and practical skills in relation to the timber and associated industries. This will include a variety of practical projects including instruction on the theory behind the skills they develop. These projects can include decorative timber products, storage items or small furniture items.

Type of Task	Due
1. Project 1 Practical and Folio	Term 2 Week 2
2. Project 2 Practical and Folio	Term 3 Week 2
3. End of Course Examination	Term 4 Week 3
4. Project 3 Practical and Folio	Term 4 Week 2

## Industrial Technology – Timber 200hr

Industrial Technology Timber 1.0 provides students with opportunities to develop knowledge, understanding and practical skills in relation to the timber and associated industries. This will include a variety of practical projects including instruction on the theory behind the skills they develop. These projects can include decorative timber products, storage items or small furniture items.

Type of Task	Due
1. Research assessment Task	Term 4 Week 9
2. Project 1 – Practical and Folio	Term 1 Week 10
3. Project 2- Practical and Folio	Term 3 Week 10
4. End of course examination	Term 4 Weeks 1 - 4

## iSTEM

Students will undertake a range of inquiry-based (IBL) and project based (PBL) learning activities. Inquiry-based and project based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future aspirations.

Type of Task	Due
1. Project and Portfolio	Term 1 Week 8
2. Project and Portfolio	Term 2 Week 9
3. Project and Portfolio	Term 4 Week 4

## Marine and Aquaculture Technology – 100 hours

Marine and Aquaculture Technology (100 hour) provides an opportunity for students to study the oceans and marine life as well as appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. Students will participate in a number of practical activities, some of which will require excursions to marine environments.

Type of Task	Due
1. Research - Marine Mammals	Term 1 Week 5
2. Topic Test	Term 2 Week 2
3. Research- The Rocky Shores	Term 3 Week 6
4. End of Course Examination	Term 4 Week 2

## Marine and Aquaculture Technology - 200 hours

Marine and Aquaculture Technology (200 hour) provides an opportunity for students to study the oceans and marine life as well as appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. Students will participate in a number of practical activities, some of which will require excursions to marine environments.

Type of Task	Due
1. Research Task	Term 1 Week 4
2. Topic Test	Term 1 Week 10
3. Research Task	Term 3 Week 5
4. End of Course Examination	Term 4 Week 2

## Mathematics

Mathematics 1.0 provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

The Core–Paths structure of the syllabus is designed to encourage aspiration in students and provide the flexibility needed to enable teachers to create pathways for students working towards Stage 6. The structure is intended to extend students as far along the continuum of learning as possible and provide solid foundations for the highest levels of student achievement. The structure allows for a diverse range of endpoints up to the end of Stage 5.

At Rouse Hill High School, students in Year 10 will be placed in Mathematics classes that explore the content at different paces.

Type of Task	Due
1. Exam – In-class task	Term 4 Week 9/10, 2024
2. Mid-course examination	Term 1 Weeks 8/9
3. Investigation Task and Test	Term 2 Week 9
4. End of course examination	Term 4 Weeks 1 - 3 (TBC)

## Music 200 hour

Music 1.0 students completing the 200 hour course are provided with the opportunities to develop existing musical knowledge, understanding of key theoretical practices and develop key performance skills necessary for active engagement and enjoyment with performance, musicology, composition and aural activities. Students begin their studies by developing and evolving their existing repertoire through further study of Music for Small Ensembles, studying as well the topic areas of Classical Music, Jazz Music, and Music and Technology.

Type of Task	Due
1. Assessment Task 1 - Listening	Term 1 Week 4
2. Assessment Task 2 - Performing	Term 2 Week 3
3. Assessment Task 3 - Musicology	Term 3 Week 8
4. Assessment Task 4 - End of Course	Term 4 Week 1

## Music 100 hour

Music 1.0 students completing the 100 hour course are provided with the opportunities to develop existing musical knowledge, understanding of key theoretical practices and develop key performance skills necessary for active engagement and enjoyment with performance, musicology, composition and aural activities. Students begin their studies by developing and evolving their existing repertoire through further study of Music for Small Ensembles, studying as well the topic areas of Classical Music, Jazz Music, and Music and Technology.

Type of Task	Due
1. Assessment Task 1 - Listening	Term 1 Week 4
2. Assessment Task 2 - Performing	Term 2 Week 3
3. Assessment Task 3 - Musicology	Term 3 Week 8
4. Assessment Task 4 - End of Course	Term 4 Week 1

## Music 75hr

Music 1.0 students completing the 75 hour course are provided with the opportunities to develop existing musical knowledge, understanding of theoretical practices and develop key performance skills necessary for active engagement and enjoyment with performance.

Type of Task	Due
1. Assessment Task 1	Term 1 Week 4
2. Assessment Task 2	Term 2 Week 3
3. Assessment Task 3	Term 3 Week 8

## People's Court

As a part of this 75 hour course, students will be exploring different aspects of the legal system, including discovering their own rights, freedoms and protections under the law. They will also gain practical experience participating in mock trials and examining real cases.

Type of Task	Due
1. Your Rights Under Australian Law Project	Term 1 Week 5
2. Law in Practise- Mock Trial	Term 2 Week 5
3 PBL Task	Term 4 Week 2

## Photography and Digital Media

Students in Photography will develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works. They will be encouraged to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and frames.

Type of Task	Due
1. Assessment Task 1	Term 1 Week 5
2. Assessment Task 2	Term 2 Week 2
3 Assessment Task 3	Term 3 Week 2
4. Assessment Task 4	Term 4 Week 2

# Physical Activity and Sports Studies

Physical Activity and Sports Studies 1.0 will examine case studies and biomechanical movement of the human body. Students will examine how to enhance performance using technology and nutrition as well as a study of Fundamental Movement Skills and The Body in Action. Students will participate in a range of physical activity options and be assessed in both practical and theory components of this course.

Type of Task	Due
1. Body Systems In class task	Term 1 Week 5
2. Specific Sport Skill Analysis	Term 1 Week 8
3. Event Management Assessment	Term 3 Week 5
4. Performance Application Task	Term 3 Week 10

## PD/H/PE

PD/H/PE 1.0 students will explore the importance of promoting physical activity to enhance lifestyle. They will plan for and participate in a range of lifelong physical activities. Students will study the meaning of equal and respectful relationships as well as the practice of harm minimisation and making informed choices about risk taking behaviours. The practical component will also include a range of games where the emphasis will be on developing strategies to participate at a skillful and enjoyable level.

Type of Task	Due
1. Fundamental Movement Skills (Practical)	Term 1 Week 8
2. Mid-course Examination	Term 1 Weeks 8-9
3. Life-long Physical Activity (Practical)	Term 3 Week 10
4. End of course examination	Term 4 Weeks 1 - 4

## Psychology - 100 hour

The aim of Stage 5 Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students are assessed on their skills of critical thinking, problem solving and communication through a variety of assessment types, including case studies, research projects and examinations.

Type of Task	Due
Task 1: Poster - History of Psychology	Term 1 Week 3
Task 2: Topic Test	Term 1 Week 10
Task 3: Behavioural observation study	Term 3 Week 3
Task 4: End of Course exam	Term 4 Week 2

## Psychology - 200 hour

The aim of Stage 5 Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students are assessed on their skills of critical thinking, problem solving and communication through a variety of assessment types, including case studies, research projects and examinations.

Type of Task	Due
Task 1 Personality Presentation	Term 1, Week 4 Year 2
Task 2 Issues in Society Case Study	Term 2, Week 2 Year 2
Task 3 Topic Test	Term 3, Week 3 Year 2
Task 4 Inquiry Based Research Project	Term 4, Week 1 Year 2

## Science

Science 1.0 allows students during Semester 1 to examine experimental design and research energy and motion, with a particular focus on the application of Newton's laws. In Semester 2, they will complete their Stage 5 Student Research Project, investigate chemical behaviour of substances, assess the evidence for evolution and explore DNA and genetics. Students will also develop and refine their problem solving strategies, scientific literacy and practical investigation skills.

Type of Task	Due
1. TED-ED research task	Term 1 Week 5
2. Mid-course examination	Term 1 Week 9
3. SRP - Individual scientific investigation	Term 2 Week 6
4. End of course examination	Term 4 Weeks 1 - 4

## Sport, Sport, Sport

This is a course that aims to provide students with an opportunity to learn sports that are not commonly played in Australia. Students will learn the rules and history of a variety of games including Gridiron (American Football) and Gaelic Football. Students will apply their learning through a range of theory tasks and participate in the sports they have learnt through practical lessons.

Type of Task	Due
1. Gridiron Assessment	Term 1 Week 5
2. Practical Application	Throughout term 1
3. End of course examination	Term 3 Week 8
4. Practical analysis	Throughout Term 3

## Students Taste A Range of Trades (STARTs)

This is a course that aims to develop student's skills preparing to integrate future transitions with an opportunity to experience potential trades they might be interested in after school. Students will be engaged in learning focused on their skills of communication, collaboration, leadership, project development and conflict resolution.

## Teach Me S & C!!!

This is a course that aims to provide the essentials of strength and conditioning within various sporting contexts. Students will examine concepts and application of Exercise Science, Testing and Evaluation, Program Design and Exercise Techniques. Students will participate in a range of resistance and conditioning training programmes to develop lifelong physical literacy.

Type of Task	Due
1. Fitness for Life	Term 1 Week 5
2. Mastering the Big 4	Term 1 Week 8
3. Planning for Improvement	Term 3 Week 4
4. Improving Performance	Term 3 Week 8

## Uplift Mathematics

This is a course that aims to enhance the mathematical skills and knowledge of students intending on studying the harder Mathematics courses in Stage 6. Students will focus on number skills and algebraic skills that are vital for understanding Functions and Calculus in the Mathematics Advanced course.

Type of Task	Due
1. Checkpoint Test 1	Term 4 Week 10 (2024)
2. Checkpoint Test 2	Term 1 Weeks 8
3. Checkpoint Task/Test 3	Term 2 Week 8
4. Checkpoint Test 4	Term 3 Week 9

## Home Learning

The assessment tasks described previously in this document are considered separate to home learning.

### Why Do Home Learning?

Did you know that 95% of what you learn today, you won't remember tomorrow unless you revise it in the first 24 hours? Study is practice for the mind, as running is practice for the athlete.

Home learning is designed to:

- reinforce and consolidate what is learnt in class.
- provide opportunities for students to practise skills being developed and content covered in class.
- develop topic summaries.
- develop a work ethic and foster self-discipline through the development of independent study habits.
- provide a link between school and home. It enables parents/caregivers to be partners in the education of their children and offers them an opportunity to monitor their children's progress.

There are three types of home learning:

1. specifically set tasks designed to follow a class learning activity.
2. completion of tasks from class.
3. self-study that may involve students reviewing their learning, preparing study notes, refining their understanding, developing topic summaries, etc.

### School Responsibilities -

The school's overriding goal is to ensure that home learning is educationally beneficial, while meeting the realistic expectations of students, teachers and parents/caregivers. The school will:

- ensure home learning is set on a regular basis, and is checked promptly and accurately for regular feedback;
- ensure a suitable amount of challenging and purposeful home learning is set, including:
  - practice exercises, to provide students with opportunities to apply new knowledge; or review, revise and reinforce newly acquired skills;
  - preparatory learning, to provide students with opportunities to gain background information for an upcoming unit of study; and

- extension assignments, encouraging students to pursue knowledge individually and imaginatively.
- take into account students' commitments out of school hours (e.g. sport, home responsibilities);
- consider technology access (computers, e-mail, the Internet) while ensuring different levels of access to this technology do not disadvantage any student;
- ensure home learning is recorded;
- apply appropriate measures if home learning is not completed;
- maintain a home learning register.

The amount of time devoted to home learning increases as a student progresses through school. Students need to develop a pattern where enough time is dedicated to consolidate and progress in learning while maintaining an appropriate balance with family and social activity.

### **Parent/Caregiver Responsibilities -**

As partners in the implementation of the school's educational policies and practices regarding home learning, parents/caregivers can participate and help by:

- taking an active interest in home learning by:
  - checking student home learning regularly, and signing completed tasks.
  - ensuring there is time regularly set aside for home learning, as part of a routine; and providing a dedicated place and desk for home learning / study;
  - encouraging and supporting students to complete home learning, while not doing the work for them;
- encouraging students to read, and to take an interest in current affairs;
- contacting teachers over any concerns about the nature of home learning, or their children's approach to it;
- alerting the school to any factors that may need to be taken into account when home learning is set or corrected.

### **Student Responsibilities -**

As a matter of course, students should revise and review work undertaken in class each day. Students should see home learning as an integral part of this process.

To gain the greatest educational benefit from home learning, students will:

- record all home learning as recognition of the importance of home learning.
- take responsibility for their home learning, with support from parents/caregivers and teachers if difficulties arise.
- ensure home learning is completed on time and to the best of their ability.
- give sufficient time and equal effort to all home learning given in all subjects.
- keep parents/caregivers informed of home learning, and show them completed tasks.
- with help from teachers and parents/caregivers, develop appropriate time-management skills to allow for satisfactory completion of home learning as part of their overall time commitments.

### **How to Study?**

- Spend 10-15 minutes reading over work done in each class that day.
- Different ways of studying include: reading, developing mind maps, practice questions, speaking aloud, self-testing, peer testing, topic summaries.

## Senior School 1.0 - Assessment Calendar – 2024 - 2025

*NB: This calendar is a guide only. Students are advised to refer to Subject Assessment Notifications for official due dates. Core subjects are listed in bold.*

Week	Term 4 - 2024	Term 1 - 2025	Term 2	Term 3	Term 4
1			Visual Arts		<b>Year 1.0 Exam Period (and r</b>
2			Psychology (200 hours) Industrial Technology Timber 1.0 100hr Marine and Aquaculture Technology - 100 hours	Industrial Technology Timber 1.0 100hr	<b>Year 1.0 Exam Period</b>
3		Food Technology X( 200 hours) Psychology History Elective	Evil Personalities Music	Psychology (100 hours) Psychology (200 hours)	<b>Year 1.0 Exam Period )</b>
4		Food Tech Y (100 hours) Child Studies Psychology (100 hours) Psychology (200 hours) Music Marine and Aquaculture Technology - 200 hours	Child Studies	Child Studies Teach me S&C	<b>Year 1.0 Exam Period</b>
5		PASS Teach me S & C Sport Sport Sport Science Marine and Aquaculture Technology - 100 hours		Food Technology X (200 hours) PASS Marine and Aquaculture Technology - 200 hours	<b>DARE WEEK</b>
6			Food Technology Y (100 hours) Astronomy Science	Marine and Aquaculture Technology - 100 hours	
7	Barista Skills	Careers Commerce Astronomy	Careers Barista Skills	Careers Astronomy Barista Basics	
8		<b>Year 1.0 Mid-course Examinations</b>	IT Engineering Careers Commerce Uplift Mathematics	Careers Teach me S & C Sport Sport Sport HSIE Music	
9	Computing Technology Industrial Technology: Multimedia	<b>Year 1.0 Mid-course Examinations</b>	iSTEM Game Development Mathematics Computing Technology Industrial Technology: Multimedia	Evil Personalities Food Tech Y 100 hour Game Development Uplift Mathematics History Elective Computing Technology Industrial Technology: Multimedia	



10	English Task 1 HSIE Mathematics Uplift Mathematics	Child Studies PDHPE Evil Personalities Barista Skills Industrial Technology Timber 1.0 200hr Psychology (100 hours) Marine and Aquaculture Technology - 200 hours	English Task 3 Barista Basics History Elective Industrial Technology Timber 1.0 200hr	PASS IT Engineering Industrial Technology Timber 1.0 100hr PDHPE	
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