

Year 10 Assessment Booklet

# Queanbeyan High School

*High Expectations – High Achievement*



**Covid-19 – updated April 2020**



# Introduction

The information in this booklet is an updated version of the initial assessment schedule distributed at the start of the school year. It is in response to Covid-19 and is designed to support parents and students with updated procedures for assessment tasks. The information contained within is not comprehensive but designed to be a quick reference for the most relevant information.

## Further Reading

Staff, students and parents are encouraged to access the following resources for further information:

- NSW Education Standards Authority Website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)
- Assessment Certification Examination (ACE) Manual Website: <https://ace.nesa.nsw.edu.au>
- QHS Senior (10-12) Misadventure Form available on the school website

## Pattern of Study

In Year 10, students study the following mandatory subjects within the Stage 5 NSW Curriculum:

- English
- Mathematics
- Science
- HSIE (one semester of Geography and one semester of History)
- PDHPE

Students also study three elective subjects, one from each of the following lines:

<b>Line 1</b>	Agriculture, Commerce, IT – Timber, Music, Visual Arts
<b>Line 2</b>	Child Studies, Food Technology, International Studies, IT – Metal, Maths Extension
<b>Line 3</b> <i>Combined 9/10 elective</i>	Aboriginal Studies, Dance, Drama, Information Software Technology, Japanese, Marine and Aquaculture Technology, PASS, STEM

## High Expectations – High Achievement

At Queanbeyan High School we have high expectations of all our stakeholders: students, staff and parents. We believe there is a high correlation between having high expectations and students achieving high results. Throughout the junior years of high school we are aiming to prepare all students for the rigour of senior study and workplace expectations.

This booklet has been developed to assist students in achieving to their potential. We understand that assessment tasks can be stressful for students and have attempted to ensure a manageable

workload for students by reducing the number of assessment tasks and adjusting due dates throughout the year due to the implications of Covid-19. This booklet also contains all the relevant information that students and parents need to ensure a successful year with regards to assessment tasks.

## **Assessment Tasks**

In each of their subjects, students will be required to complete up to two assessment tasks. They can be either formal tasks which have a weighting and contribute to end of year grades and reports, or informal tasks that are not weighted but help staff to make an on-balance judgement of a student's progress within the course.

Assessment Tasks form an integral part of a student's time at school. They are used for three main reasons:

- To formally assess a student's understanding of syllabus content
- To provide the teacher with information as to a student's progress and inform future teaching to better support students
- To provide the student with feedback about their performance and explicit information on how to improve

Teachers use the information gathered from assessment tasks to form the basis of student reports each semester. Therefore, it is essential that all students attempt and submit all assessment tasks and work through Google Classroom. This information can also be used to determine future patterns of study and classes.

This booklet provides an overview of the assessment tasks Year 10 students will need to complete for the remainder of this year.

## **Reporting and the Common Grading Scale**

For school reports and assessment tasks, students will be graded on an A-E scale, where:

- A** indicates the student has demonstrated an **outstanding** knowledge of the syllabus content
- B** indicates the student has demonstrated a **high** understanding of the syllabus content
- C** indicates the student has demonstrated a **sound** understanding of the syllabus content
- D** indicates the student has demonstrated a **basic** understanding of the syllabus content
- E** indicates the student has demonstrated a **limited** understanding of the syllabus content

Students who receive a C are deemed to be working at an age-appropriate level.

## **Staff, Student and Parent Expectations**

Staff will provide students with an updated assessment schedule for each course they are undertaking. The assessment schedule will list the type of task, its due date and the weighting assigned to that task. Students will also receive a formal notification of each assessment task at least two weeks in advance of the due date. Google Classroom is the platform for the distribution of assessment schedules and assessment task notifications.

Students are expected to refer to this booklet for any information regarding assessment tasks. The 'Frequently Asked Questions' at the end of this booklet is a great starting point to clarify any information. Under the revised handbook we expect students will submit assessment tasks by the due date. The ability to meet deadlines and submit tasks by the due date is an important skill which is valued highly at Queanbeyan High School. Students who are able to demonstrate such responsibility are much better equipped to succeed in their future studies and in the work environment.

Students are expected to be proactive in seeking help with an assessment task if it is required. They should talk to their classroom teacher first, through Google Classroom, if they are struggling with a particular task. QHS will continue to offer a range of supports to ensure students are able to submit tasks and class work. Students and parents are able to submit misadventure forms which will be supported by the school Principal in cases of stress and anxiety. We ask that parents contact the school should their child be experiencing difficulty with a task and talk directly to the head teacher of the subject. Staff will adjust tasks and be solution focused to support students and parents.

The following documents are available on the school website for access by staff, students and parents:

- Year 10 Assessment Booklet (this booklet)
- Misadventure Form (10-12)

## **Record of School Achievement (RoSA) Grades (Elective Courses)**

Elective courses satisfactorily completed in Year 9 will appear on a student's Record of School Achievement (RoSA). Students will receive a grade for each of these courses which indicates their level of understanding in each subject they have studied. For most courses these grades will range from A (outstanding knowledge) to E (limited knowledge).

## **NSW Education Standards Authority (NESA) Requirements**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a. followed the course as specified by the Board of Studies.
- b. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- c. Achieved some or all of the course outcomes.

# Calendar of Tasks

## Term 2

<b>Week 1</b>	A	27/4-1/5	
<b>Week 2</b>	B	4/5-8/5	
<b>Week 3</b>	A	11/5-15/5	
<b>Week 4</b>	B	18/5-22/5	
<b>Week 5</b>	A	25/5-29/5	History, Commerce
<b>Week 6</b>	B	1/6-5/6	
<b>Week 7</b>	A	8/6-12/6	History, International Studies
<b>Week 8</b>	B	15/6-19/6	Maths (5.2/5.3) Industrial Technology, Industrial Technology
<b>Week 9</b>	A	22/6-26/6	Aboriginal Studies, Japanese, STEM
<b>Week 10</b>	B	29/6-3/7	Maths (5.1/5.2), Science

## Term 3

<b>Week 1</b>	A	20/7-24/7	
<b>Week 2</b>	B	27/7-31/7	
<b>Week 3</b>	A	3/8-7/8	Child Studies, Drama
<b>Week 4</b>	B	10/8-14/8	
<b>Week 5</b>	A	17/8-21/8	PASS (Prac)
<b>Week 6</b>	B	24/8-28/8	Maths (5.2/5.3), DANCE, Aboriginal Studies, Japanese, Marine
<b>Week 7</b>	A	31/8-4/9	Geography, Maths (5.1/5.2), Agriculture, Commerce
<b>Week 8</b>	B	7/9-11/9	PDHPE, Child Studies, Food Technology, International Studies
<b>Week 9</b>	A	14/9-18/9	IST
<b>Week 10</b>	B	21/9-25/9	English, Science

**Term 4**

<b>Week 1</b>	A	12/10-16/10	
<b>Week 2</b>	B	19/10-23/10	Science, Commerce, Visual Arts, International studies
<b>Week 3</b>	A	26/10-30/10	PDHPE, Dance, Marine
<b>Week 4</b>	B	2/11-6/11	English, Geography, Aboriginal Studies, STEM, Drama, Japanese
<b>Week 5</b>	A	9/11-13/11	<b>NESA Grades Submitted Friday</b>
<b>Week 6</b>	B	16/11-20/11	
<b>Week 7</b>	A	23/11-27/11	
<b>Week 8</b>	B	30/11-4/12	
<b>Week 9</b>	A	7/12-11/12	
<b>Week 10</b>	B	14/12-18/12	

## English

## CORE

Component	Task 1	Task 2	Task 3
<b>Unit of Work</b>	Expressions of Protest: 'The world as it is, the world as it could be'	Shakespearean Critical Study: 'Getting along with the Bard of Avon'	'Sustainability in Media and Advertising'
<b>Task Description</b>	Multimodal Text Creation	Character Life Box	Feature Article
<b>Task Weighting</b>	30%	35%	35%
<b>Week Due</b>	Term 1, Week 8 16/3/20 – 20/3/20	Term 3, Week 10 21/9/20 – 25/9/20	Term 4, Week 4 2/11/20 – 6/11/20
<b>Task Type</b>	Multimodal Text	Representation and Student Rationale	Informative/Discriptive Writing
<b>Outcomes Assessed</b>	EN5-2A, EN5-3B, EN5-9E	EN5-1A, EN5-4B, EN5-8D, EN5-9E	EN5-5C, EN5-6C, EN5-7D

**Course Outcomes**

EN4 – 1A	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5 – 2A	Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5 – 3B	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5 – 4B	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5 – 5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	Investigates the relationships between and among texts
EN5 – 7D	Understands and evaluates the diverse ways texts can represent personal and public worlds
EN5 – 8D	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5 – 9E	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

# Mathematics 5.2/5.3

(10MATA class only)

## CORE

	Task 1	Task 2	Task 3
Task Weighting	30%	30%	40%
Week Due	Week 4 Term 1	Week 8 Term 2	Week 6 Term 3
Task Type	Investigation	Topic Test	Assignment
Outcomes Assessed	MA5.2-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG	MA5.2-8NA MA5.2-9NA MA5.3-7NA MA5.3-8NA	MA5.2-13MG MA5.3-15MG

\*Note: Stage 5.1 content is assumed knowledge and can be examined at any time throughout the Year 10 5.2/5.3 course.

### Working Mathematically

- MA5.2 – 1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions  
 MA5.2 – 2WM Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems  
 MA5.2 – 3WM Constructs arguments to prove and justify results  
 MA5.3 – 1WM Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures  
 MA5.3 – 2WM Generalises mathematical ideas and techniques to analyse and solve problems efficiently  
 MA5.3 – 3WM Uses deductive reasoning in presenting arguments and formal proofs

### Number and Algebra

- MA5.2 – 4NA Solves financial problems involving compound interest  
 MA5.2 – 5NA Recognises direct and indirect proportion, and solves problems involving direct proportion  
 MA5.2 – 6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions  
 MA5.2 – 7NA Applies index laws to operate with algebraic expressions involving integer indices  
 MA5.2 – 8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations  
 MA5.2 – 9NA Uses the gradient-intercept form to interpret and graph linear relationships  
 MA5.2 – 10NA Connects algebraic and graphical representations of simple non-linear relationships  
 MA5.3 – 4NA Draws, interprets and analyses graphs of physical phenomena  
 MA5.3 – 5NA Elects and applies appropriate algebraic techniques to operate with algebraic expressions  
 MA5.3 – 6NA Performs operations with surds and indices  
 MA5.3 – 7NA Solves complex linear, quadratic, simple cubic and simultaneous equations and rearranges literal equations  
 MA5.3 – 8NA Uses formulas to find midpoint, gradient and distance on the Cartesian plane and applies standard forms of the equation of a straight line  
 MA5.3 – 9NA Sketches and interprets a variety of non-linear relationships

### Measurement and Geometry

- MA5.2 – 11MG Calculates the surface areas of right prisms, cylinders and related composite solids  
 MA5.2 – 12MG Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders  
 MA5.2 – 13MG Applies trigonometry to solve problems, including problems involving bearings  
 MA5.2 – 14MG Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar  
 MA5.3 – 13MG Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids  
 MA5.3 – 14MG Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids  
 MA5.3 – 15MG Applies Pythagoras' Theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

### Statistics and Probability

- MA5.2 – 15SP Uses quartiles and box plots to compare sets of data, and evaluates sources of data  
 MA5.2 – 16SP Investigates relationships between two statistical variables, including their relationship over time  
 MA5.2 – 17SP Describes and calculates probabilities in multi-step chance experiments  
 MA5.3 – 18SP Uses standard deviation to analyse data



# Mathematics 5.1/5.2

(10MATB, 10MATC, 10MATD classes)

**CORE**

	Task 1	Task 2	Task 3
Task Weighting	25%	35%	40%
Week Due	Week 9 Term 1	Week 10 Term 2	Week 7 Term 3
Task Type	Topic Test	Topic Test	Topic Test
Outcomes Assessed	MA5.1-4NA MA5.1-5NA MA5.2-4NA MA5.2-6NA MA5.2-7NA	MA5.1-6NA MA5.2-9NA MA5.1-10MG MA5.2-13MG	MA5.1-12SP MA5.2-15SP MA5.1-13SP MA5.2-17SP

\*Note: Stage 4 and Year 9 5.1 content are assumed knowledge and can be examined at any stage throughout the course

## Working Mathematically

MA5.1 – 1WM Uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1 – 2WM Selects and uses appropriate strategies to solve problems

MA5.1 – 3WM Provides reasoning to support conclusions that are appropriate to the context

MA5.2 – 1WM Selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2 – 2WM Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2 – 3WM Constructs arguments to prove and justify results

## Number and Algebra

MA5.1 – 4NA Solves financial problems involving earning, spending and investing money

MA5.1 – 5NA Operates with algebraic expressions involving positive-integer and zero indices and establishes the meaning of negative indices for numerical bases

MA5.1 – 6NA Determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1 – 7NA Graphs simple non-linear relationships

MA5.2 – 4NA Solves financial problems involving compound interest

MA5.2 – 5NA Recognises direct and indirect proportion, and solves problems involving direct proportion

MA5.2 – 6NA Simplifies algebraic fractions, and expands and factorises quadratic expressions

MA5.2 – 7NA Applies index laws to operate with algebraic expressions involving integer indices

MA5.2 – 8NA Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations

MA5.2 – 9NA Uses the gradient-intercept form to interpret and graph linear relationships

MA5.2 – 10NA Connects algebraic and graphical representations of simple non-linear relationships

## Measurement and Geometry

MA5.1 – 8MG Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1 – 9MG Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1 – 10MG Applies trigonometry, given diagrams, to solve problems including problems involving angles of elevation and depression

MA5.1 – 11MG Describes and applies the properties of similar figures and scale drawings

MA5.2 – 11MG Calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2 – 12MG Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2 – 13MG Applies trigonometry to solve problems, including problems involving bearings

## Statistics and Probability

MA5.1 – 12SP Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.1 – 13SP Calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2 – 15SP Uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2 – 16SP Investigates relationships between two statistical variables, including their relationship over time

MA5.2 – 17SP Describes and calculates probabilities in multi-step chance experiments

	Task 1	Task 2	Task 3	Task 4
Task Weighting	15%	40%	15%	30%
Week Due	T1W11	T2W10	T3W10	T4W2
Task Type	Topic Test	Depth Study	Topic Test	Scientific Models
Outcomes Assessed	10PW/12ES/ 15LW/17CW	4WS, 5WS, 6WS, 7WS 10PW/12ES/ 15LW/17CW	10PW/12ES/ 15LW/17CW	8WS, 9WS, 10PW/12ES/ 15LW/17CW

### Course Outcomes

SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

# Geography

**CORE**

	<b>Task 1 Junior Geography Project</b>	<b>Task 2 Skills Test</b>	<b>Task 3 Class Participation &amp; Book Mark</b>
<b>Task Weighting</b>	40%	40%	20%
<b>Week Due</b>	Week 7, Term 3	Week 4 Term 4	Week 4 Term 4
<b>Task Type</b>	Fieldwork Geographi cal Report	In- class Test	Ongoing
<b>Outcomes Assessed</b>	GE5-1, GE5-2, GE5-4, GE5-5, GE5-7, GE5-8	GE 5-2, GE 5- 3, GE5-7, GE5-8	GE5-1 to GE5-8

## Course Outcomes

<b>GE5-1</b>	explains the diverse features and characteristics of a range of places and environments
<b>GE5-2</b>	explains processes and influences that form and transform places and environments
<b>GE5-3</b>	analyses the effect of interactions and connections between people, places and environments
<b>GE5-4</b>	accounts for perspectives of people and organisations on a range of geographical issues
<b>GE5-5</b>	Assesses management strategies for places and environments for their sustainability
<b>GE5-6</b>	analyses differences in human wellbeing and ways to improve human wellbeing
<b>GE5-7</b>	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>GE5-8</b>	Communicates geographical information to a range of audiences using a variety of strategies

# History

## CORE

	<b>Task 1 Overview Test</b>	<b>Task 2 Pop Star Report</b>	<b>Task 3 Class Participation &amp; Bookmark</b>
<b>Task Weighting</b>	30%	50%	20%
<b>Week Due</b>	Term 1 Week 5	Term 2 Week 5	Term 2 Week 7
<b>Task Type</b>	In-class test	Report	Ongoing
<b>Outcomes Assessed</b>	HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-8, HT5-9, HT5-10	HT 5-1 to HT 5-10

### Course Outcomes

HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

# Personal Development, Health & Physical Education

**CORE**

	Task 1	Task 2	Task 3
Task Weighting	25%	35%	40%
Week Due	Term 1, week 9	Term 3, week 8	Ongoing Term 3 and 4 (Finalised Term 4, Week 3)
Task Type	Road safety brochure	Examination	Ongoing practical observation
Outcomes Assessed	5.6, 5.7, 5.8	5.61, 5.6, 5.7	5.4, 5.5

## Course Outcomes

5.1	analyses how they can support their own and others' sense of self
5.2	evaluates their capacity to reflect on and respond positively to challenges
5.3	analyses factors that contribute to positive, inclusive and satisfying relationships
5.4	adapts, transfers and improvises movement skills and concepts to improve performance
5.5	composes, performs and appraises movement in a variety of challenging contexts
5.6	analyses attitudes, behaviours and consequences related to health issues affecting young people
5.7	analyses influences on health decision making and develops strategies to promote health and safe behaviours
5.8	critically analyses health information, products and services to promote health
5.9	formulates goals and applies strategies to enhance participation in lifelong physical activity
5.10	adopts roles to enhance their own and others' enjoyment of physical activity

# Aboriginal Studies

**CORE**

	Task 1 - Learning & Reflection Portfolio	Task 2 - Podcast	Task 3 - Technologies Presentation	Task 4 - Aboriginal Organisation Case Study
Task Weighting	25%	25%	25%	25%
Week Due	T1W8	T2W9	T3W6	T4W4
Task Type	<b>Reflection Portfolio</b>	<b>Podcast</b>	<b>Multimedia Presentation</b>	<b>Research Case Study</b>
Outcomes Assessed	5.1, 5.3, 5.6, 5.7, 5.8	5.2, 5.4, 5.7, 5.11	5.3, 5.8, 5.9, 5.11	5.5, 5.6, 5.7, 5.8 , 5.10, 5.11

## Course Outcomes

5.1	describes the factors that contribute to an Aboriginal person's identity
5.2	explains ways in which Aboriginal Peoples maintain their identity
5.3	describes the dynamic nature of Aboriginal cultures
5.4	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
5.5	explains the importance of families and communities to Aboriginal Peoples
5.6	explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
5.7	assesses the significance of contributions of Aboriginal Peoples to Australian society
5.8	analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
5.9	analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
5.10	independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
5.11	independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

## ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	30%	30%	40%
Week Due	T1W7	T3W7	Ongoing
Task Type	Topic Test	Topic Test	Practical Skills
Outcomes Assessed	5.1.1, 5.1.2, 5.2.1	5.4.1, 5.4.2,	5.3.1, 5.4.3, 5.5.1, 5.6.1, 5.6.2

### Course Outcomes

5.1.1	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
5.1.2	explains the interactions within and between agricultural enterprises and systems
5.2.1	explains the interactions within and between the agricultural sector and Australia's economy, culture and society
5.3.1	investigates and implements responsible production systems for plant and animal enterprises
5.3.2	investigates and applies responsible marketing principles and processes
5.3.3	explains and evaluates the impact of management decisions on plant production enterprises
5.3.4	explains and evaluates the impact of management decisions on animal production enterprises
5.4.1	evaluates the impact of past and current agricultural practices on agricultural sustainability
5.4.2	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
5.4.3	implements and justifies the application of animal welfare guidelines to agricultural practices
5.5.1	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
5.5.2	collects and analyses agricultural data and communicates results using a range of technologies
5.6.1	applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
5.6.2	performs plant and animal management practices safely and in cooperation with others

	<b>Task 1</b>	<b>Task 2</b>
<b>Task Weighting</b>	50%	50%
<b>Week Due</b>	Term 1, Week 10	Term 3, Week 8
<b>Task Type</b>	Design Play Activity and Present to Class	Examination
<b>Outcomes Assessed</b>	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9	CS5-2, CS5-3, CS5-6, CS5-7, CS5-8, CS5-9, CS5-12

### COURSE OUTCOMES

<b>CS5-1</b>	identifies the characteristics of a child at each stage of growth and development
<b>CS5-2</b>	describes the factors that affect the health and wellbeing of the child
<b>CS5-3</b>	analyses the evolution of childhood experiences and parenting roles over time
<b>CS5-4</b>	plans and implements engaging activities when educating and caring for young children within a safe environment
<b>CS5-5</b>	evaluates strategies that promote the growth and development of children
<b>CS5-6</b>	describes a range of parenting practices for optimal growth and development
<b>CS5-7</b>	discusses the importance of positive relationships for the growth and development of children
<b>CS5-8</b>	evaluates the role of community resources that promote and support the wellbeing of children and families
<b>CS5-9</b>	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
<b>CS5-10</b>	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
<b>CS5-11</b>	analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>CS5-12</b>	applies evaluation techniques when creating, discussing and assessing information related to child growth and development



# Commerce

## ELECTIVE

	<b>Task 1 Current Issue Article</b>	<b>Task 2 Plan your own business</b>	<b>Task 3 Law &amp; Society Test</b>
<b>Task Weighting</b>	30%	40%	30%
<b>Week Due</b>	Week 5 Term 2	Week 7 Term 3	Week 2 Term 4
<b>Task Type</b>	Feature Article	Business Plan	In class -test
<b>Outcomes Assessed</b>	COM5-1, 5-2, 5-4, 5-7, 5-8	COM5-5, 5-6, 5-7, 5-8, 5-9	COM5-1, 5-2, 5-3, 5-4, 5-5

### Course Outcomes

<b>Com 5.1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
<b>Com 5.2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
<b>Com 5.3</b>	examines the role of law in society
<b>Com 5.4</b>	analyses key factors affecting decisions
<b>Com 5.5</b>	evaluates options for solving problems and issues
<b>Com 5.6</b>	develops and implements plans designed to achieve goals
<b>Com 5.7</b>	researches and assesses information using a variety of sources
<b>Com 5.8</b>	explains information using a variety of forms
<b>Com 5.9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes

# Dance

**ELECTIVE**

	Task 1	Task 2	Task 3
Task Weighting	30%	30%	40%
Week Due	Week 8 Term 1	Week 6 Term 3	Week 3 Term 4
Task Type	Performance	Composition	Appreciation
Outcomes Assessed	5.1.1 and 5.1.2	5.2.1 and 5.2.2	5.3.2 and 5.3.3

## Course Outcomes

5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	Explores the elements of dance as the basis of the communication of ideas
5.2.2	Composes and structures dance movement that communicates an idea
5.3.1	Describes and analyses dance as the communication of ideas within a context
5.3.2	Identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	Applies understandings and experiences drawn from their own work and dance works of art

# Drama

## ELECTIVE

	Task 1	Task 2	Task 3
Task Weighting	30%	40%	30%
Week Due	Week 8 Term 1	Week 3 Term 3	Week 4 Term 4
Task Type	Monologue	Playbuilding / Film Production	Duologue / Logbook
Outcomes Assessed	5.1.1 5.1.3 5.2.2 5.3.3	5.1.1 5.1.2 5.1.3 5.2.1 5.3.3	5.1.4 5.3.2 5.3.1 5.3.3

### Course Outcomes

5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action.
5.1.2	Contributes, selects, develops and structures ideas in improvisation and playbuilding.
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text.
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning.
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience.
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions.
5.3.2	Analyses the contemporary and historical contexts of drama.
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

# Food Technology

**ELECTIVE**

	Task 1	Task 2
Task Weighting	50%	50%
Week Due	Term 1, Week 10	Term 3, Week 8
Task Type	Report and Practical	Case Study and Practical
Outcomes Assessed	FT5-1, FT5-5, FT5-8, FT5-10, FT5-11	FT5-6, FT5-8, FT5-9, FT5-12, FT5-13

## Course Outcomes

<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product.
<b>FT5-2</b>	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods.
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation and storage.
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation and storage.
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
<b>FT5-7</b>	Justifies food choices by analysing the factors that influence eating habits.
<b>FT5-8</b>	Collects, evaluates and applies information from a variety of sources.
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology.
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
<b>FT5-11</b>	Plans, prepares, presents and evaluates food solutions for specific purposes.
<b>FT5-12</b>	Examines the relationship between food, technology and society.
<b>FT5-13</b>	Evaluates the impact of activities related to food on the individual, society and the environment.

# Industrial Technology

**ELECTIVE**

	Task 1	Task 2
Task Name	Project #1	Research Presentation
Task Weighting	50%	50%
Week Due	Term 1 Week 9	Term 2 Week 8
Task Type	Production	Research
Outcomes Assessed	1.1, 1.2, 2.1 2.2, 3.1, 3.2 4.2, 5.1, 6.1	4.1, 7.1, 7.2

## Course Outcomes

1.1	Identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
1.2	Applies OHS practices to hand tools, machine tools, equipment and processes
2.1	Applies design principles in the modification, development and production of projects
2.2	Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
3.1	Justifies the use of a range of relevant and associated materials
3.2	Selects and uses appropriate materials for specific applications
4.1	Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
4.2	Works cooperatively with others in the achievement of common goals
5.1	Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
6.1	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
7.1	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
7.2	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

# Information and Software Technology

**ELECTIVE**

	Task 1	Task 2
<b>Task Weighting</b>	50%	50%
<b>Week Due</b>	T1W8	T3W9
<b>Task Type</b>	Project 1	Project 3 & Practical Skills
<b>Outcomes Assessed</b>	5.1.1, 5.2.1, 5.2.2, 5.5.2	5.5.2, 5.1.2, 5.3.1

## Course Outcomes

<b>5.1.1</b>	selects and justifies the application of appropriate software programs to a range of tasks
<b>5.1.2</b>	selects, maintains and appropriately uses hardware for a range of tasks
<b>5.2.1</b>	describes and applies problem-solving processes when creating solutions
<b>5.2.2</b>	designs, produces and evaluates appropriate solutions to a range of challenging problems
<b>5.2.3</b>	critically analyses decision-making processes in a range of information and software solutions
<b>5.3.1</b>	justifies responsible practices and ethical use of information and software technology
<b>5.3.2</b>	acquires and manipulates data and information in an ethical manner
<b>5.4.1</b>	analyses the effects of past, current and emerging information and software technologies on the individual and society
<b>5.5.1</b>	applies collaborative work practices to complete tasks
<b>5.5.2</b>	communicates ideas, processes and solutions to a targeted audience
<b>5.5.3</b>	describes and compares key roles and responsibilities of people in the field of information and software technology

# International Studies

## ELECTIVE

	<b>Task 1 Sport and National Identity Report</b>	<b>Task 2 Class Participation &amp; Book Mark</b>	<b>Task 3 Film &amp; Presentation</b>	<b>Task 4 Class Participation &amp; Book Mark</b>
<b>Task Weighting</b>	40%	10%	40%	10%
<b>Week Due</b>	Week 9, Term 1	Week 7, Term 2	Week 8, Term 3	Week 2, Term 4
<b>Task Type</b>	Research Report	Class Participation & Bookmark	Presentation	Class Participation & Bookmark
<b>Outcomes Assessed</b>	1.3, 1.4, 2.1, 3.2, 3.3,	1.2, 1.5, 2.1, 4.2, 4.3	1.3, 2.1, 3.1, 3.2, 4.1, 4.3	1.2, 1.5, 2.1, 4.2, 4.3

### Course Outcomes

1. Knowledge and understanding of the nature of culture	1.1 analyses a variety of definitions of culture
	1.2 describes characteristics of culture
	1.3 examines cultural similarities and differences
	1.4 examines cultural diversity
	1.5 accounts for the dynamic nature of culture
2. Knowledge and understanding about factors that shape cultural interconnectedness and change	2.1 identifies influences on cultures and their interconnectedness
3. Skills of cultural analysis	3.1 recognises bias and stereotypes
	3.2 analyses different contexts, perspectives and interpretations of cultural beliefs and practices
	3.3 evaluates culturally significant issues, events and scenarios from a variety of perspectives
4. Skills of intercultural communication	4.1 applies understanding of cultural differences when communicating across cultures
	4.2 applies strategies to challenge stereotypes
	4.3 selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

## Japanese

**ELECTIVE**

	Task 1	Task 2	Task 3	Task 4
Task Weighting	20%	25%	25%	30%
Week Due	TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 6	TERM 4 WEEK 4
Task Type	Reading and responding	Digital Presentation	Speaking Task	Listening and speaking exam
Outcomes Assessed	LJA5-2C; LJA5-4C; LJA5-6U; JLA5-7U	LJA5-3C; LJA5-6U; LJA5-8U; LJA5-9U	LJA5-1C; LJA5-4C; LJA5-5U; LJA5-7U; LJA5-8U	LJA5-1C; LJA5-1C; LJA5-4C; LJA5-5U; LJA5-7U

**Course Outcomes**

<b>LJA5-1C</b>	manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
<b>LJA5-2C</b>	identifies and interprets information in a range of texts
<b>LJA5-3C</b>	evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
<b>LJA5-4C</b>	experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
<b>LJA5-5U</b>	demonstrates how Japanese pronunciation and intonation are used to convey meaning
<b>LJA5-6U</b>	demonstrates understanding of how Japanese writing conventions are used to convey meaning
<b>LJA5-7U</b>	analyses the function of complex Japanese grammatical structures to extend meaning
<b>LJA5-8U</b>	analyses linguistic, structural and cultural features in a range of texts



# Marine and Aquaculture Technology

**ELECTIVE**

Component	Task 1	Task 3	Task 4
<b>Task Weighting</b>	30%	30%	40%
<b>Week Due</b>	T1W8	T3W6	T4W3
<b>Task Type</b>	Water safety	Project	Personal Interest Project
<b>Outcomes Assessed</b>	MAR5-1, 2, 3	MAR5-7, 8, 9	MAR5- 10, 11, 12, 13, 14

## Course Outcomes

<b>MAR5-1</b>	identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
<b>MAR5-2</b>	identifies, describes and evaluates the social and economic importance of marine ecosystems
<b>MAR5-3</b>	identifies, describes and evaluates the effects humans have had on the marine environment
<b>MAR5-4</b>	explains why aquaculture provides an economically sustainable source of food
<b>MAR5-5</b>	assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
<b>MAR5-6</b>	evaluates the economic and environmental sustainability of aquacultural pursuits
<b>MAR5-7</b>	identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
<b>MAR5-8</b>	identifies, describes and evaluates policies for monitoring and conserving the marine environment
<b>MAR5-9</b>	selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
<b>MAR5-10</b>	demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
<b>MAR5-11</b>	identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
<b>MAR5-12</b>	identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
<b>MAR5-13</b>	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
<b>MAR5-14</b>	recalls aspects of the marine environment using relevant conventions, terminology and symbols

## Physical Activity &amp; Sport Studies (PASS)

**ELECTIVE**

	Task 1	Task 2
<b>Task Name</b>	<b>Coaching exam</b>	<b>Practical Performance</b>
<b>Task Weighting</b>	50%	50%
<b>Week Due</b>	Term 1 Week 8	Term 3 Week 5 (Ongoing in class)
<b>Task Type</b>	In class examination	Observation
<b>Outcomes Assessed</b>	5.5, 5.6, 5.7, 5.8	5.7, 5.8, 5.9

**Course Outcomes**

<b>PASS5-1</b>	Discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	Analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b>	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	Analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b>	Demonstrates actions and strategies that contribute to active participation and skillful performance
<b>PASS5-6</b>	Evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b>	Works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	Displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	Performs movement skills with increasing proficiency
<b>PASS5-10</b>	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

**STEM – Assessment Schedule****ELECTIVE**

	<b>Task 1</b>	<b>Task 2</b>
<b>Task Type</b>	Research Report	Project
<b>Task Weighting</b>	50%	50%
<b>Week Due</b>	Term 2 Week 9	Term 4 Week 4
<b>Outcomes Assessed</b>	5.2.2, 5.3.2, 5.5.1, 5.5.2, 5.7.1	5.4.1, 5.4.2, 5.6.1, 5.8.1

**Course Outcomes**

<b>5.1.1</b>	develops ideas and explores solutions to STEM based problems
<b>5.1.2</b>	demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
<b>5.2.1</b>	describe how scientific and mechanical concepts relate to technological and engineering practice
<b>5.2.2</b>	applies cognitive processes to address real world STEM based problems in a variety of contexts
<b>5.3.1</b>	applies a knowledge and understanding of STEM principles and processes
<b>5.3.2</b>	identifies and uses a range of technologies in the development of solutions to STEM based problems
<b>5.4.1</b>	plans and manages projects using an iterative and collaborative design process
<b>5.4.2</b>	develops skills in using mathematical, scientific and graphical methods whilst working as a team
<b>5.5.1</b>	applies a range of communication techniques in the presentation of research and design solution
<b>5.5.2</b>	critically evaluates innovative, enterprising and creative solutions
<b>5.6.1</b>	selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
<b>5.6.2</b>	will work individually or in teams to solve problems in STEM contexts
<b>5.7.1</b>	demonstrates an appreciation of the value of STEM in the world in which they live
<b>5.8.1</b>	understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

## Visual Arts

**ELECTIVE**

	Task 1	Task 2
<b>Task Name</b>	Surrealism	Pop Art
<b>Task Weighting</b>	50%	50%
<b>Week Due</b>	Term 1: Wk 8	Term 4: Wk 2
<b>Task Type</b>	Artwork, VAPD, Research	Artwork, VAPD, Rationale
<b>Outcomes Assessed</b>	5.2, 5.4, 5.5, 5.6, 5.9	5.1, 5.3, 5.5, 5.7, 5.8, 5.9, 5.10
<b>Weightings</b>		
<b>Practical</b>	30%	30%
<b>Theory</b>	20%	20%
<b>Total</b>	50%	50%

\*Practical totals 60% and theory 40%

## Course outcome

<b>Artmaking</b>	
<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks
<b>5.6</b>	Make informed choices to develop and extend concepts and different meanings in their artworks
<b>Critical and Historical</b>	
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
<b>5.9</b>	Demonstrates how the frame provide different interpretation of art
<b>5.10</b>	demonstrates how art criticism and art history construct meaning

# Frequently Asked Questions

*The information provided here is intended to provide a succinct overview of the updated procedures in response to Covid-19 and students learning from home:*

## **1. Why do we need to complete assessment tasks?**

Assessment tasks are a mandatory part of your schooling. They are used by teachers to determine your areas of strength and provide you feedback to achieve higher results. Teachers use the information gained through assessment tasks to write your reports each semester.

## **2. What information will I be given about assessment tasks?**

In addition to this assessment booklet, teachers will also provide you with an assessment schedule for each course you study on Google Classroom. This assessment schedule will outline when each task is due. Teachers will also provide you with a written notification at least two weeks prior to the due date. This notification will contain the specific information and requirements pertaining to each individual assessment task. This will be made available through Google Classroom.

## **3. How much time will I have to complete an assessment task?**

Teachers will give you at least two weeks notification of any assessment task. For some tasks, you may be given a longer period of time to work on the task, but this is not provided for every assessment task.

## **4. Where can I get extra help with assessments?**

Students who are struggling with assessment tasks are encouraged to talk to their classroom teacher first. This can be done through Google Classroom. The classroom teacher is able to provide extra advice and support to complete the task. If extensive support is required, the classroom teacher may refer the matter to a head teacher or deputy principal who will follow up and offer support. Students and parents can contact the head teacher or deputy principal directly if they are under stress due to assessment tasks. The school is committed to supporting families and students.

## **5. What should I do if I know I am unable to submit an assessment task?**

You need to speak to your teacher before your absence. You will be expected to submit the task before your absence. If this is not possible, you will need to ask for a misadventure form and complete it with all relevant information.

## **6. Does the late submission of a task affect the grade I get for the task or my reports?**

In years 7 and 8, late submission does not affect the grade you receive. It is important to know that from Year 9 onwards, late submission does affect the grade you receive.

## **7. I have been away for a large amount of time this term or been sick and have missed most**

**of the course work. I feel I will struggle to complete the assessment task. What do I do?**

You will need to talk to your teacher on Google Classroom to discuss this and complete a misadventure form. If the teacher and head teacher support your application you will either receive a negotiated due date, a substitute task or an estimate.

**8. Where do I get a copy of the misadventure form?**

An electronic copy of the misadventure form is also available on our school website for downloading.

**9. Who do I submit the misadventure form to?**

Your class teacher. Make sure that you have completed Step One entirely and provided as much information as possible. You also need to make sure that the application is signed by a parent. Under the current circumstances, parent confirmation via email/Google Classroom will suffice.

**10. When do I need to hand the misadventure form in by?**

If you are seeking an extension the misadventure form needs to be handed in TWO days before the due date. If you are applying for misadventure for illness/special circumstances, it is best to have the form submitted within one week of the due date.

**11. I submitted a misadventure form and it has been approved. What happens now?**

The classroom teacher or head teacher will let you know what the resolution outcome is. This may mean you need to submit the task in on a different day or your teacher may give you an estimate.

**12. What do I do if I don't agree with the Head Teacher's decision about my misadventure/extension application?**

If the Head Teacher has not approved your application for misadventure/extension you may make an appeal directly to the Principal. You will need to make an appointment to see the Principal within one week of receiving the Head Teacher's decision. The Principal's decision is final.

**13. Who do I contact for more information about assessment tasks?**

You should always talk to your classroom teacher first – they have the best understanding of the task and its requirements. You can also contact the Head Teacher of the faculty. Refer to the back of this booklet for a list of the Head Teachers of each faculty.



# Guide to Referencing

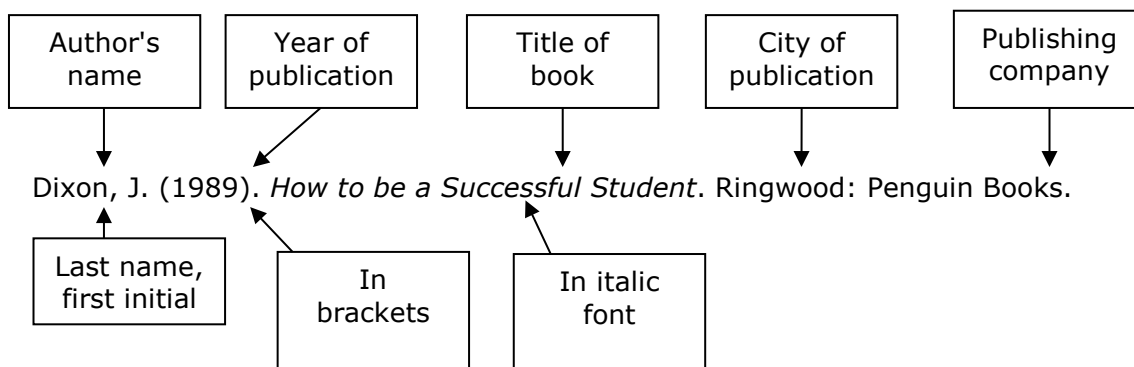
A part of your learning at school may involve completing an assignment or project. You may need to use information created, collected or written by other people to include in your assignment.

When you use sources of information, such as books, websites, newspapers and magazines, your teacher may ask you to attach details about those sources to your work. This is called referencing. Some people call these details a bibliography.

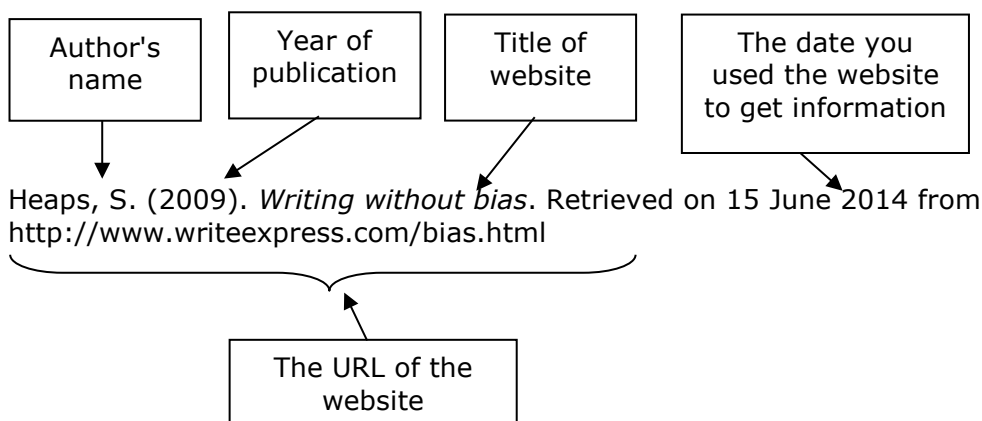
Here are some hints on how to write this list of resources.

1. The reference list or bibliography is at the end of your completed work.
2. It begins on a new page and has the title **References**.
3. There are different types of sources of information. The examples below show how to set out the reference for each type of source.

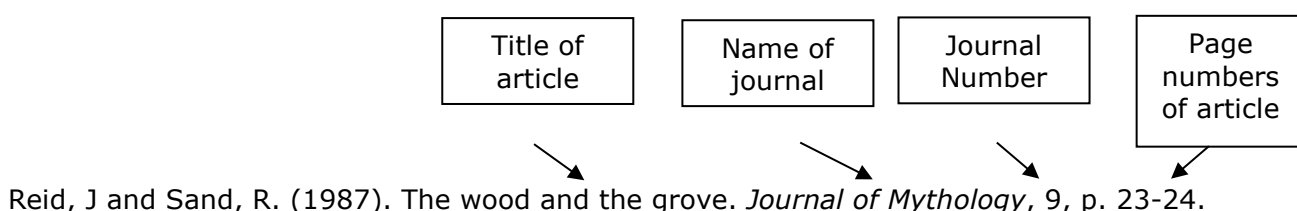
## Printed books:



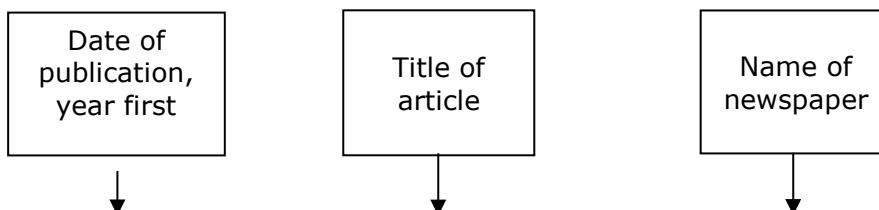
## Websites:



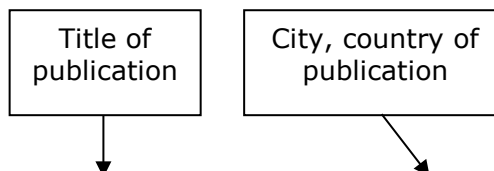
## Printed journal articles:





**Printed newspaper or magazine articles:**

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

**Government Publications:**

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

**Dictionaries and Encyclopaedias:**

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

or if there is no author named ...

*The Cambridge Encyclopaedia of the Human Body*. (2004). Cambridge: Cambridge University Press.

**4. Sorting your sources:**

The list is sorted **alphabetically by the first entry** in the reference (usually the author's last name).

Ignore the words "the" or "a" at the beginning of a title.

For the examples you have seen, this is how the reference list would be written...

**References**

*The Cambridge Encyclopaedia of the Human Body*. (2004). Cambridge: Cambridge University Press. (Ignore the word "The" at the beginning of the title.)

Department of Defence. (2009). *The loss of HMAS Sydney II*. Canberra, Australia.

Dixon, J. (1989). *How to be a Successful Student*. Ringwood: Penguin Books.

Heaps, S. (2009). *Writing without bias*. Retrieved on 15 June 2014 from <http://www.writeexpress.com/bias.html>

Leech, G. (2002, September 19). Call for a research shake-up. *The Australian*, p. 13.

McFarlane, I. (1999). *Encyclopaedia of Australian Rock and Pop*. St Leonards: Allen & Unwin.

Reid, J and Sand, R. (1987). The wood and the grove. *Journal of Mythology*, 9, p. 23-24.

# MISADVENTURE FORM

## (10-12)

### Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student's responsibility to follow upon the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher within 2 school days of returning to school.
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

#### STEP ONE – student to complete

Name:		Year:
Course:	Teacher:	
Task:	Date Due:	

#### Reason for this application: (Tick appropriate)

- |  |  |   |  |
|--|--|---|--|
| <input type="checkbox"/> Seeking extension | <input type="checkbox"/> Absence               | <input type="checkbox"/> Non-completion | <input type="checkbox"/> Under-achievement     |
| due to...                                  |  |   |  |
| <input type="checkbox"/> Illness           | <input type="checkbox"/> Accident/Misadventure | <input type="checkbox"/> Procedure      | <input type="checkbox"/> Special circumstances |

#### Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

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.....

Medical Certificate from \_\_\_\_\_ (doctor)

**Attach a copy.**

\_\_\_\_\_  
Signature of student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

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



**Queanbeyan High School**

## **Contact Information**

### **PRINCIPAL**

Ms Jennifer GREEN

Phone: (02) 6297-2088

### **10-12 Deputy Principal**

Mr Peter NEILSEN

### **Head Teachers**

#### **ENGLISH/CAPA**

Mr Rowan DROWLEY

#### **MATHEMATICS**

Mr Dean LEITE

#### **SCIENCE**

Mr Andrew GOELDNER

#### **HSIE/LOTE**

Mr Michael GUILFOYLE

#### **PDHPE**

Ms Lindsay PERRY

(Relieving)

#### **TAS / VISUAL ARTS**

Ms Robyn EDWARDS/Ms Michelle WELLS

#### **SUPPORT**

Mrs Robyn SLATER

#### **Year 10 Student Advisor**

Ms Meagan RUSH

