



Bingara Central School



Stage 5

Assessment Schedule

2020

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Bingara Central School

Teacher Contact List

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*Teachers will endeavour to respond to any emails within 1-2 days.

Stage 5 Year Advisers:

Emma Pleffer / Monica Coddington

Head Teacher, Teaching and Learning (Rel.):

Riley Eastcott

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Lisa Moore

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Bingara Central School

Information for Parents/Caregivers

Bingara Central School is a progressive school with responsive leadership and highly motivated staff who work together to provide a caring and challenging learning environment that will allow every student to achieve their personal best. We aim to ensure that our students are provided with a wealth of opportunities so they can experience success in academic, sporting, cultural and vocational pursuits.

The purpose of this booklet is to outline the Assessment Policy of Bingara Central School and provide you with each subject's Assessment Schedule. If you have any concerns, you can talk to the student's subject teacher or Year Advisers, Emma Pleffer and Monica Coddington.

Bingara Central School offers a compressed mode of delivery for Preliminary and HSC. This means that for Years 7-10 students, the 2020 year starts in Term 4, Week 6 of 2019.

What is Assessment?

The New South Wales Education Standards Authority (NESA) defines assessment as *"the process of identifying, gathering and interpreting information about students' learning"*. Assessment is a vital part of the teaching and learning program and is used to:

- provide feedback to students;
- provide diagnostic information for teachers;
- report progress to parents.

Assessment is the measurement of actual student performance in various tasks. It is not a measure of their potential performance or an estimate of their general ability. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course, students will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about the student's learning.

What is a ROSA?

NESA issues a Record of School Achievement for every NSW student at the end of Year 10. This award is based on the study conducted from Years 7 to 10. Every school in NSW has to comply with NESA requirements. These include the following:

- 400 hours each of English, Mathematics, Science, History/Geography, PDHPE over four years of study from Year 7 to Year 10;
- 100 hours each of Visual Arts, Music, LOTE during Years 7 and 8;
- 200 hours of Technology Mandatory during Years 7 and 8

NESA sets out very clearly:

- the syllabus that must be followed for each subject;
- the outcomes they expect every student to work towards;
- the amount and standard of work expected.

How Do I Obtain My RoSA?

In summary, to qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.

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:

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

What if I am in Danger of Not Obtaining my RoSA?

Students must be warned if they are in danger of not satisfactorily completing mandatory requirements. This warning must be given by principals in enough time for students to meet the requirements. If a student does not meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a Record of School Achievement in that year. The student may receive a Transcript of Study showing all grades awarded, including N determinations for mandatory courses studied in Stage 5.

If you receive a warning letter or N letter, the letter will outline the actions you should take to rectify the issue and meet the requirements.

You will be in danger of not obtaining your RoSA if you do not:

- **follow** the course;
- **apply** yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school and;
- **achieved** some or all of the course outcomes.

What is an N-Warning Letter or N-Determination?

An N-Warning Letter is issued to students who do not complete the requirements of a course.

An N-Determination is the failure to meet the requirements of a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings (N-Warning Letters) can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the N-Determination.

Principals therefore will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

If a student received an N-Determination in any mandatory course, they will not be eligible for their RoSA.

Late Submission or Non-Completion of an Assessment Task

What if I fail to submit a task?

If you fail to submit an assessment task, then you will receive an N-Warning Letter. You will be required to correct the action and submit the assessment task at a later date notified to you in writing.

What if I have a valid reason for being unable to submit an assessment task?

You must approach your teacher or Head Teacher and provide your details in writing. You or your teacher may need to fill in the Illness and Misadventure form. (Attached at the back of this booklet). Your parent or caregiver must sign this note. These details will be discussed with the Principal and given an outcome. If this is agreed upon by the Principal, a time extension may be granted or an alternative task.

What are valid reasons?

It is up to students to demonstrate that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will initially be determined by the Head Teacher in consultation with the Class Teacher on the basis of fairness to all students in the group.

What happens if I know I am going to be absent for an assessment task?

You should notify your teacher at your earliest convenience, where possible. Depending on your circumstance, you may need to fill in the Illness/Misadventure form, found at the back of this booklet. Your parent or caregiver must sign this note. A time extension may be granted in legitimate cases. If you are absent for unjustified reasons, such as going on a holiday, you may be in danger of receiving an N-Warning Letter and will be required to submit your task as outlined in writing.

What happens if I am unable to sit for an examination?

If you are going to be absent from an examination you must notify your class teacher and Head Teacher to make arrangements to sit for the examination(s) at an earlier date.

If you are ill, it is necessary to contact the school immediately. A Medical Certificate may be required to cover an absence from an examination.

Will my parents or caregiver be informed of any non-attempt?

Yes they will. Any such communication, including official warnings given to you, will be maintained as records.

Will my general behaviour throughout the year be taken into account for assessment purposes?

Yes, if it affects your studies or the studies of other students. Your behaviour would affect your ability to meet the Board requirement that “students apply themselves with diligence and sustained effort.”

Are there specific behaviours which will affect my assessment?

Yes, any of the following actions may affect the outcome of an assessment task:

- (a) cheating during an assessment task;
- (b) copying from another student and claiming that work as your own;
- (c) presenting an assessment which is clearly not your own work, which includes work completed by another individual on your behalf;
- (d) allowing other students to copy your work;
- (e) copying material with no due acknowledgement;
- (f) disrupting an assessment task; and/or
- (g) truancy or absence from an assessment task without providing a satisfactory explanation.

What if I don't make a serious attempt at an assessment task?

Non-serious attempts may result from the attempt being so poor as to be considered non-serious or as a result of the use of derogatory remarks, obscene language or insufficient evidence of the student's own work. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious.

How much warning will I get for each assessment task?

A minimum of two weeks notification should be provided prior to any assessment task being given. This document may be regarded by a teacher of any course as sufficient notice of the due dates and the nature of upcoming assessment tasks.

The published dates in this book should not be altered by a teacher without you being given sufficient notice of the change. A change of date for a task may be allowed after reference has been made to the overall Assessment Schedule. You will be required to sign a *Notification of Change to an Assessment Task*. (This is found at the back of this booklet.)

What if I am absent when assessment information is given out?

It is your responsibility to talk to your teacher immediately on your return to ensure you have any missed subject information. By constantly checking your diary and the assessment schedule of courses in this booklet, you will be alerted to upcoming tasks which will prompt this action.

What happens if a teacher wishes to vary the assessment requirements given to me?

This is allowable, as occasionally a task may need to be rescheduled or reset. However, the new date must be notified to the students before it is changed.

What feedback will I be given on my performance?

In assessment tasks, you will be awarded a grade. You will additionally be given teacher feedback. It is expected that you read this feedback as ways to improve your knowledge, performance and skill.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment to your classroom teacher, during normal class time or at the time specified by the Class Teacher.

What is Malpractice?

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to an inaccurate representation of the student's grades.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person's work without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules

- disrupting an assessment task in any way
- cheating
- assisting others to cheat
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own.

Examinations

What are the rules for, and behavioural conduct in an examination?

If an assessment task is an examination, a student must:

- not speak to any person other than a supervisor during the examination
- not behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- not take into the examination room anything other than the aids specified. A list of specified aids, if any, will be issued to you before the examination
- not cheat, copy or plagiarise from textbooks, the Internet or prepared materials
- not take mobile phones or any other electronic devices into the examination room.

It is required for all students to sit their examination. Failure to sit an examination that is assessable, may result in a non-attempt or failure to complete an assessment task. If a student cannot attend an examination because of illness or misadventure they must notify Bingara Central School and the respective teacher/s immediately. Students should never risk harm in order to attend an examination, or attend an examination against medical advice.

Students must obtain documentary evidence generally on the day of the examination to support the illness/misadventure application. If a student did not sit the examination, this evidence must indicate why the student was unable to attend.

Assessment Grades

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. For students undertaking courses without subject-specific course performance descriptors, (ie. Board Endorsed or Content Endorsed Courses) a grade from A to E should be assigned using the Common Grade Scale.

General Performance Descriptors

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

Responsibilities

Responsibilities of the School

An Assessment Schedule has been developed for each subject.

The school is required to provide students with the following information:

- an Assessment Schedule, which outlines what components of each course are to be assessed, when the assessment tasks are scheduled
- written notification provided to students of the scheduled assessment task.
 - assessment task Notifications will be handed to students at least two weeks prior to submission
- at the completion of each task, students will receive:
 - a grade for that task
 - the marking criteria and
 - feedback concerning areas for further improvement.

Responsibilities of the Student

To meet the assessment requirements for each subject the student will:

- be aware of their Assessment Schedule and contact the subject teacher if they do not obtain the necessary information
- complete assessment tasks according to assessment schedules. Follow instructions given for the task and return all materials related to the task
- follow the rules of conduct for examinations
- submit work on the due date or be present to hand in the required task. If students are absent on the day of a task due to illness, the students carers need to contact the school and obtain a Medical Certificate for the time away from school
- demonstrate they have followed the course; demonstrate sustained diligence and effort in each course; and demonstrate achievement in some or all of the course outcomes
- complete all set learning tasks (not just assessment tasks) in order to achieve course outcomes
- anticipate known educational or family activities that may clash with due dates (for example band camp, representative sport). By negotiating with their teacher an alternative submission date prior to the published due date can be organised.
- ensure students act in a way that maintains the integrity and accuracy of each assessable task.

Responsibilities of the Teacher

In order to support students to successfully meet the course requirements for each subject, Bingara Central School teachers will:

- provide written notification for students two weeks prior to the due date
- ensure each assessment task notification includes:
 - topic/module being assessed
 - day and date due
 - the weighting of the assessment
 - method of submission eg: email to teacher
 - syllabus outcomes to be assessed
 - the nature of the task eg: oral recording, extended response, typed report etc
 - a description of the task requirements
 - marking criteria and /or marking guidelines
 - any special arrangements required
- arrange for disability and adjustment provisions for the completion of assessment tasks for those students who were granted such provisions or in accordance with the adjustments and accommodations agreed upon in the student's current student learning profile
- provide feedback for each assessment by doing the following:
 - return assessment tasks to students within two weeks of submission
 - provide appropriate and specific feedback about the student's performance in the task
 - include marks where appropriate
 - make accurate judgments concerning each student's achievement in relation to the Course Performance Descriptors
 - return the task with marking guidelines, and strategies and suggestions for improvement
 - provide feedback
- collate and maintain the assessment marks and related information during the course
- refer appeals and variations to the Head Teacher
- collect samples of student assessment tasks that demonstrate a range of awarded grades.

Personal Best Program

The Personal Best Program at Bingara Central School is designed for students in Years 7-11 to increase motivation in students and to assist in developing effective and committed learners.

Students have the opportunity to improve their grades. This can occur by:

- early submission of tasks that enable teachers to provide feedback to students to further improve their work
- students follow teacher feedback when re-submitting a task
- a grade awarded after the final submission date.

Minimum Standard

Students are required to meet a minimum standard of achievement in literacy and numeracy to receive their Higher School Certificate (HSC).

From 2019, each year, in Year 10, students are to sit online literacy and numeracy tests of reading, writing and maths for everyday life.

Students get two chances a year to pass each of the tests from Year 10 until a few years after the HSC.

Bingara Central School will inform you when these tests will be sat and additionally provide all students with practise tests.

To show you meet the standard you need to:

- pass the online reading test;
- pass the online writing test and;
- pass the online numeracy test.

For more information please visit:

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

ASSESSMENT SCHEDULES

Bingara Central School

Assessment Schedule

ENGLISH



Component	Task 1	Task 2	Task 3	Total %
	Portfolio and Reflection (reading and writing)	Speech and Visual Aide (speaking and representing)	In Class Task (viewing, reading and writing)	
	Tuesday, Term 1, Week 10	Tuesday, Term 2, Week 8	Tuesday, Term 3, Week 9	
	Outcomes assessed: EN5-1A, EN5-2A, EN5-6C, EN5-9E	Outcomes assessed: EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-7D	Outcomes assessed: EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-8D	
Topic/Unit	Genre and Comparative Study	Close Study of Literature	Film Study	
Syllabus Component	Responding and composing; think in ways that are imaginative, creative, interpretive and critical; reflect on their learning through their study of English.	Responding and composing; use language to shape and make meaning according to purpose, audience and context; think in ways that are imaginative, creative, interpretive and critical.	Responding; communicate understanding; use language to shape and make meaning; think in ways that are imaginative, creative, interpretive and critical.	
Total %	30%	35%	35%	100%

Bingara Central School

Assessment Schedule

Mathematics



Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Pythagoras' Theorem Assignment	Maths Pathways Performance	Statistics Assignment	Maths Pathways Performance	Rich Tasks	
	Term 1, Week 8	Term 2, Week 2	Term 3, Week 9	Term 4, Week 5	Throughout term	
	Outcomes assessed: MA5.2-1WM MA5.2-2WM MA5.1- 4NA	Outcomes assessed: MA5.2-1WM MA5.2-14MG	Outcomes assessed: MA5.2-1WM MA5.2-3WM MA5.2-17SP	Outcomes assessed: MA5.2-11MG MA5.1-12SP MA5.2-16SP	Outcomes assessed: All	
Syllabus Component	Measurement and Geometry	Number and Algebra, Measurement and Geometry	Data and Statistics	Measurement and Geometry, Data and Statistics	All	
Total %	25%	15%	25%	25%	10%	100%

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Assessment Schedule

Science



Component	Ongoing Assessment	Task 1	Task 2	Task 3	Task 4	Weighting %
	Task Type: Practical Investigations	Task Type: Gadget Design Task	Task Type: Research and Disasters Presentation	Task Type: Atoms and the Periodic Table Website	Task Type: Disease Infographic	
	Throughout 2019/20 Ongoing Assessment	Term 1, Week 5 2020	Term 2, Week 4 2020	Term 3, Week 4 2020	Term 3, Week 10 2020	
	Outcomes assessed: SC5-3WS, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-1VA, SC5-2VA, SC5-3VA	Outcomes assessed: PW3, PW4, SC5-8WS, SC5-9WS, SC5-2VA	Outcomes assessed: ES2, ES3, SC5-7WS, SC5-3VA, SC5-8WS, SC5-9WS	Outcomes assessed: CW2, SC5-7WS, SC5-9WS	Outcomes assessed: LW1, SC5-7WS, SC5-9WS SC5-1VA	
Syllabus Component	Working Scientifically	Physical World	Earth and Space	Chemical World	Living World	
Total %	20%	20%	20%	20%	20%	100%

Bingara Central School

Assessment Schedule

HSIE



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Popular Culture	Progressive Ideas and Movements	Sustainable Biomes	Changing Places	
	Oral Presentation	Case Study	Project	Examination	
	Due Date: Term 1, Week 5	Due Date: Term 2, Week 3	Due Date: Term 2, Week 9	Due Date: Term 3, Week 8	
	Outcomes assessed: HT5-1, HT5-3, HT5-4, HT 5-5, HT5-7, HT5-9, HT5-10	Outcomes assessed: HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	Outcomes assessed: GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Outcomes assessed: GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	
Total %	25%	25%	25%	25%	100%

Bingara Central School

Assessment Schedule

PDHPE



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical	Research Task	Practical	Yearly Examination	
	Term 1, Week 5	Term 2, Week 4	Term 3, Week 4	Term 3, Week 8	
	Outcomes assessed: PD5.4, PD5.5, PD5.9, PD5.10, PD5.11	Outcomes assessed: PD5.1, PD5.2, PD5.3, PD5.6	Outcomes assessed: PD5.2, PD5.6, PD5.7, PD5.8, PD5.9	Outcomes assessed: PD5.1, PD5.2, PD5.3, PD5.6, PD5.7, PD5.8	
Movement, Skill and Performance	25%			5%	30%
Health, Wellbeing and Relationships		25%		10%	35%
Healthy, Safe and Active Lifestyles			25%	10%	35%
Total %	25%	25%	25%	25%	100%

Bingara Central School

Assessment Schedule

Visual Arts



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Case Study Artist Case Study	Artworks Collection of Artworks and Visual Arts process diary	Essay Artists Art Making Practise, the Four Frames and the Conceptual Framework	Art Making Exhibition of Artworks	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 2	Term 3, Week 10	
	Outcomes assessed: 5.7, 5.8, 5.9, 5.10	Outcomes assessed: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Outcomes assessed: 5.7, 5.8, 5.9, 5.10	Outcomes assessed: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Artmaking		25%		25%	50%
Art Criticism and Art History	25%		25%		50%
Total %	25%	25%	25%	25%	100%

Bingara Central School

Assessment Schedule

Industrial Technology - Metal

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Safe Use of Tools Production	Design and Planning	Project Development	Project Development	
	Due Date: Term 1, Week 5 2020	Due Date: Term 3, Week 5 2020	Due Date: Term 3, Week 5 2020	Due Date: Term 4, Week 2 2020	
	Outcomes assessed: 5.1.2, 5.2.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1	Outcomes assessed: 5.3.2, 5.3.2, 5.4.1, 5.5.1, 5.6.1	Outcomes assessed: 5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2	Outcomes assessed: 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3	
Syllabus Component	Project 1 Research Project	Project 1 Product Submission	Designer Profile	Project 2	
Total %	20%	20%	30%	30%	100%

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Assessment Schedule

Food Technology



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Syllabus Component	Food for special occasions	Food in Australia	Food for special needs.	Service and Catering	
	Catering Assessment Task	Research Task and Practical	Case Study	Practical	
	Due Date: Term 1, Week 4	Due Date: Term 2, Week 2	Due Date: Term 2, Week 9	Due Date: Term 3, Week 8	
	Outcomes assessed: FT5-1, FT5-2, FT5-5, FT5-8	Outcomes assessed: FT5-1, FT5-2, FT5-8, FT5-9	Outcomes assessed: FT5-7, FT5-13, FT5-11	Outcomes Assessed: FT5-1, FT5-2, FT5-4, FT5-5	
Practical %	10%	15%		25%	50%
Theory %	15%	10%	25%		50%
TOTAL	25%	25%	25%	25%	100%

Bingara Central School

Assessment Schedule

Agriculture



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Agricultural Enterprises	Agricultural Enterprises	Practical Experiences	Interactions, Management and Sustainability	
	Assignment 1	Assignment 2		Assignment 3	
	Due Date: Term 1, Week 5	Due Date: Term 2, Week 5	Due Date: Ongoing	Due Date: Term 3, Week 5	
	Outcomes assessed: 5.1.1, 5.3.2, 5.3.4, 5.4.2	Outcomes assessed: 5.1.1, 5.2.1, 5.3.3, 5.5.1, 5.5.2, 5.4.2, 5.4.3	Outcomes assessed: 5.5.1, 5.5.2, 5.6.1, 5.6.2	Outcomes assessed: 5.1.2, 5.2.1, 5.4.1	
Practical %			25%		25%
Theory %	25%	25%		25%	75%
TOTAL	25%	25%	25%	25%	100%

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Assessment Schedule

Physical Activity and Sport Studies



Component	Task 1	Task 2	Task 3	Task 4	
	Body systems and energy for physical activity Topic Test	Physical Fitness Presentation	Technology, Participation and Performance Report	Yearly Examination	Practical Component
	Term 1, Week 5	Term 1, Week 10	Term 2, Week 8	Term 3, Week 10	Ongoing
	Outcomes assessed: PASS5-1, PASS5-2, PASS5-9, PASS5-10	Outcomes assessed: PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	Outcomes assessed: PASS5-6, PASS5-7, PASS5-10	Outcomes assessed: PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-6	Outcomes assessed: PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9
Syllabus Component	Foundations of Physical Activity	Foundations of Physical Activity	Enhancing Participation and Performance	All Components	All Components
Total %	15%	15%	15%	15%	40%

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Assessment Schedule

COMMERCE



Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Research Task	Case Study	Project	Budget	
	Term 1, Week 4	Term 1, Week 9	Term 3, Week 4	Term 4, Week 2	
	Outcomes assessed: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	Outcomes assessed: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Outcomes assessed: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Outcomes assessed: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	
Law, Society and Political Involvement	25%				25%
Law in Action		25%			25%
Employment and Work Futures			25%		25%
Running a Business				25%	25%
Total %	25%	25%	25%	25%	100%

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Assessment Schedule

Work Education



Component	Task 1	Task 2	Task 3	Weighting %
	Communication and Collaboration Completion of Workbook (10%) Role Play (23%)	Preparing for the Workplace Completion of Work Experience Booklet (34%)	Details Managing Transitions Completion of Workbook (10%) and Research task (23%)	
	Due Date: Term 1, Week 7	Due Date: Term 3, Week 6	Due Date: Term 4, Week 3	
	Outcomes assessed: 5.1, 5.2, 5.4, 5.5, 5.8, 5.9, 5.10, 5.11	Outcomes assessed: 5.1, 5.2, 5.3, 5.8, 5.11	Outcomes assessed: 5.2, 5.3, 5.4, 5.8, 5.10, 5.11	
Total %	33%	34%	33%	100%

APPENDIX

Bingara Central School

BINGARA CENTRAL SCHOOL FAILURE TO SUBMIT OR COMPLETE A SPECIFIED ASSESSMENT TASK INCLUDING EXAMINATIONS DUE TO ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION

Submit to Head Teacher for consideration.
Please complete all sections A, B, C & D.

SECTION A

NAME: _____ YEAR _____

SUBJECT: _____ DATE DUE: _____

TYPE OF ASSESSMENT TASK:

(Examination, Topic or Unit test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other)

REASON FOR ABSENCE:

(State sufficient details to support your case for consideration)

MEDICAL CERTIFICATE / STATUTORY DECLARATION *(copy attached)* FROM:

(State Name of Doctor / Justice of the Peace)

Student's signature: _____ Date: _____

Parent's signature: _____ Date: _____

SECTION B

To be completed by the Class Teacher

Number of days late: _____ Maximum mark for task: _____

Comments:

Class Teacher signature: _____ Date: _____

SECTION C

DECISION

Discussed with Teacher: Yes / No Interview with student: Yes / No

Decision: Approved / Not Approved Notified Exam Co-ordinator: Yes / No/
N/A

Outcome: ➤ sit task at alternative time as advised by HT
 ➤ Estimate
 ➤ Alternative task
 ➤ Other _____

Comment:

Approved by Principal: _____



SECTION D

Letter sent to Student/Parents: Yes / No

Records put on File: Faculty Yes / No

Year Adviser Yes / No

Head Teacher's signature: _____ Date: _____

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognize or note/indicate as being distinct or different from; to note differences between

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Evaluate	Make a judgment based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognize and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole