

# CECIL HILLS HIGH SCHOOL



## Assessment Policy Handbook

Year 10, 2023

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# Information for Parents and Students

This handbook outlines assessment procedures being followed at Cecil Hills High School in Stage 5 – Year 10. These are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

## The NSW Record of School Achievement

The NSW Record of School Achievement (ROSA) is a credential from NESA.

The Credential will:

- Be a record of achievement for students who leave school before completing the HSC
- Report results of moderated, school-based assessment, not external tests
- Be cumulative and recognise a student's achievements until the point they leave school
- Show a result for all Stage 5 courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW
- Give students the option to take online literacy and numeracy test be comprehensive and offer the ability to record a student's extra-curricular achievements

**Stage 5 Courses**

**HIGHER SCHOOL CERTIFICATE**  
Record of Achievement

NSW Education Standards Authority

This is to certify that  
**Sample Student**  
of  
**Sample High School**  
has met the requirements of the Record of School Achievement  
and has received the results shown below.

**STAGE 5 COURSES**

Year	Course	Result
<b>Board Developed Courses</b>		
2016	English (200)	C
	Mathematics (200)	CB
	Science (200)	B
	Australian Geography (100)	B
	History (100)	B
	Commerce (200)	B
	Visual Arts (200)	A
	Personal Development, Health and P.E. (100)	A
<b>Board Endorsed Courses</b>		
2016	Religion, Catholic Studies (200)	B
<b>Years 7 to 10 Mandatory Curriculum Requirements</b>		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Language(s)	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

Student Number: \_\_\_\_\_

Issued by NESA without alteration or variance on 10 February 2016 at Sydney, NSW, Australia.

*[Signature]*  
Chief Executive Officer  
NSW Education Standards Authority

# Information for Parents and Students

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## School Based Grades

Areas of Learning will be reported with the gradings A, B, C, D or E, for all subjects. Students' grades will be based on our school's assessment of a student's performance against the Course Performance Descriptors in each subject.

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

## What is An Assessment?

- A series of tasks which students undertake so the school can compile a mark to forward to NESA (NSW Education Standards Authority).
- It is a mark compiled by the school, which measures students' achievement relative to other students throughout each course studied.

## Why have School Assessments?

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

# Information for Parents and Students

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## What will be Assessed?

Such things as knowledge, and how students apply it, the ability to think critically, to analyse, to interpret and use evidence to manipulate ideas and materials, practical performance, and the ability to evaluate thinking.

## How will these Assessments be made?

Assessment may constitute one of the following, after advanced notice (refer to subject specific assessment schedules):

- Oral / Aural Tests
- Class Test
- Reports
- Extended Response
- Practical Work
- Fieldwork
- Lectures and Presentations
- Class Notes
- Assignments
- Research
- Practical Examinations
- Formal Examinations

Some aspects of each course will be emphasised more than others. Your teacher in each course will indicate which are the most important. Marks you earn in formal examinations are worth varying amounts of your assessments, decided by course co-ordinators. These are listed in the attached course assessment schedules.

## Other Tests, Assignments and Projects

It must be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

## Year 10: School Assessment Policy

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### A. Schedule of Assessment Tasks:

- Tasks will occur frequently throughout the course, starting in Term 1, 2023, at the start of Year 10 courses.
- All students will be given an assessment schedule handbook indicating the assessment week(s) for each Stage 5: Year 10 course.
- Students may be told marks and rankings for individual assessment tasks as they are marked.
- Where there is a change to be made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date.

### B. Satisfactory completion of courses

This will occur when the student has:

1. **Followed** the course developed or endorsed by NESAs.
2. **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
3. **Achieved** some or all of the outcomes.

Students must satisfactorily complete the Stage 5 component of a course to be eligible to proceed into the Preliminary HSC component in Year 11. Where a student is at risk of a Non-Completion Determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final Stage 5 assessments.

### C. Special Note and Reporting and Assessment

Students will be given assessment tasks so teachers can allocate grades based on a student's knowledge and skills in the subject. However, in half-yearly and yearly reports, the school will report on each student's overall progress, including CECIL skills for learning: Collaborates, Engages, Communicates, Innovates and Leads. Students need to work hard and do their best in all set tasks, including classwork, as all tasks will contribute to the Record of School Achievement grades.

## Year 10: School Assessment Policy

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### D. Failure to complete an Assessment Task – Zero Mark:

- Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated. Late submission of assessment items **will receive zero** unless there are very extenuating circumstances and a misadventure form with attached documentation (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher.
- A zero mark is noted as a non-attempt. If zero marks have been given for tasks that make up 50% or more of the total assessment marks in a course, the student is at risk of Non-Completion of that course. The Principal is the final arbitrator.
- If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.
- Students who complete assessment tasks or study for assessment tasks during other classes on the due date are jeopardising their ROSA and will be referred to the Deputy Principal for disciplinary action.
- Students found guilty of malpractice will receive a zero mark for that component of the task, or the entire task, as determined by the Faculty Head Teacher after a discussion with the Deputy Principal.
- Students / parents will be notified in writing when receiving a zero mark.

### E. Absent for an Assessment Task:

- **If a student is absent for a task, they must** see their teacher or Head Teacher on the **first day they return** to school and hand in a completed **Misadventure Form (available at the back of this handbook, or through Moodle)**. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate.
- A student must attend school and **all set classes for the full day of an assessment task**, unless there are very extenuating circumstances. A student who attends only for the task itself OR just to submit the task is jeopardising their ROSA. The student must submit a misadventure form explaining the time they were absent and may face disciplinary action determined by the Head Teacher in consultation with the Deputy Principal.
- Where a student is absent for **non-medical reasons**, a satisfactory explanation in writing must be provided on a misadventure form and submitted to the Head Teacher of the faculty. **Absence due to a family holiday may not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances.**

## Year 10: School Assessment Policy

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- Where a student is absent for more than the day of the task they must have a Doctor's Certificate explaining the entire absent period.
- If a pattern of non-attendance the day before assessment tasks is found, the Deputy Principal may ask the student to an interview and issue further consequences.
- An alternative task/examination or an estimate mark may be given at the school's discretion when an application for misadventure has been approved by the Head Teacher.
- Problems of any nature are referred to the appropriate Faculty Head Teacher.

### F. Malpractice (e.g., cheating, copying) in Assessment Tasks:

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Here are some examples of behaviour considered to be cheating:

- Copying, buying, stealing, or borrowing someone else's work in part or in whole, and presenting it as your own.
- Using material directly from books, journals, CD's, or the internet without acknowledging the source.
- Submitting work that contains a large contribution from another person, coach, or subject expert, that is not acknowledged.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs, and journals.

The examples above are generally referred to as plagiarism.

### What is Plagiarism?

Plagiarism is when you pretend that **you** have written or created work that someone else created.

- Should any student be found guilty of malpractice in an assessment task, he or she will be given a zero mark for the task. If malpractice occurs more than once a student may not be regarded as satisfying the school's requirements for the course.
- Students are reminded that **all work** submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will be awarded a zero mark.



## Year 10: School Assessment Policy

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- Students should also take care when working with others that their work remains their own. Students may and will support their friends learning; however, students found to have allowed their work to be used by another student without acknowledgement will also be awarded a zero mark.

### **G. Use of Technology**

- When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task OR print the task off before the due date. Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated.
- Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.
- Moodle is Cecil Hills High School's virtual learning environment allowing students to access work, collaborate and gain feedback from teachers.
- Turnitin is a program integrated into our Moodle site which analyses student writing in all subjects. It allows students to guard against accidental malpractice. This displays plagiarism and identifies areas where students need to be writing information in their own words, leading to increased subject content knowledge, and writing skills. Any written component of your assessment should be submitted through Turnitin by the due date and time specified on the assessment notification.
- Any inappropriate use of technology will result in disciplinary action.



### **H. Appeals Process**

- If students disagree with a mark, the matter must be discussed with the class teacher who will refer the matter on if necessary.
- Where no agreement is reached, the issue should be discussed with the Head Teacher. A misadventure/appeal form with evidence may be requested by the Head Teacher before their decision is made.
- If a student is not satisfied with the outcome of the appeal from the Head Teacher, they may appeal in writing to the Deputy Principal Panel for a final determination.
- External appeals are dealt with by the Principal. A student seeking a review of a N Determination must apply to the Principal by the date specified by NESAs.

# Disability Provisions

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## Information for Parents and Students

This information is to inform students who have a special examination need, and their parents, of the possibilities available to assist them during formal assessment tasks and examinations.

If a student has a special examination need – whether it is related to a physical or medical condition, visual impairment, hearing loss, or a learning difficulty – the student should read this and discuss it with their parents, Year Adviser, teacher or Learning and Support Teacher.

## What are Disability Provisions?

Disability provisions provide students who have special needs with practical support in formal assessment tasks and examinations.

The school aims to offer practical support to students by allowing provisions such as special coloured examination papers, rest breaks, writers or readers, and permission to take medication.

## Applying for Disability Provisions

1. If a student wishes to apply for special examination provisions they should see their Year Adviser, or the Learning and Support Teacher.
2. The Year Adviser or Learning and Support Teacher will discuss the special provision process and eligibility requirements with the student.

When a final decision has been made, the school will send the student written notification of the approved and/or declined provisions.

## Appeal Procedure

If a student wishes to appeal against the school's decision to decline a provision for which the student has applied, the appeal must be submitted within 10 working days of receiving the special provisions decision letter.

## A Note to Parents

If parents are concerned about whether special examination provisions apply for their child, they should contact the Year Adviser or Learning and Support Teacher at the school.

## Higher School Certificate (HSC) Minimum Standards

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All NSW students who complete the HSC in 2021 and beyond are required to demonstrate a minimum standard in literacy and numeracy. The HSC minimum standard was created to help ensure that students have the key literacy and numeracy skills for life after school.

The HSC minimum standard is assessed through 45-minute online tests across three domains:

- An adaptive, multiple choice **reading** test
- An adaptive, multiple choice **numeracy** test
- A test for **writing** based on a written or visual prompt

To show they meet the standard, students need to:

- Achieve Level 3 or 4 in the online reading test and
- Achieve Level 3 or 4 in the online writing test and
- Achieve Level 3 or 4 in the online numeracy test.

From Year 9 onwards students get up to **four times** per year to sit each minimum standard reading, writing or numeracy test. At least **30 calendar days** are required before re-attempting a test in the same domain. There are a number of support options within the school to assist students in achieving the minimum standard. Students have to meet the HSC minimum standard in reading, writing and numeracy **only once**.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework. This means that students who demonstrate the standard have the reading, writing and numeracy skills needed for everyday tasks, work, and further study.

Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. These students will be informed by their Deputy Principal and/or Year Adviser.

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills.

Additional Information can be found at:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/skill-level-required>

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard/school-resources>

## Referencing Policy – Bibliographies

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Assessments which require a Bibliography must include a list of all resources you have used in your research. Bibliographies could include books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed **alphabetically** in your Bibliography according to the **Author's last name**. At Cecil Hills High School the format that is required is the **Harvard Style** (otherwise known as the Author, date system).

**Need help?** Type ([sydneytafe.libguides.com/biblio](http://sydneytafe.libguides.com/biblio)) into your browser. This will take you straight to Sydney Tafe Library Online. Make a Bibliography by clicking on your resource type from the list provided on this page. A citation is then produced which you can copy and paste into your Bibliography document. Remember you can always ask the school library staff for assistance. The Library Moodle page also has referencing help as well.

Your bibliography should then be put into alphabetical order.

Examples of Bibliography Types:

### Books

Authors Surname, Initial	Year of Publication	Title of Book (in italics)	Publisher	Place of Publication
Riley, T.	2009	<i>Year 11 Economics 2010</i>	Tim Riley Publications	Dee Why

Riley, T 2009, *Year 11 Economics 2010*, Tim Riley Publications, Dee Why.

### Webpage – Owner or Writer of Site, Title of Page, Year Published, Date Viewed, URL

Owner or Writer of Site	Year of Publication	Title of Page (in italics)	Date viewed	URL
The World Bank	2015	<i>Country at a Glance-China</i>	20 February, 2015	<a href="http://www.worldbank.org/en/country/china">http://www.worldbank.org/en/country/china</a>

The World Bank 2015, *Country at a Glance- China*, viewed 20<sup>th</sup> February 2015

### Newspaper Article

Author Surname, Initial	Year of Publication	Title of Article	Newspaper Name (italics)	Date Published	Page Number
Pascoe, M.	2015	Australians ...	<i>The Sydney Morning Herald</i>	February 20, 2015,	p.20

Pascoe, M 2015, 'Australians looking cheap as offshore bargain hunters move in' *The Sydney Morning Herald*, February 20, 2015, p.20.

### YouTube Video

- Title (if part of an ongoing series, list the episode title first, then the series name)
- Year of recording
- Format
- Publisher/distributor
- Place of recording
- Date of recording (if applicable)

Fashion tales – Melbourne 2009, video, Channel 9 News  
Melbourne, 12 March, viewed 3 September 2011,  
<http://www.youtube.com/watch?v=sLWfRzgo4&NR=1>

#### Tips:

- A bibliography should appear on a separate page at the end of your work
- List in alphabetical order

## Key Word Definitions

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<b>Account</b>	Account for: state reasons for, report on. Give an account of : narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results, or size
<b>Calculate</b>	Ascertain/determine from given facts, figures, or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts, or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole

## Year 10 Assessment Schedule 2023

<b>Term 1</b>	
Week 4	
Week 5	Information and Software Technology
Week 6	History
Week 7	Photography & Digital Media, Music, Mathematics 5.1/5.2, Mathematics 5.2/5.3, Mathematics 5.3
Week 8	Visual Arts, Food Technology, IT- Engineering, Mathematics Advanced
Week 9	Commerce, Geography, Mathematics Extension 1
Week 10	English, IT – Timber, Science
<b>Term 2</b>	
Week 1	English
Week 2	History, Visual Arts, Science, Mathematics 5.1/5.2, Mathematics 5.2/5.3, Mathematics 5.3
Week 3	Commerce, Geography, Photography & Digital Media
Week 4	Music
Week 5	
Week 6	Mathematics Extension 1
Week 7	
Week 8	IT- Engineering, Information and Software Technology
Week 9	Mathematics Advanced
Week 10	English, IT – Timber
<b>Term 3</b>	
Week 1	
Week 2	
Week 3	
Week 4	Photography & Digital Media, Visual Arts, Mathematics 5.1/5.2, Mathematics 5.2/5.3, Mathematics 5.3,
Week 5	Music
Week 6	History
Week 7	Food Technology,
Week 8	English, IT- Engineering, Information and Software Technology, Science
Week 9	Geography, Commerce, Mathematics Advanced & Extension 1 Final Examination (Weeks 9-10)
Week 10	IT – Timber
<b>Term 4</b>	
Week 1	
Week 2	English, History, Visual Arts, Mathematics 5.1/5.2, Mathematics 5.2/5.3, Mathematics 5.3, Science
Week 3	Commerce, Geography, Photography & Digital Media, Music, English, Food Technology, IT- Engineering , IT – Timber, Information and Software Technology
Week 4	
<b>(Ongoing)</b>	Child Studies, Food Technology (Practicals), PASS, and PDHPE – Tasks ongoing throughout the year

# English

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<b>Due Date</b>	<b>Task Number</b>	<b>Topic(s)</b>	<b>Task Type</b>	<b>Weighting %</b>
<b>Term 1 Week 10</b>	<b>1</b>	Interactions	Essay	<b>20</b>
<b>Term 2 Week 1</b>	<b>2</b>	Issues and Representations	Short Answer and Annotation	<b>15</b>
<b>Term 2 Week 10</b>	<b>3</b>	Issues and Representations	Discursive Response	<b>20</b>
<b>Term 3 Week 8</b>	<b>4</b>	Shakespeare's Stage	Multimodal Response	<b>25</b>
<b>Term 4 Week 3</b>	<b>5</b>	Relationships	Final Examination Short Answer unseen and Creative	<b>20</b>
<b>Total %</b>				<b>100</b>

# Child Studies

Due Date	Topic(s)	Task Type
Term 1 (Ongoing)	What to expect when you're Expecting	Formative Assessment (ongoing)
Term 2 (Ongoing)	Suckle, Slurp & Crunch	Formative Assessment (ongoing)
Term 3 (Ongoing)	Care to Read Child Health & Safety	Formative Assessment (ongoing)
Term 4 (Ongoing)	Child Care Service & Career Opportunities	Formative Assessment (ongoing)
<b>Course Fee: \$15.00</b>		<b>Total: 100%</b>
<p>This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in a portfolio of learning. This course will not have an assessment mark printed on the report.</p>		



# Commerce

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Due Date	Task Number	Topic(s)	Task Type	Weighting %
<b>Term 1 Week 9</b>	<b>1</b>	The Economic and Business Environment	Extended Response	<b>20</b>
<b>Term 2 Week 3</b>	<b>2</b>	The Economic and Business Environment	Research and Report	<b>30</b>
<b>Term 3 Week 8</b>	<b>3</b>	Employment and Work Futures	Media Report	<b>20</b>
<b>Term 4 Week 3</b>	<b>4</b>	Employment and Work Futures The Economic and Business Environment Towards Independence	Yearly Examination	<b>30</b>
<b>Total %</b>				<b>100</b>
<b>Fees: \$20.00</b>				

# Food Technology

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<b>Due Date</b>	<b>Task Number</b>	<b>Topic(s)</b>	<b>Task Type</b>	<b>Weighting %</b>
<b>Term 1 Week 8</b>	<b>1</b>	Food Selection & Health	Assignment	<b>15</b>
<b>Term 1/2 (Ongoing)</b>	<b>2</b>	Food Selection and Health	Practicals	<b>20</b>
<b>Term 3 Week 7</b>	<b>3</b>	Food Service and Catering	Portfolio and Product	<b>20</b>
<b>Term 4 Week 3</b>	<b>4</b>	All Topics	Final Examination	<b>25</b>
<b>Term 3/4 (Ongoing)</b>	<b>5</b>	All Topics	Practical	<b>20</b>
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$220.00</b>				

# Geography

Semester 1	Semester 2	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 9		1	Environmental Change and Management	Fieldwork / Research Report	40
Term 2 Week 3		2	Geographical Skills Human Wellbeing	Final Examination	60
<b>Total %</b>					<b>100</b>
-	Term 3 Week 9	1	Human Wellbeing	Fieldwork / Research Report	40
-	Term 4 Week 3	2	Environment Change and Management	Final Examination	60
<b>Total %</b>					<b>100</b>

# History

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Semester 1	Semester 2	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 6	-	1	The Holocaust	Research Essay	50
Term 2 Week 2	-	2	Rights and Freedoms (1945-Present)	Source Analysis	50
<b>Total %</b>					<b>100</b>
-	Term 3 Week 6	1	The Holocaust	Research Essay	50
-	Term 4 Week 2	2	Rights and Freedoms (1945-Present)	Source Analysis	50
<b>Total %</b>					<b>100</b>

# Industrial Technology - Engineering

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<b>Due Date</b>	<b>Task Number</b>	<b>Topic(s)</b>	<b>Task Type</b>	<b>Weighting %</b>
<b>Term 1 Week 8</b>	<b>1</b>	Structures – Bridges	Practical and Report	<b>25</b>
<b>Term 2 Week 8</b>	<b>2</b>	Mechanisms – Hydraulic Arm	Practical and Report	<b>30</b>
<b>Term 3 Week 8</b>	<b>3</b>	Alternative Energy - Solar Car	Group Practical and Individual Report	<b>35</b>
<b>Term 4 Week 3</b>	<b>4</b>	All Topics	Final Examination	<b>10</b>
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$80.00</b>				

# Industrial Technology - Timber

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<b>Due Date</b>	<b>Task Number</b>	<b>Topic(s)</b>	<b>Task Type</b>	<b>Weighting %</b>
<b>Term 1 Week 10</b>	<b>1</b>	Practical - Chopping Board	Project and Folio	<b>25</b>
<b>Term 2 Week 10</b>	<b>2</b>	Practical - Spice Rack	Project and Folio / Report	<b>30</b>
<b>Term 3 Week 10</b>	<b>3</b>	Practical - Table	Project and Folio / Report	<b>35</b>
<b>Term 4 Week 3</b>	<b>4</b>	All Topics	Final Examination	<b>10</b>
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$120.00</b>				

# Information and Software Technology

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Due Date	Task Number	Topic(s)	Task Type	Weighting %
<b>Term 1 Week 5</b>	<b>1</b>	Digital Media	Research	<b>15</b>
<b>Term 1 Week 8</b>	<b>2</b>	Digital Media	Mini Project	<b>15</b>
<b>Term 2 Week 8</b>	<b>3</b>	The Internet and Website Development	Project (Product and Folio)	<b>25</b>
<b>Term 3 Week 8</b>	<b>4</b>	Authoring and Multimedia	Project (Product and Folio)	<b>25</b>
<b>Term 4 Week 3</b>	<b>5</b>	All Topics	Final Examinations	<b>20</b>
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$55.00</b>				

# Trade Mathematics

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Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1		Competency Based		20
Term 2		Competency Based		25
Term 3		Competency Based		25
Term 4	1 (AT1)	Measurement Financial Mathematics Statistics	Assignment	30
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$11.00 (Mathletics)</b>				



# Mathematics 5.1/5.2

Due date	Task Number	Topic(s)	Task Type	Weighting %
<b>Term 1 Week 7</b>	<b>1 (AT1)</b>	Equations Surface Area and Volume	Written Examination (Open Page)	<b>20</b>
<b>Term 2 Week 2</b>	<b>2 (AT2)</b>	Algebra Surface Area and Volume	Written Examination (Open Page)	<b>25</b>
<b>Term 3 Week 4</b>	<b>3 (AT3)</b>	Statistics Saving and Borrowing Probability	Written Examination (Open Page)	<b>25</b>
<b>Term 4 Week 2</b>	<b>4 (AT4)</b>	Coordinate Geometry Ratio and Similarity Equations	Written Examination (Open Page)	<b>30</b>
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$11.00 (Mathletics)</b>				

## Mathematics 5.2/5.3

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1 (AT1)	Rates and Proportion Surface Area and Volume	Written Examination (Open Page)	20
Term 2 Week 2	2 (AT2)	Surface Area and Volume Probability Statistics	Written Examination (Open Page)	25
Term 3 Week 4	3 (AT3)	Statistics Financial Mathematics Geometry Quadratics	Written Examination (Open Page)	25
Term 4 Week 2	4 (AT4)	Similarity Trigonometry	Written Examination (Open Page)	30
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$11.00 (Mathletics)</b>				

## Mathematics 5.3

Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1 (AT1)	Geometry Surface Area and Volume	Written Examination (Open Page)	20
Term 2 Week 2	2 (AT2)	Surface Area and Volume Surds Quadratics	Written Examination (Open Page)	25
Term 3 Week 4	3 (AT3)	Quadratics Financial Mathematics Trigonometry Coordinate Geometry Probability	Written Examination (Open Page)	25
Term 4 Week 2	4 (AT4)	Probability Statistics Equations Similarity	Written Examination (Open Page)	30
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$11.00 (Mathletics)</b>				

Task Number	Task 1	Task 2	Task 3	
<b>Task Type</b>	<b>In Class Test</b> Algebraic Techniques Number and Surds Functions and Graphs	<b>Assignment</b> Functions and Relations	<b>Final Examination</b>	
<b>Due Date</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9-10</b>	
<b>Outcomes Assessed</b>	MA-11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA-11-1, MA11-2, MA11-3, MA11-5, MA11-6, MA1-8, MA11-9	
<b>Components</b>				<b>Weighting %</b>
Understanding, fluency, and communication	15	15	20	<b>50</b>
Problem Solving, reasoning and justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Task Number	Task 1	Task 2	Task 3	
<b>Task Type</b>	<b>In Class Test</b>  Functions Polynomials	<b>Assignment</b>  Polynomials Graphing Functions	<b>Final Examination</b>	
<b>Due Date</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 9-10</b>	
<b>Outcomes Assessed</b>	ME11-1, ME11-12, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-6, ME11-7	
<b>Components</b>				<b>Weighting %</b>
Understanding, fluency, and communication	15	15	20	<b>50</b>
Problem Solving, reasoning and justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Music

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Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1	Australian Music	Theory	15
Term 2 Week 4	2	Popular Music	Practical	20
Term 3 Week 5	3	Music for Radio, Film, Television and Multimedia	Composition	30
Term 4 Week 3	4	Music for Small Ensembles	Practical 20% Theory 15%	35
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$50.00</b>				

# Personal Development, Health and Physical Education

Due Date	Topic(s)	Task Type
Term 1 - Term 2 (Ongoing)	On the Road Again / We are Young	Formative Assessment (Ongoing)
Term 1 - Term 2 (Ongoing)	Performance and participation in 4 practical units	Practical / Participation
Term 3 - Term 4 (Ongoing)	Too Smart to Start/ That's My Team	Formative Assessment (Ongoing)
Term 3 - Term 4 (Ongoing)	Performance and participation in 4 practical units	Practical / Participation

**Course Fee: Total: 100%**

This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in a portfolio of learning. This course will not have an assessment mark printed on the report.

# Photography and Digital Media

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Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 7	1	Fear Factor	Marking 15 % Studying 20%	35
Term 2 Week 3	2	Ordinary Extraordinary	Marking 15%	15
Term 3 Week 4	3	Journey Film Making	Marking 15% Studying 20%	35
Term 4 Week 3	4	Animation	Making	15
<b>Total %</b>				<b>100</b>
<b>Course Fee: \$70.00</b>				



# Physical Activity and Sports Studies

Due Date	Topic(s)	Task Type
<b>Term 1 (Ongoing)</b>	Body Systems  Energy for physical activity and nutrition for physical activity	Formative Assessment (Ongoing)  Performance and participation in four sports
<b>Term 2 (Ongoing)</b>	Coaching  Physical Fitness	Formative Assessment (Ongoing)  Performance and participation in two sports
<b>Term 3 (Ongoing)</b>	Australian Sporting Identity  Technology Performance and Participation	Formative Assessment (Ongoing)  Performance and participation in four sports
<b>Term 4 (Ongoing)</b>	Event Management  Promoting Active Lifestyles	Formative Assessment (Ongoing)  Performance and participation in three sports
<b>Total: 100%</b>		

This course uses Formative Assessment to determine the outcomes and grades. Formative Assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs and academic progress. The evidence of learning will be demonstrated in a portfolio of learning. This course will not have an assessment mark printed on the report.

# Science

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Due Date	Task Number	Topic(s)	Task Type	Weighting %
Term 1 Week 10	1	Working Scientifically	Student Research Project	15
Term 2 Week 2	2	Working Scientifically Keeping it Moving Electromagnetism	Mid-course Examination	30
Term 3 Week 8	3	Keeping it Moving Electromagnetism Chemistry	Process and Practical	20
Term 4 Week 2	4	Working Scientifically Keeping it Moving Electromagnetism Code of Life Chemistry	Final Examination	35
<b>Total %</b>				<b>100</b>

# Visual Arts

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<b>Due Date</b>	<b>Task Number</b>	<b>Topic(s)</b>	<b>Task Type</b>	<b>Weighting %</b>
<b>Term 1 Week 8</b>	<b>1</b>	Historical Analysis	Critical and Historical Studies	<b>20</b>
<b>Term 2 Week 2</b>	<b>2</b>	2 Dimensional Studies	Artmaking	<b>35</b>
<b>Term 3 Week 4</b>	<b>3</b>	3 Dimensional Studies	Artmaking	<b>25</b>
<b>Term 4 Week 2</b>	<b>4</b>	Critical Examination	Critical and Historical Studies	<b>20</b>
<b>Total %</b>				<b>100</b>
<b>Course Fees: \$80.00</b>				



# Cecil Hills High School

Principal Mark Sutton  
50 Spencer Rd, Cecil Hills NSW 2171  
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Tel (02) 9822 1430  
Fax (02) 9822 1436  
[Cecilhills-h.school@det.nsw.edu.au](mailto:Cecilhills-h.school@det.nsw.edu.au)

Date: \_\_\_\_\_

## STUDENT ILLNESS, ACCIDENT OR MISADVENTURE APPEAL – YEARS 7 TO 10

Student's Name \_\_\_\_\_ Year \_\_\_\_\_

I hereby request a review in:

Course \_\_\_\_\_

Assessment task \_\_\_\_\_ Due Date \_\_\_\_\_

Reason(s) for appeal:

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

I have attached medical certificates from Doctor \_\_\_\_\_  
(name of doctor)

This form is acknowledged and signed by Doctor \_\_\_\_\_  
(signature) (date)

**Medical Centre Stamp to be inserted where possible:**

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

Date \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Time \_\_\_\_\_ am/pm Name of Teacher \_\_\_\_\_

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Student)

Signed \_\_\_\_\_ Date \_\_\_\_\_  
(Parent/Guardian)

**STUDENTS MUST HAND THE COMPLETED FORM, TOGETHER WITH CERTIFICATE AND/OR STATEMENTS  
TO THE HEAD TEACHER OF THE SUBJECT**

### School use only:

Comment by Head Teacher \_\_\_\_\_  
\_\_\_\_\_

Head Teacher's signature \_\_\_\_\_ Date \_\_\_\_\_

Entered on **Sentral** \_\_\_\_\_ (date) HT initial \_\_\_\_\_

Comment by Principal \_\_\_\_\_  
\_\_\_\_\_

Principal's signature \_\_\_\_\_ Date \_\_\_\_\_

Completed form and certificate to supervising Deputy Principal for Filing

