

# **Rouse Hill High School**

## **Assessment Booklet**



**Senior School 1.0**

**2018 - 2019**

# 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. Period 5 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

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
- Technology and Applied Studies
- 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 satisfactorily complete a Year 11 (Preliminary) pattern of study comprising at least 12 units and a Year 12 (HSC) pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English;
- at least three courses of two units value or greater;
- at least four subjects

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'.

### **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 area, 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 Week 10 of Term 1. End of course examinations will be held during Weeks 1 - 4 of Term 4, 2019. 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 three 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



Course Name: \_\_\_\_\_

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

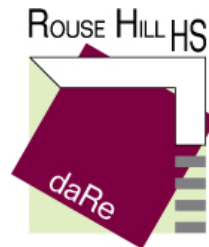
## Assessment Task

Number		Due date	
Task title			
Reason for application for extension			
<b>Note:</b> Appropriate evidence must accompany this application. ( Medical Certificate)			
Student signature		Parent signature	

## REPLY TO APPLICATION FOR EXTENSION

Course		Student	
Task title			
GRANTED		REFUSED	
New due date		Reason	
Head Teacher signature			





## TASK MISSED

Course Name: \_\_\_\_\_

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

### Assessment Task

Number		Due date	
Task title			
Date/s of absence			
Reason for absence on day of task			
<b>Note:</b> Appropriate evidence must accompany this application. ( Medical Certificate)			
Student signature		Parent signature	

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### TASK MISSED DUE TO ABSENCE RECEIPT

Course		Student	
Task title			
GRANTED		REFUSED	
New due date		Reason	
Head Teacher signature			

# ASSESSMENT TASK COVER SHEET



**FACULTY:**

**SUBJECT:**

**ASSESSMENT TASK NO:**

**YEAR:**

**DATE GIVEN:**

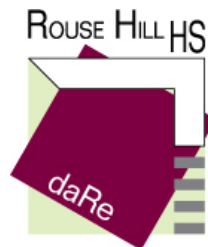
**DATE DUE:**

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....
A		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
B		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
C		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
D		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>
E		<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>

Comment -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Teacher - \_\_\_\_\_

# Rouse Hill High School

## Assessment Schedules - Senior School

### Year 1.0 – 2018/19

#### Career Education 1.0

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. Initial career and transition plan (ongoing)	Term 1 Week 10
2. Mid-course – In-class task	Term 2 Week 7- 10
3. Resume (ongoing)	Term 3 Week 9
4. End of course - In-class task	Term 4 Weeks 1 – 4

#### Chinese 1.0

Chinese 1.0 provides students with the opportunity to further broaden and refine their comprehension and communication skills in Chinese language and their understanding of Chinese culture. Students will study the topic areas of My talents, Moving to a new house, Finding your way around a new community, and Describing my family.

Type of Task	Due
1. Accessing & Responding task – In-class task	Term 4 Week 10, 2018
2. Mid-course Examination	Term 1 Week 10
3. Real Estate Promotional Task – In - class task	Term 2 Week 10
5. End of course Examination	Term 4 Weeks 1 - 4

#### Commerce 1.0

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. Business Plan/Marketing Campaign	Term 4 Week 10
2. Mid-course Examination	Term 1 Week 10
3. Media File/In-class extended response	Term 3 Week 9
4. End of course Examination	Term 4 Weeks 1 – 4

#### Dance 1.0

Dance 1.0 students will develop knowledge, understanding, skills, values and attitudes 'through and about' the interrelated experiences of performing, composing and appreciating their own dances, the dances of others, and dances as works of art. Students will explore the realm of dance as a symbolic language through the development of their own compositions. They will refine dance technique, concept/intent, kinesthetic awareness and video self-assessment, whilst focusing on performance quality and safe dance practice.

Type of Task	Due
1. Contemporary Dance Repertoire Task	Term 4 Week 10
2. Mid-Course Examination – Creating, Developing and Performing Motifs	Term 1 Week 10
3. Dance Analysis Task	Term 2 Week 6
4. Interpretation of Dance Style	Term 3 Week 10

## English 1.0

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. Portfolio – all units (ongoing)	Term 3 Week 9, 2019
2. Reading Task	Term 4 Week 10, <b>2018</b>
3. Mid-course Examination	Term 1 Week 10, 2019
4. Multimodal Task	Term 2 Week 5, 2019
5. End of course Examination	Term 4 Weeks 1 – 4 2019

## Food Technology 1.0

Food Technology 1.0 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.

Type of Task	Due
1. Gingerbread House Task - In class/take home	Term 4 Week 10 2018
2. Mid-course Examination	Term 1 Week 10
3. Focus Unit Task - In class/take home	Term 2 Week 6
4. Focus Unit Task - In class/take home	Term 3 Week 6
5. End of course Examination	Term 4 Weeks 1 - 4

## HSIE 1.0

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 Australia's social and political history. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

Type of Task	Due
1. Human Wellbeing Task	Term 1 Week 5
2. Mid-course Examination	Term 1 Week 10
3. Rights and Freedoms Task	Term 3 Week 10
4. End of course Examination	Term 4 Weeks 1 - 4

## iSTEM 1.0

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 1 - Body of work - In class and take home	Term 1 Week 8
2. Mid-course examination	Term 1 Week 10
3. Project 2 - Body of work - In class and take home	Term 2 Week 10
4. End of course Examination	Term 4 Weeks 1 - 4
5. Project 3 - Body of work - In class and take home	Term 4 Week 4

## Industrial Technology - Engineering 1.0

Industrial Technology – Engineering 1.0 provides students with opportunities to develop knowledge, understanding and practical skills in relation to the Engineering profession and associated industries. This includes practical projects and other activities to build student understanding of the work engineers do. These projects can include small metal, timber and electronic products and design projects that test student knowledge of structures and materials.

Type of Task	Due
1. Project #1 – Control System Research Task (Practical and folio)	Term 1 Week 6
2. Mid-course Examination	Term 1 Week 10
3. Project #2 – Electronics Practical and Folio - In class/take home	Term 2 Week 4
4. Project #3 – Alternative Energy Task - In class/take home	Term 3 Week 10
5. End of course Examination	Term 4 Weeks 1 - 4

## Industrial Technology - Multimedia 1.0

Multimedia provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. Practical projects aim to reflect the nature of the Multimedia focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to multimedia and related technologies. Projects aim to promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

Type of Task	Due
1. PBL Project 1	Term 1 Week 5
2. Mid-course Examination	Term 1 Week 10
3. PBL Project 2	Term 2 Week 9
4. PBL Project 3	Term 3 Week 9
5. End of course Examination	Term 4 Weeks 1 - 4

## Industrial Technology – Timber 1.0

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 and Portfolio - In class/take home	Term 2 Week 5
2. Mid-course examination	Term 1 Week 10
3. Project #2 and Portfolio - In class/take home	Term 4 Week 4
4. End of course Examination	Term 4 Weeks 1 - 4

## Information and Software Technology 1.0

IST 1.0 assists students to develop the knowledge and skills to solve problems in a real life context. Through experiential and collaborative tasks students engage in the design and production of a variety of technology solutions to set problems. Creative and critical thinking skills are developed through students' practical involvement in a variety of projects

Type of Task	Due
1. Artificial Intelligence Task - In class	Term 1 Week 7
2. Mid-course Examination	Term 1 Week 10
3. Game Design Project - In class	Term 2 Week 10
4. Unit Project	Term 3 Week 8
5. End of course Examination	Term 4 Weeks 1 - 4

# Mathematics 1.0

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.

There are three pathways for Year 10 (Stage 5) Mathematics; 5.1, 5.2 and 5.3. Each pathway builds on the concepts in the preceding pathway, allowing teachers to have flexibility in developing suitable programs for their students.

The same strands are taught in each pathway but to different degrees of difficulty. Those strands are:

- Working Mathematically (WM)
- Number and Algebra (NA)
- Measurement and Geometry (MG)
- Statistics and Probability (SP)

Type of Task	Due
1. Exam – In-class task	Term 4 Week 9/10, 2018
2. Mid-course Examination	Term 1 Week 10
3. Exam – In-class task	Term 2 Week 7
4. Investigation Task and Test	Term 3 Week 5
5. End of course Examination	Term 4 Weeks 1 - 4

# Music 1.0

Music 1.0 students are provided with the opportunity to acquire, knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening activities. Students will begin their study of classical music and will also study the topic areas of music and technology, songwriting, music for ensembles and jazz

Type of Task	Due
1. Composition – Take-home task	Term 4 Week 9, 2018
2. Mid-course Examination	Term 1 Week 10
3. Performance – In - class task	Term 2 Week 10
4. Performance and Composition – In - class task	Term 3 Week 10
5. End of course Examination	Term 4 Weeks 1 - 4

# Photographic and Digital Media 1.0

Photography 1.0 students 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. PBL Body of Work 1	Term 1 Week 8
2. Mid-course Examination	Term 1 Week 10
3. PBL Body of Work 2	Term 2 Week 9
4. PBL Body of Work 3	Term 3 Week 9
5. End of course Examination	Term 4 Weeks 1 - 4

# Physical Activity and Sports Studies 1.0

Physical Activity and Sports Studies 1.0 will examine case studies and the culture of sport in Australia. Students will examine physical activity and sport in Australia, how to enhance performance using technology and nutrition as well as a study of Fundamental Movement Skills and how they apply to Coaching. 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. Australian Sports Research In class / Take home task	Term 1 Week 5
2. Fundamental Movement Skill Analysis	Term 1 Week 8
3. Sports Coaching Presentation	Term 3 Week 5
4. Performance Application Task	Term 3 Week 10

## PDHPE 1.0

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. Games Review I	Term 1 Week 9
2. Mid-course Examination	Term 1 Week 10
3. Games Review II	Term 3 Week 10
4. End of course examination	Term 4 Weeks 1 - 4

## Science 1.0

Science 1.0 allows students during Semester 1 to examine experimental design, complete their Stage 5 student research project, and research motion and cosmology. In Semester 2, they will investigate the 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. Student Research Project with Practical component	Term 1 Week 5
2. Mid-course Examination	Term 1 Week 10
3. Research Task – Take home task	Term 3 Week 5
4. End of course Examination	Term 4 Weeks 1 - 4

## Visual Arts 1.0

Visual Arts 1.0 students engage with artistic practice, the conceptual framework, and frames in making and interpreting art to create a technically accomplished body of work. They will continue to use their VAPD to expand explorations of ideas and interests in the world and experiment with a broad range of materials. In critical and historical studies, students utilise the conceptual framework and the four frames to understand the Visual Arts.

Type of Task	Due
1. PBL Body of Work 1	Term 2 Week 1
2. Mid-course Examination	Term 1 Week 10
3. PBL Body of Work 2	Term 3 Week 1
4. PBL Body of Work 3	Term 4 Week 1
5. End of course Examination	Term 4 Weeks 1 - 4



# Homework

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

## Why Do Homework?

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.

Homework 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 homework:

1. specifically set tasks designed to follow a class learning activity.
2. incidental homework that may include 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 over-riding goal is to ensure that homework is educationally beneficial, while meeting the realistic expectations of students, teachers and parents/caregivers. The school will:

- ensure homework is set on a regular basis, and is checked promptly and accurately for regular feedback;
- ensure a suitable amount of challenging and purposeful homework is set, including:
  - practice exercises, to provide students with opportunities to apply new knowledge; or review, revise and reinforce newly acquired skills;
  - preparatory homework, 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 homework is recorded;
- apply appropriate measures if homework is not completed;
- maintain a homework register.

The amount of time devoted to homework increases as a student progresses through school. The following table sets out the minimum time expected by most educational institutions.

Year	Time per Night	Time per Week
7	30 minutes	2½ hours
8	1 hour	5 hours
9	1½ hours	7½ hours
1.0	2 hours	10 hours
1.1 and 1.2	3 hours	15 hours

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

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

- taking an active interest in homework by:
  - checking student homework regularly, and signing completed work.
  - ensuring there is time regularly set aside for homework, as part of a routine; and providing a dedicated place and desk for homework / study;
  - encouraging and supporting students to complete homework, 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 homework, or their children's approach to it;
- alerting the school to any factors that may need to be taken into account when homework 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 homework as an integral part of this process.

To gain the greatest educational benefit from homework, students will:

- record all homework as recognition of the importance of homework.
- take responsibility for their homework, with support from parents/caregivers and teachers if difficulties arise.
- ensure homework is completed on time and to the best of their ability.
- give sufficient time and equal effort to all homework given in all subjects.
- keep parents/caregivers informed of homework, and show them completed homework.
- with help from teachers and parents/caregivers, develop appropriate time-management skills to allow for satisfactory completion of homework 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 – 2018 - 2019

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

Week	Term 4 - 2018	Term 1 - 2019	Term 2	Term 3	Term 4
1			Visual Arts	Visual Arts	End of course examination Visual Arts
2					End of course examination
3					End of course examination
4			Engineering		End of course examination iSTEM Timber
5		HSIE Multimedia PASS Science	English Timber	Mathematics PASS Science	DARE Week
6		Engineering	Dance Food technology	Food technology	
7		IST	Mathematics		
8		iSTEM Photography PASS		IST	
9	Mathematics Music	PDHPE	Multimedia Photography	Careers Commerce English Multimedia	
10	Chinese Commerce Dance English	Food technology  Mid-course examination	Chinese iSTEM IST Music	Dance HSIE Engineering Music  PASS PDHPE	
11					