

Glendale Technology High School

Year 10 ROSA
(Record of School Achievement)

**Assessment Policy and
Subject Schedules**



2020

updated 24.3.20

Contents

Pages

1. Contents (this page)	2
2. The Record of School Achievement	3 - 7
➤ <i>What is Assessment and why is it important?</i>	
➤ <i>What do I need to be a successful student?</i>	
➤ <i>How will I be assessed?</i>	
➤ <i>What are 'Standards'?</i>	
➤ <i>What information will I be told about assessments?</i>	
➤ <i>How will my final assessment grade be determined?</i>	
➤ <i>What are my responsibilities as a student?</i>	
➤ <i>What if I disagree with a teacher's assessment?</i>	
➤ <i>What if I fail to complete a task or submit a task late?</i>	
➤ <i>What happens when I make an appeal?</i>	
3. Assessment Schedules	8 - 29

Compulsory (Core) Subjects

- English
- Geography
- History
- Maths
- PDHPE
- Science

Elective Subjects

- AVID Strategies
- Child Studies
- Commerce
- Food Technology
- Industrial Technology – Engineering
- Industrial Technology – Timber
- Industrial Technology – Multimedia
- iSTEM
- Japanese
- Marine Studies
- Music
- PASS
- Visual Arts

Assessment calendar and sample appeal form	30 - 32
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Year 10 ROSA Assessment Policy

Student Information

2020

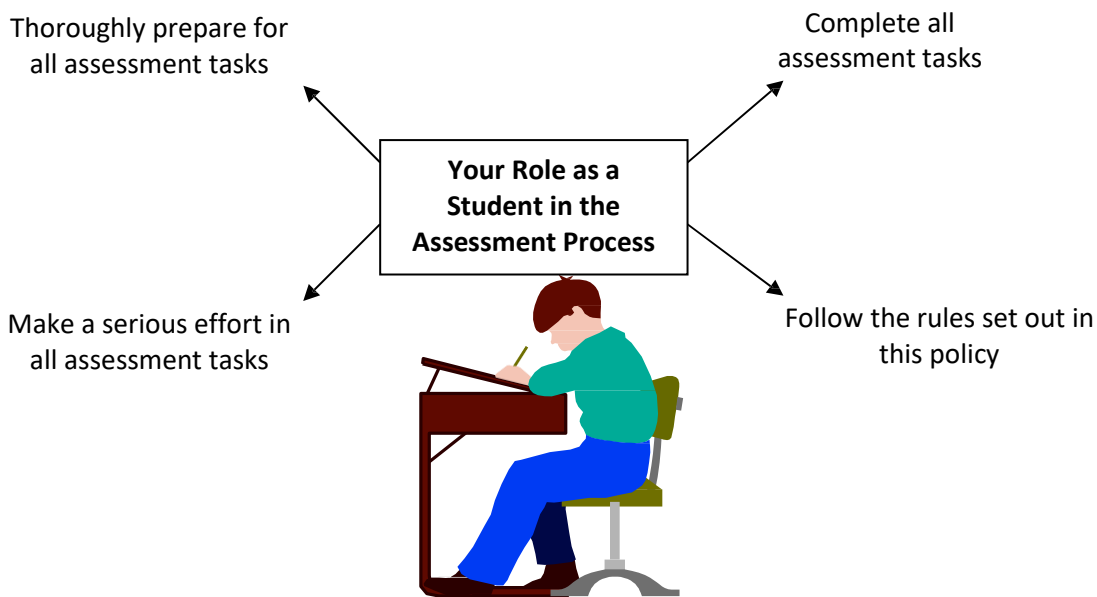
Introduction:

This booklet has been prepared for issue to students in Year 10 at Glendale Technology High School. It is aimed to give those students and their parent's information on student assessment for their Year 10 ROSA Courses. The format of this booklet is that of information supported by some commonly asked questions and their answers. **Please keep this booklet for future reference.**

What is Assessment and why is it important?

Assessment is the process by which your teachers gather information about your learning. The types of tasks are outlined on each assessment schedule. The main purpose of assessment is to provide information about your achievement, level of understanding and progress for reporting to you, your parents, employers and the NSW Educational Standards Authority. A critical component of assessment is the feedback provided by your teachers following the completion of a task and/or a section of coursework. Assessment information is also useful for teachers to measure the progress of all students for ongoing teaching and learning.

The the NSW Educational Standards Authority has identified *compulsory components* that must be included in the assessment program of each course, and the proportion of marks to be allocated to each component. These vary from course to course. Assessment tasks are developed by the school to measure student performance in the course components. Some of the components can be tested by a formal examination, so a certain proportion of the assessment can be derived from major exams.



What do I need to do to be a successful student?

Students in Year 10 need to satisfactorily achieve the requirements set by the NSW Educational Standards Authority for Year 10 ROSA Courses. The NSW Educational Standards Authority is the organisation that is responsible for -

- Writing the syllabus for each course.
- Setting the external exams for the HSC.
- Awarding students their Higher School Certificate (at the end of Year 12).
- Awarding of a Record of School Achievement (ROSA) for students who leave before completing their HSC.

To satisfactorily complete a Year 10 ROSA course, students must have:

- ✓ **followed** the course developed or endorsed by the Authority;
- ✓ **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- ✓ **achieved** some or all of the course outcomes.

In addition to any other set tasks and experiences in any Year 10 ROSA course, students must complete assessment tasks that contribute to a significant portion of the total course marks.

How will I be assessed?

At the conclusion of the Year 10 ROSA Course you will be awarded a grade based on your final assessment. This grade will go towards your Record of School Achievement (ROSA) should you leave before the completion of the HSC. Your final grade will reflect the results of various assessment tasks. These tasks, which vary from course to course, are learning related activities such as tests, assignments, projects, examinations, essays and practical work units. Your teachers will assess your achievement against standards of performance that are established for each course. You will be awarded a mark that reflects the standard you achieve in each assessment task. You will be aware of the assessment criteria before you attempt a task. You should prepare yourself thoroughly for the task using this information.

What are “Standards”?

The Year 10 ROSA uses a standards-referenced approach for assessing and reporting student achievement. The approaches to be used by schools to provide internal assessment marks will build on the sound practices currently used in schools.

Standards refer to:

- ✓ The knowledge, skills and understanding expected to be learned by the students. These standards are indicated in the **syllabus** for each course in the aims, objectives, outcomes and content.
- ✓ The levels of achievement of the students in each assessment task – student **performance** as indicated by the knowledge, skills and understandings achieved.

It is not necessary or appropriate to compare the performance of one student to another student in a standards assessment approach. Students are compared to the syllabus standards, with their marks reflecting how well they match the requirements of those standards.

What information will I be told about assessment?

In this booklet, you have been given Year 10 ROSA Assessment Schedules which outline the assessment details for **each of the courses** you are studying. These will inform you;

- WHAT you are being assessed in
- HOW you will be assessed
- WHEN each task will be held
- The relative VALUE of each assessment task.

If an assessment task needs to be rescheduled your teacher will issue you with an amended copy of the Assessment Schedule for that course. You will be given this in class at least two weeks prior to the amended task occurring.

There will be no assessment tasks scheduled for submission within the week prior to the Yearly Exams.

In the administration and management of assessment tasks students will be given:

- sufficient warning for each assessment task, or regarding variations to the assessment program for a course – a minimum of two weeks' notification;
- clear guidelines on assessment tasks when they are set;
- clear and meaningful feedback about your performance on specific tasks;
- information / warnings of school concerns, where you are in danger of not meeting Authority or school requirements in a course, in time for them to address and correct the problem. (In addition to Teacher/Head Teacher interviews, up to two formal NSW Educational Standards Authority warning letters per course will be issued by the school so that students who are not meeting requirements will be able to correct the problem);
- appropriate consideration / support arrangements when you have raised genuine problems in advance, or when you have provided proof in the Appeals process of valid reasons for the non-attempt or non-submission of a task;
- appropriate provision in course assessment programs for Year 10 repeat students (ie. that you comply with the requirements of the current program), and for students transferring from other schools/interstate;
- appropriate consideration, should they be granted permission by the Principal to change courses, and the adoption of a revised assessment program; and
- a school review / NSW Educational Standards Authority appeal, if you are informed by the Principal that the school is recommending to the Authority that you have not studied a Year 10 ROSA course(s) satisfactorily.

How will my final assessment grade be determined?

It is not possible (or fair) to test everything you know in one single examination. Progressive school assessment will give you credit for other tasks you complete throughout the year. The nature and value of tasks will vary between each course. All courses will calculate your final assessment mark based on a wide range of assessment tasks, including exams. All of these tasks are specified in your Assessment Schedules.

Once the assessment within a subject is completed your teachers will award a grade A- E, based on a set of Course Performance Descriptors

What are my responsibilities as a student?

Assessment tasks in class are as important as formal examinations. Students are required to complete all assessment tasks by the due date and to the best of their abilities.

Furthermore, students must:

- make a *serious attempt* at assessment tasks, and avoid any behaviour which disrupts class colleagues during an in-class assessment task;
- approach each assessment task *honestly* and avoid any assessment malpractices (see Procedures relating to malpractice below);
- submit work for assessment directly to the relevant teacher, and ensure receipt is noted. This includes ensuring that the work is submitted in the required form such as typed / written response (already printed), major piece of work or submitted on-line;
- inform their teachers *in advance* if they know they are going to be absent for an assessment task;
- ask their teachers about any assessment tasks which may have been notified during an absence from school;
- lodge an **Illness, Injury and Misadventure Application** (see proforma on page 32) within two (2) school days of their return to school, where a task has been missed because of absence; and
- provide proof that they had a valid reason for the non-attempt or non-submission of a task.

Students are also strongly advised to inform/discuss any matters *in advance* (with their teachers) which may affect either:

- the standard of presentation of their assessment task work; and/or
- the timing of submitting a task.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to your receiving **zero marks** and may jeopardise your Year 10 ROSA results. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

What if I disagree with the teacher's assessment?

If you are concerned about the mark awarded for a particular task, you need to discuss this with your teacher when the work is returned.

What if I fail to complete a task or submit a task late?

Assessment tasks will be due on or by specified dates throughout Year 10. Your attendance on the day the task is either to be performed or submitted is therefore **essential**.

Tasks which are not submitted on time or not attempted on a set date (due to absence or illness) will have the following procedures applied.

- A **deduction of 20%** of the mark received will be made **for each day late**, up to a maximum of five days (a weekend counting for two days).
- If work is more than five days late, it must still be submitted with a **ZERO MARK** being awarded.
- Up to five days extension may be given for late work, if in the view of the appeals committee there is a valid reason for lateness.

If a student is unable to complete any assessment task by the due date, he/she may hand it in unfinished and receive marks according to the quality of the work done. Should you require such special consideration for any assessment task (including formal exams) you should complete an "**Illness, Accident or Misadventure Application**" (also known as an **Appeals Form** – see page 32), which is yellow in colour – collect it from the Head Teacher concerned, Year Adviser or Deputy Principal. **You should then return the completed form to the Deputy Principal on the following school day. Delays may result in your appeal being declined.**

The school's assessment may compensate for factors such as extended illness, misadventure, or domestic problems. A student who is absent, or adversely affected during a particular task, will not necessarily receive a zero mark for that task, provided that the appeal process is followed.

Please note:

- ✓ Computer problems will not be considered as a valid reason for failing to submit a task on time. You should aim to have all tasks completed and printed at least 48 hrs prior to the due date to avoid such issues.
- ✓ It is **your responsibility** to complete and submit an appeal form.

Following any period of absence, it is **your responsibility** to check with each of your teachers for any assessment information (or other work), which you may have missed.

NOTE: Warning letters are sent home to formally inform students/parents that course requirements are not being met. They indicate the action necessary to rectify the problem. If the problem is not rectified within the set time an "N" Determination could be awarded from the school after two "N" Award Warnings in a particular course.

What happens when I make an appeal?

Appeals must be handed to the Deputy Principal who has responsibility for the student on the form. These forms must be handed on either the first or second day of attendance after the closing date for the task.

The Deputy Principal will then form a panel with the subject Head Teacher and / or your Year Adviser. This panel will evaluate your appeal for special consideration. You will be advised by the Deputy Principal in writing of the decision and they will also notify your class teacher. Depending on the circumstances, your appeal might;

- Be accepted without penalty
- Grant you an extension of time
- Require you to complete a substitute task
- Allow an estimate based on other evidence to be awarded
- Be rejected altogether.

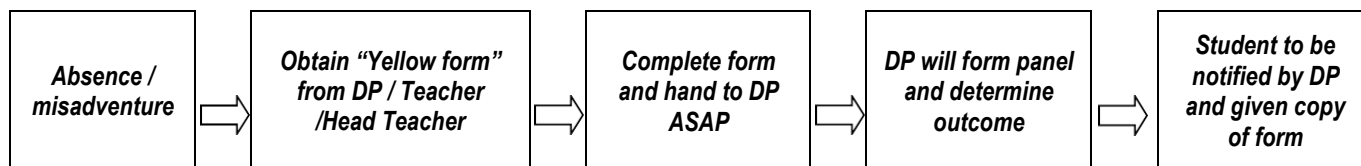
You have the right to appeal this determination, in which case, an appeals committee led by the Principal will determine a final outcome.

Should the reasons not be considered valid (or no appeal is made), then a "zero" mark will be recorded and your parents notified. If you have not completed tasks totalling 50% or more of a final course assessment mark, the Principal is required to inform the Authority that you have not satisfactorily completed the course. This will result in an N-determination for the course and you may not qualify the award of the HSC.

NOTE:

- There is no ground for appeal against the value of the mark given.
- Medical Certificates are expected in cases of absence through illness.

The appeal process



Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: English

Head Teacher: Ms R. Veitch



		Task 1	Task 2	Task 4	Task 5
	Task description	Presentation Task - Podcasting	Narrative and Reflection	Critical Task	Representing Task
	Date Due	Term 1, Week 11	Term 2, Week 8	Term 3, Week 8	Term 4, Week 4
Learning Strands	Outcomes	EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-9E	EN5-1A, EN5-5C, EN5-7D, EN5-8D, EN5-9E	EN5-1A EN5-2A. EN5-3B, EN5-5C, EN5-7D,	EN5-1A, EN5-2A, EN5-4B, EN5-5C, EN5-6C
Communicated through speaking, listening, reading, writing, viewing and representing.	EN5-1A, EN5-2A	✓	✓	✓	✓
Used language to shape and make meaning according to purpose, audience and context.	EN5-3B, EN5-4B	✓		✓	✓
Communicated through speaking, listening, reading, writing, viewing and representing.	EN5-5C, EN5-6C	✓	✓	✓	✓
Expressed themselves and their relationships with others and their world.	EN5-7D, EN5-8D		✓	✓	
Learned and reflected on their learning through their study of English.	EN5-9E	✓	✓		
	Weighting	25%	25%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Geography

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3	Task 4
	Task description	Inquiry Based Learning Part A	Inquiry Based Learning Part B	Human Wellbeing Case Study	Skills Examination
	Date Due	Term 1, Week 8	Term 2, Week 5	Term 3, Week 7	Term 4, Week 1
Learning Strands	Outcomes	5.2, 5.3, 5.5	5.4, 5.5	5.1, 5.3, 5.6	5.7, 5.8
Selected and organised geographical information to plan an inquiry and apply geographical information	5.2, 5.3, 5.4, 5.5	✓	✓	✓	
Applied geographical concepts to synthesis information from various sources and drew conclusion based on analysis of information	5.1, 5.3, 5.4, 5.6, 5.7, 5.8		✓	✓	✓
Presented findings, arguments and explanations in a range of appropriate communication forms	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	✓	✓	✓	✓
Utilised geographical skills and tools to demonstrate understanding	5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8	✓	✓	✓	✓
	Weighting	20%	30%	30%	20%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Course: History

Year 10 Assessment Schedule

2020

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3	Task 4
	Task description	Overview Topic Source Study	Vietnam War Research and Empathy	Popular Culture Digital Presentation	Rights and Freedoms Examination
	Date Due	Term 1, Week 6	Term 2, Week 3	Term 3, Week 5	Term 4, Week 3
Learning Strands	Outcomes	H5.6, H5.9	H5.3, H5.6, H5.7, H5.8, H5.9	H5.2, H5.5, H5.7, H5.8, H5.10	H5.1, H5.4, H5.6, H5.9
Demonstrated understanding of historical forces and explained patterns of continuity and change in the development of the modern world	H5.1, H5.2			✓	✓
Developed knowledge and understanding of ideas, movements, people and events that shaped the past	H5.3, H5.4		✓		✓
Demonstrated the skills required to undertake the process of historical inquiry	H5.5, H5.8		✓	✓	
Used relevant evidence from sources to support explanations, narratives and interpretations of the modern world	H5.6, H5.7	✓	✓	✓	✓
Developed skills to communicate an understanding of history.	H5.9, H5.10	✓	✓	✓	✓
	Weighting	20%	30%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Mathematics Stage 5.1

Head Teacher: Mr M. Ide



		Task 1	Task 2	Task 3	Task 4
	Task description	Spreadsheet and Geogebra Assignment	Semester One Assignment	Trigonometry Project	Semester Two Examination
	Date Due	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Learning Strands	Outcomes	MA5.1-4, MA5.1-6, MA5.1-7	MA5.1-4, MA5.1-6, MA5.1-7, MA5.1-5, MA5.1-8, MA5.1-9	MA5.1-10	MA4-10, MA5.2-8, MA5.1-10, MA5.1-13, MA5.1-11
Number: Developed and applied efficient strategies for numerical calculations.	MA5.1-4	✓	✓		
Algebra: Recognised patterns, described relationships and applied algebraic techniques.	MA5.1-6, MA5.1-7, MA5.1-5, MA4-10, MA5.2-8	✓	✓		✓
Measurement: Identified, visualised and quantified measures, explored measurement concepts and applied formulas.	MA5.1-8, MA5.1-9, MA5.1-10		✓	✓	✓
Geometry: Identified and visualised the attributes of shapes and objects and applied strategies and geometric reasoning in the solution of problems.	MA5.1-11				✓
Statistics and Probability: Collected, represented, analysed, interpreted and evaluated data and used probabilities to make sound judgements.	MA5.1-12, MA5.1-13				✓
	Weighting	20%	30%	20%	30%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Mathematics Stage 5.2

Head Teacher: Mr M. Ide



		Task 1	Task 2	Task 3	Task 4
	Task description	Finance and Measurement Assignment	Semester One Assignment	Probability Project	Semester Two Examination
	Date Due	Term 1 Week 9	Term 2 Week 4	Term 3 Week 6	Term 4 Week 4
Learning Strands	Outcomes	MA5.1-4, MA5.2-4, MA5.1-8, MA5.2-11, MA5.2-12	MA5.1-4, MA5.2-4, MA5.1-8, MA5.2-11, MA5.2-12 MA5.2-6, MA5.2-7, MA5.1-10, MA5.2-13	MA5.2-17	MA5.2-5, MA5.2-9, MA5.2-8, MA5.2-17
Number: Developed and applied efficient strategies for numerical calculations.	MA5.1-4, MA5.2-4	✓	✓		
Algebra: Recognised patterns, described relationships and applied algebraic techniques.	MA5.2-6, MA5.2-7, MA5.2-5, MA5.2-9, MA5.2-8, MA5.1-7, MA5.2-10		✓		✓
Measurement: Identified, visualised and quantified measures, explored measurement concepts and applied formulas.	MA5.1-8, MA5.2-11, MA5.2-12, MA5.1-10, MA5.2-13	✓	✓		
Geometry: Identified and visualised the attributes of shapes and objects and applied strategies and geometric reasoning in the solution of problems.	MA5.1-11, MA5.2-14, MA5.2-5, MA5.2-9		✓		✓
Statistics and Probability: Collected, represented, analysed, interpreted and evaluated data and used probabilities to make sound judgements.	MA5.2-15, MA5.2-16, MA5.2-17			✓	✓
	Weighting	20%	30%	20%	30%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Mathematics Stage 5.3

Head Teacher: Mr M. Ide



		Task 1	Task 2	Task 3	Task 4
	Task description	Data Project	Semester One Assignment	Trigonometry and Geometry Project	Semester Two Examination
	Date Due	Term 1 Week 9	Term 2 Week 4	Term 3 Week 6	Term 4 Week 4
Learning Strands	Outcomes	MA5.2-15, MA5.2-16, MA5.3-18, MA5.3-19	MA5.3-6, MA5.2-15, MA5.2-16, MA5.3-18, MA5.3-19, MA5.3-8, MA5.3-4,	MA5.3-15, MA5.3-16	MA5.3-15, MA5.3-16, MA5.2-8, MA5.3-5, MA5.3-7, MA5.3-9
Number: Developed and applied efficient strategies for numerical calculations.	MA5.3-6		✓		
Algebra: Recognised patterns, described relationships and applied algebraic techniques.	MA5.3-6, MA5.3-8, MA5.3-4, MA5.2-8, MA5.3-5, MA5.3-7, MA5.3-9		✓		✓
Measurement: Identified, visualised and quantified measures, explored measurement concepts and applied formulas.	MA5.3-13, MA5.3-14, MA5.3-15			✓	✓
Geometry: Identified and visualised the attributes of shapes and objects and applied strategies and geometric reasoning in the solution of problems.	MA5.3-16, MA5.3-17			✓	✓
Statistics and Probability: Collected, represented, analysed, interpreted and evaluated data and used probabilities to make sound judgements.	MA5.2-15, MA5.2-16, MA5.3-18, MA5.3-19	✓	✓		
	Weighting	20%	30%	20%	30%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: PDHPE

Head Teacher: Mr M. Mansfield



		Task 1	Task 2	Task 3	Task 4	Task 5
	Task description	Road and alcohol safety	Mental health and wellbeing	Practical Activities	Future focus	Practical Activities
	Date Due	Term 1 Week 10	Term 2 Week 9	Throughout Term 1 & 2	Term 3 Week 9	Throughout Term 3 & 4
	Outcomes	5.2, 5.6, 5.7	5.1, 5.2, 5.3, 5.6, 5.7, 5.9, 5.10	5.4, 5.5, 5.8, 5.11	5.1, 5.2, 5.3, 5.9	5.4, 5.5, 5.8, 5.11
	Demonstrated an understanding of personal identity and strategies that build resilience and respectful relationships	✓	✓		✓	
	Demonstrated an understanding of movement skills, concepts and strategies to move confidently, competently and creatively in a variety of physical activity contexts			✓		✓
	Demonstrated an understanding of the significance of contextual factors that influence health, safety, wellbeing and participation in physical activities.	✓	✓			
	Enacted and strengthened health, safety, wellbeing and participation in physical activity	✓	✓	✓		
	Developed and used self-management and interpersonal skills to protect, enhance and advocate for the health, safety and wellbeing of themselves and others		✓		✓	✓
	Weighting	15%	20%	25%	15%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Science

Head Teacher: Mrs S. Idris



		Task 1	Task 2	Task 3	Task 4
	Task description	Science Project	Semester 1 Online Examination	Depth Study	Semester 2 Examination
	Date Due	Term 1 Week 8	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5
Learning Strands	Outcomes	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-7WS, SC5-10PW, SC5-14LW, SC5-15LW	SC5-6WS, SC5-7WS, SC5-8WS	SC5-7WS, SC5-12ES, SC5-16CW, SC5-17CW,
Developed knowledge and understanding of the scientific world	SC5-10PW, SC5-12ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW		✓		✓
Developed the skills in applying the processes of working scientifically	SC5-5WS, SC5-6WS, SC5-8WS	✓		✓	
Processed data to identify trends and draw conclusions	SC5-7WS	✓	✓	✓	✓
Presented ideas to an audience using scientific language	SC5-9WS	✓			
	Weighting	25%	25%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: AVID Strategies

Head Teacher: Miss S Wolfe



		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8
	Task description	Goal Plan	Term One Binder Checks, Tutorials and Participation	Writing Portfolio	Term Two Binder Checks, Tutorials and Participation	Speaking Task	Term Three Binder Checks, Tutorials and Participation	Collaborative Study Group	Term Four Binder Checks, Tutorials and Participation
	Date Due	Term 1, Week 9	Collated Fortnightly	Term 2, Week 6	Collated Fortnightly	Term 3, Week 10	Collated Fortnightly	Term 4, Week 4	Collated Fortnightly
Learning Strands	Outcomes	W, O	W, I, C, O, R	W, O, R	W, I, C, O, R	W, O, R	W, I, C, O, R	W, I, C	W, I, C, O, R
W- Composed writing pieces appropriate to audience, purpose and form.	Writing	✓	✓	✓	✓	✓	✓	✓	✓
I- Demonstrated skills in inquiry, critical thinking and questioning.	Inquiry		✓		✓	✓	✓	✓	✓
C- Collaborated with peers to extend understanding of higher order concepts.	Collaboration		✓		✓		✓	✓	✓
O- Demonstrated organisational skills.	Organisation	✓	✓	✓	✓		✓		✓
R- Demonstrated critical reading strategies to gauge meaning from texts.	Reading		✓	✓	✓	✓	✓		✓
	Weighting	10%	15%	10%	15%	10%	15%	10%	15%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Assessment Schedule

2020

Course: Child Studies

Head Teacher: Mr J. Monaghan



		Task 1	Task 2	Task 3	Task 4
	Task description	Play and the developing child Portfolio	Health and safety in childhood Safety book	Diverse Needs of Children Research Task	Yearly Exam
	Date Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	Term 4 Week 2
Learning Strands	Outcomes	2.1, 3.3	1.2, 2.1, 3.3	3.2, 4.2	1.1; 3.3
Demonstrated knowledge and understanding of child development from preconception through to and including the early years	1.1, 1.2,		✓		✓
Demonstrated knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children	2.1	✓	✓		
Demonstrated knowledge and understanding of external factors that support the growth, development and wellbeing of children	3.2, 3.3		✓	✓	✓
Demonstrated skills in researching, communicating and evaluating issues related to child development	4.2	✓		✓	
	Weighting	25%	25%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 10 Assessment Schedule
2020

Course: Commerce

Head Teacher: Mr. S. Budden



		Task 1	Task 2	Task 3
	Task description	Law and Society	Business Plan	Project Based Learning Assessment
	Date Due	Term 1, Week 9	Term 2, Week 8	Term 4, Week 4
Learning Strands	Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.9	5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.9
Showed an understanding of consumer, financial, business, legal and employment matters	5.1, 5.3, 5.6	✓	✓	✓
Demonstrated skills in decision making and problem solving	5.2, 5.4, 5.5	✓	✓	✓
Demonstrated effective research and communication.	5.7, 5.8	✓	✓	✓
Demonstrated ability to work independently and collaboratively	5.9	✓	✓	✓
	Weighting	30%	30%	40%

Students are expected to maintain sustained and diligent effort at all times during course work

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Food Technology

Head Teacher: Mr J. Monaghan



		Task 1	Task 2	Task 3
	Task description	Our Changing Needs	Food Product Development	Yearly Exam
	Date Due	Term 1 Week 11	Term 3 Week 4	Term 4 Week 4
Learning Strands	Outcomes	5.3.2, 5.5.2, 5.6.2	5.4.1, 5.5.2, 5.6.1	5.2.1, 5.2.2 5.3.1, 5.3.2, 5.6.2
Demonstrated knowledge, understanding and skills related to food hygiene, safety and the provision of quality food	5.1.2			✓
Demonstrated knowledge and understanding of food properties, processing and preparation and an appreciation of their interrelationship to produce quality food	5.2.1, 5.2.2			✓
Demonstrated knowledge and understanding of nutrition and food consumption and an appreciation of the consequences of food choices on health	5.3.1, 5.3.2	✓		✓
Demonstrated skills in researching, evaluating and communicating issues in relation to food	5.4.1, 5.4.2	✓	✓	
Demonstrated skills in designing, producing and evaluating solutions for specific food purposes	5.5.2	✓	✓	
Demonstrated knowledge, understanding and appreciation of the significant role of food in society	5.6.1, 5.6.2	✓	✓	✓
	Weighting	35%	35%	30%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Industrial Technology Engineering

Head Teacher: Mr J. Monaghan



		Task 1	Task 2	Task 3	Task 4
	Task description	Control Systems Engineering Workbook	Control Systems Robot + Workbook	Alternate Energy Engineering Workbook	Alternate Energy Water Rocket + Engineering Workbook
	Date Due	Term, 1 Week, 10	Term, 2 Week, 8	Term, 3 Week, 5	Term, 4 Week, 3
	Learning Strands				
	Outcomes	5.3.1; 5.7.1	5.1.2; 5.2.1; 5.3.2	5.5.1; 5.7.2	5.1.1; 5.2.2; 5.4.1
	Knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices		✓		✓
	Knowledge, skills and an appreciation of quality in the design and production of practical projects		✓		✓
	Knowledge and understanding of the relationship between the properties of materials and their applications	✓	✓		
	Skills in communicating ideas, processes and technical information with a range of audiences				✓
	An appreciation of the relationship between technology, leisure and lifestyle activities and further learning			✓	
	The ability to critically evaluate manufactured products in order to become a discriminating consumer				
	Knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	✓		✓	
	Weighting	25%	25%	25%	25%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 10 Assessment Schedule
2020

Course: Industrial Technology Timber

Head Teacher: Mr J. Monaghan



		Task 1	Task 2	Task 3	Task 4
	Task description	Main Project & Folio Stage 1	Research Task	Yearly Examination	Main Project & Folio Completed
	Date Due	Term 1, Week 9	Term 2, Week 4	Term 4, Week 2	Term 4, Week 4
Learning Strands	Outcomes	5.1.1, 5.2.2, 5.4.1, 5.6.1, 5.6.1	5.3.1, 5.7.1, 5.7.2	All outcomes may be assessed	2.1.2, 5.2.1, 5.3.1, 5.3.2., 5.4.1, 5.6.1
Demonstrated knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices	5.1.1, 5.1.2	✓		✓	✓
Demonstrated knowledge, skills and an appreciation of quality in the design and production of practical projects	5.2.1, 5.2.2,	✓		✓	✓
Demonstrated knowledge and understanding of the relationship between the properties of materials and their applications	5.3.1, 5.3.2		✓	✓	✓
Demonstrated skills in communicating ideas, processes and technical information with a range of audiences	5.4.1, 5.4.2	✓		✓	✓
Demonstrated an appreciation of the relationship between technology, leisure and lifestyle activities and further learning	5.5.1			✓	
Demonstrated the ability to critically evaluate manufactured products in order to become a discriminating consumer	5.6.1	✓		✓	✓
Demonstrated knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	5.7.1, 5.7.2		✓	✓	
	Weighting	30%	15%	15%	40%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Industrial Technology Multimedia

Head Teacher: Mr J. Monaghan



		Task 1	Task 2	Task 3	Task 4
	Task description	Photography Photoshop Portfolio	Multimedia Still Animation - Advertisement	Photography/Multimedia Minor Project	Photography/Multimedia Major Project
	Date Due	Term 1, Week 7	Term 2, Week 6	Term 3, Week 8	Term 4, Week 4
Learning Strands	Outcomes	5.1.1, 5.5.1, 5.7.2	5.1.1, 5.2.2, 5.4.1	5.3.1, 5.6.1, 5.7.1	5.1.2, 5.3.2, 5.4.2, 5.2.1
Demonstrated knowledge of and competence in applying Occupational Health & Safety (OHS) risk management procedures and practices	5.1.1, 5.1.2	✓	✓		✓
Demonstrated knowledge, skills and an appreciation of quality in the design and production of practical projects	5.2.1, 5.2.2		✓		✓
Demonstrated knowledge and understanding of the relationship between the properties of materials and their applications	5.3.1, 5.3.2			✓	✓
Demonstrated skills in communicating ideas, processes and technical information with a range of audiences	5.4.1, 5.4.2		✓		✓
Demonstrated an appreciation of the relationship between technology, leisure and lifestyle activities and further learning	5.5.1	✓			
Demonstrated the ability to critically evaluate manufactured products in order to become a discriminating consumer	5.6.1			✓	
Demonstrated knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	5.7.1, 5.7.2	✓		✓	
	Weighting	20%	20%	20%	40%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: iSTEM

Head Teacher: Mr J. Monaghan



		Task 1	Task 2	Task 3	Task 4
	Task description	Design Process & 3D Printing	F1 in Schools	Unity Project	Electronics & Arduino
	Date Due	Term 1, Week 9	Term 3, Week 6**	Term 3, Week 10	Term 4, Week 4
Learning Strands	Outcomes	5.1.1, 5.3.2	5.1.2, 5.5.1, 5.6.2	5.3.2, 5.6.2, 5.8.1	5.1.1, 5.2.2, 5.3.2
Demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities	5.1.1, 5.1.2	✓	✓		✓
Demonstrated knowledge, understanding and application of cognitive processes to address real world STEM based problems	5.2.1, 5.2.2				✓
Demonstrated knowledge and understanding of STEM principles and processes	5.3.1, 5.3.2	✓		✓	✓
Demonstrated skills in communicating and critically evaluating	5.5.1, 5.5.2		✓		
Demonstrated problem solving and decision making skills in a range of STEM contexts	5.6.1, 5.6.2		✓	✓	
Demonstrated an appreciation of the importance of working collaboratively, cooperatively and respectfully	5.8.1			✓	
	Weighting	20%	30%	20%	30%

***Dates dependent on competition*

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Japanese

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3	Task 4
Task description		Writing	Reading	Speaking	Listening
Date Due		Term 1, Week 9	Term 2, Week 4	Term 3, Week 6	Term 4, Week 4
Learning Strands	Outcomes	LJA5-7U , LJA5-8U, LJA5-9U	LJA5-2C, LJA5-4C	LJA5-1C, LJA5-3C	LJA5-5U, LJA5-6U, LJA5-9U
Communicating strand: Students used language for communicative purposes by interacting, accessing and responding and composing.	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C		✓	✓	
Understanding strand: Students analysed and understood language culture by systems of language and the role of language and culture.	LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	✓			✓
Weighting		30%	20%	30%	20%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School
Year 10 Assessment Schedule
2020

Course: Marine Studies

Head Teacher: Mr S. Budden



		Task 1	Task 2	Task 3
	Task description	Module 16 Basic Snorkelling	Module 47 Personal Interest Project	Module 33 Small Motorboats
	Date Due	Term 1, Week 9	Term 2, Week 6	Term 4, Week 2
Learning Strands	Outcomes	5.5.1, 5.5.2	5.6.1, 5.6.2	5.7.1, 5.7.2
Demonstrated knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities	5.5.1, 5.5.2	✓		
Demonstrated knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts	5.6.1, 5.6.2		✓	
Demonstrated knowledge, understanding and appreciation of the industries and organisations using, managing and regulating aquaculture and the marine environment	5.7.1, 5.7.2			✓
	Weighting	30%	40%	30%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Music

Head Teacher: Ms. B. Nelmes



		Task 1	Task 2	Task 3	Task 4
	Task description	Performance and Composition	Listening	Performance and Composition	Performance
	Date Due	Term 1 Week 9	Term 2 Week 6	Term 3 Week 8	Term 4 Week 4
Learning Strands	Outcomes	5.1, 5.4	5.3, 5.7	5.5, 5.8	5.2, 5.3
Performed music in a range of styles and with increasing levels of difficulty	5.1, 5.2, 5.3	✓	✓		✓
Notated compositions using various forms of notation	5.4, 5.5, 5.6			✓	
Demonstrated an understanding of musical concepts and the use of technology	5.4, 5.5, 5.6	✓		✓	
Understood and discussed musical literacy, concepts and the use of technology	5.7, 5.8, 5.9, 5.10		✓	✓	
	Weighting	30%	20%	30%	20%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: PASS

Head Teacher: Mr M. Mansfield



		Task 1	Task 2	Task 3	Task 4	Task 5
	Task description	Event Management	Issues in Sport Analysis	Practical Activities	Fitness portfolio	Practical Activities
	Date Due	Term 1 Week 9	Term 2 Week 8	Throughout Term 1 & 2	Term 3 Week 8	Throughout Term 3 & 4
Learning Strands	Outcomes	5.5, 5.7, 5.8, 5.10	5.3, 5.4, 5.10	5.1, 5.4, 5.5, 5.7, 5.9, 5.10	5.1, 5.2, 5.6, 5.7, 5.8, 5.10	5.1, 5.4, 5.5, 5.7, 5.9, 5.10
Developed a foundation for efficient participation and performance in physical activity and sport	5.1, 5.2			✓		✓
Developed knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing	5.3, 5.4		✓	✓		✓
Enhanced the participation and performance of themselves and others in physical activity and sport	5.5, 5.6	✓		✓		✓
Developed the personal skills to participate in physical activity and sport with confidence	5.7, 5.8, 5.9, 5.10	✓	✓	✓	✓	✓
	Weighting	20%	20%	20%	20%	20%

Students are expected to maintain sustained and diligent effort at all times during course work.

Glendale Technology High School

Year 10 Assessment Schedule

2020

Course: Visual Arts

Head Teacher: Ms B. Nelmes



		Task 1	Task 2	Task 3	Task 4
	Task description	<i>Art for Arts Sake</i> - artmaking to culminate in resolved artwork	<i>"Dear Diary"</i> – Illustrative journal/book	<i>Pop goes my Art</i> - mixed media	<i>SurReality</i> – documented form
	Date Due	Term 1 Week 9	Term 2 Week 8	Term 3 Week 6	Term 4 Week 2
Learning Strands	Outcomes	5.1, 5.4, 5.5, 5.9	5.2, 5.3, 5.5, 5.8	5.1, 5.4, 5.6, 5.7, 5.10	5.10
Initiated and organised practice that is sustained and reflective, to make resolved artworks that explores course content	5.1, 5.2	✓	✓	✓	
Selected and developed subject matter and forms to plan artworks that reflects personal intentions and is informed by the frames.	5.3, 5.4	✓	✓	✓	
Artwork demonstrated conceptual strength, coherence and layers of meaning together with resolved technical expertise	5.5, 5.6	✓	✓	✓	
Demonstrated an understanding of art writing applied to areas of course content	5.7, 5.8, 5.9	✓	✓	✓	
Constructed a significant narrative that explains and evaluates the work of selected artists	5.10			✓	✓
	Weighting	30%	30%	30%	10%

Students are expected to maintain sustained and diligent effort at all times during course work.

My Assessment Tasks

Term	Week	Date	Subject and Task Name
Term 1 - 2020	1	28 th Jan – 31 st Jan	
	2	3 rd – 7 th February	
	3	10 th – 14 th February	
	4	17 th – 21 st February	
	5	24 th Feb – 28 th Feb	
	6	2 nd – 6 th March	
	7	9 th – 13 th March	
	8	16 th – 20 th March	
	9	23 rd – 27 th March	
	10	30 th – 3 rd April	
	11	6 th – 9 th April	
Term 2 - 2020	1	27 th April – 1 st May	
	2	4 th – 8 th May	
	3	11 th – 15 th May	
	4	18 th – 22 th May	
	5	25 th May – 29 th May	
	6	1 st – 5 th June	
	7	9 th – 12 th June	
	8	15 th – 19 th June	
	9	22 nd – 26 th June	
	10	29 th June – 3 rd July	

Term	Week	Date	Subject and Task Name
Term 3 - 2020	1	20 th – 24 th July	
	2	27 th July – 31 st August	
	3	3 rd – 7 th August	
	4	10 th – 14 th August	
	5	17 th – 21 st August	
	6	24 th – 28 th August	
	7	31 st August – 4 th September	
	8	7 th – 11 th September	
	9	14 th – 18 th September	
	10	21 st – 25 th September	
Term 4 - 2020	1	12 th – 16 th October	
	2	19 th – 23 rd October	
	3	26 th Oct – 30 th Oct	
	4	2 nd – 6 th November	
	5	9 th – 13 th November	
	6	16 th – 20 th November	
	7	23 rd -27 th November	
	8	30 th Nov – 4 th December	
	9	7 th – 11 th December	
	10	14 th – 18 th December	



Illness, Accident and Misadventure Appeal

Student Name: _____ Year: _____

Course: _____

Assessment Task (no. and Name) _____

Due Date of Task: _____

- Please provide your reasons for failing to meet the assessment deadline and provide details to support your case.
- This form should be presented to your class teacher for their input and then a Deputy Principal immediately after missing the task or where possible before that task is due.

Reason:

A medical certificate is attached: Yes / No

Signed: _____ (Student) Signed: _____ (Parent)

School Section:

Teacher Recommendation	<input type="checkbox"/> Recommend approval OR <input type="checkbox"/> <u>Do not</u> recommend approval <input type="checkbox"/> Task has been submitted <input type="checkbox"/> Task <u>has not been</u> submitted <input type="checkbox"/> Extension until _____ (date)	
Signed (Teacher)		

Panel members: _____

Date of meeting: _____

Decision:

<input type="checkbox"/> Appeal accepted without penalty	<input type="checkbox"/> Extension for task granted until _____	<input type="checkbox"/> Student to complete an alternate task
<input type="checkbox"/> Student to complete / submit the task at an alternate time	<input type="checkbox"/> Student to receive an estimate mark	<input type="checkbox"/> Work to marked with a _____% penalty

Appeal rejected for the following reason:

Date feedback given to student: _____

Signed: _____ (Deputy Principal) Signed: _____ (Student)

Copy to student file – Copy for student – Original to Faculty Monitoring Folder

