



**ET Australian Secondary College
Stage 5
Student Assessment Handbook**

2020

WELCOME TO YEAR 10!

This handbook aims to set out in detail the requirements for students in Year 10 in preparation for the achievement of the NSW Record of School Achievement (RoSA). It also aims to provide parents/carers with information about the studies, assessment requirements/policies and general issues of the final year of ET Australia Secondary College.

To qualify for a Record of School Achievement (RoSA), you must complete the correct combination of courses as described by NESA (English, Mathematics, Science, HSIE and PDHPE) in Year 10. Unless you are on a special program you will automatically have the correct combination of courses.

Grades are determined for each student in Year 10 and sent to NESA Schools Online to become a part of the student's academic record. These grades are used for the Record of School Achievement (RoSA) to be issued to the student.

This handbook will help you achieve your very best grade according to the NESA standards. The grade descriptors of all NESA courses are common for all students across New South Wales. All students in NSW are graded according to the same set of standards.

While all of the work you complete helps build a picture of the grade most appropriate for you, the assessment tasks in each course provide key opportunities for teachers to look at your academic performance.

Your teachers will set assessment tasks that allow you to extend yourself and show the extent of your knowledge of the subject content, skills and abilities. It is important, therefore, to try as hard as you can and achieve the outcomes of each course to the best of your ability and within set due dates.

Record of School Achievement (RoSA) – what you need to know!

The Record of School Achievement (RoSA) provides a record of student achievement in Stage 5 and is issued to students at the point that they leave school before completing the Higher School Certificate (HSC).

The RoSA is only awarded to those students who nominate to leave secondary education to continue their education in other educational institutions (TAFE), to enter full time employment or to undertake a traineeship or apprenticeship. A student's RoSA can only be issued when they leave school. When a student completes Year 10 and begins the HSC Preliminary Course at another secondary school, it is the responsibility of the student's current school to request the RoSA be issued if the student leaves before the completion of the Higher School Certificate (HSC).

If you have any questions regarding the RoSA please contact the Curriculum Coordinator.

Non-completion of Assessments

Failure to complete an assessment task in any of the mandatory courses offered will result in an 'N determination' awarded to the student for that subject. Once an 'N determination' is awarded the student is no longer eligible to achieve the RoSA in that calendar year. Before an 'N determination' is awarded, two warning letters will be sent to parents/caregivers advising their child is at risk of receiving an 'N determination'.

Subject Requirements for the Record of School Achievement

At the end of Stage 5 the Record of School Achievement (RoSA) will list all mandatory and additional Stage 5 courses together with the grade achieved. The formal RoSA credential is only available to students who formally leave school; however, all Year 10 students will be able to access and print a transcript of their results through their NESAs student portal. RoSA will be a cumulative credential providing grades for courses completed in Stage 5 (Year 10) and Preliminary (Year 11).

Only students who satisfy the eligibility requirements for RoSA will receive the formal credential, however; those who are not eligible will be able to receive a Transcript of Study from the school at the time of their departure. RoSA will only be issued when an eligible student leaves school.

Eligibility – what you need to do!

To be eligible for the Record of School Achievement (RoSA) at ET Australia Secondary College, students must:

- Complete courses of study that satisfy the Board of Studies curriculum and assessment requirements for the RoSA
- Complete Year 10
- Satisfy the Board of Studies and College attendance, conduct and effort requirements
- To be eligible to receive the RoSA, students must maintain a minimum of 85 per cent attendance and complete every assessment task.
- Attend until the final day of Year 10

Satisfactorily complete in Years 7 and 8 includes:

- The core English course
- The core Mathematics course
- The core Science course
- The core Australian History/Geography course from the Human Society and it's Environment (HSIE) Key Learning Area – this includes Civics and Citizenship
- The core PDHPE course
- Languages – 100 continuous hours of a language
- Mandatory Creative Arts
- Mandatory Technology

Satisfactorily complete in Years 9 and 10:

- The core English course
- The core Mathematics course (5.1, 5.2, 5.3)
- The core Science course
- The core Australian History/Geography course from the Human Society and its Environment (HSIE) Key Learning Area – this includes Civics and Citizenship
- The core PDHPE course

Attitude and Effort

While attitude and effort do not contribute towards a student's final grade as reported on the NESA ARC website, they will appear on the College semester reports. In addition, lack of effort and poor attitude can cause an 'N determination' award, rather than a grade of A to E to be allocated to a student.

An 'N determination' award can be awarded to any student(s) in any subject who fails to meet the criteria in one or more of the following areas:

- attendance,
- participation,
- effort and achievement,
- reaching at least some of the course goals.

Grading – how you get your marks!

School-based grades for Stage 5 (Year 10) are awarded using information from a student's performance in assessment tasks that comprise the school's formal assessment program. These tasks are devised to address the knowledge and skills objectives and outcomes of the individual syllabuses.

New South Wales Education Standards Authority (NESA) provides the Grade Descriptors for each subject. These descriptions are known as the course performance descriptors. They provide a set of performance standards that describe various levels of achievement in the courses. By working in each of your courses, you will achieve a variety of course outcomes that will show what you know and what you can do. Your performance is measured against the course performance descriptors to describe how well you are achieving these outcomes.

A student's performance across all tasks is aligned with specific Course Performance Descriptors published in the NESA KLA Syllabus documents for each course. The descriptors will indicate the student's achievement relative to the particular knowledge and skill outcomes of the course. There is no fixed number of each grade that must be awarded in the school.

To achieve well during Stage 5, students must work consistently and conscientiously throughout the two years.

The common grade scale applies to English, Science, History, Geography and PDHPE. Students are awarded a grade between A and E.

The specific course performance descriptors are based on a set of general descriptors which are given below. The course performance descriptors build upon these general descriptors adding specific details about the knowledge and skills relevant to the course.

Mathematics grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. Marks are applied to this scale while considering the mathematics course students studied.

When applying grades, teachers use the examples provided on the ARC website to ensure there is a consistent approach to the application of grades. Teachers are also encouraged to moderate student marks with other members of the teaching facility at the school.

Implementation of grades – what you need to aim for!

The NESA Assessment Resources Centre (ARC) website (<https://arc.nesa.nsw.edu.au>) advises that there are two ways schools can apply the course performance descriptors when awarding RoSA Grades to students who have successfully completed Year 10.

ETASC has adopted Method 2 – allocating marks to specific tasks to form a combined total mark for each student. A numeric value is assigned to the common grade scale, and your teachers ensure student achievement is consistent with the grade descriptor views the overall marks.

Common Grade – Numeric Value

The following table shows the common grade applied to a numeric value which ETASC uses for awarding RoSA grades in Stage 5 English, Science, History, Geography and PDHPE.

Please note the awarding of grades in Mathematics uses an alternative grade scale stated below.

Grade	Grade Descriptor	Numeric Value
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.	85 - 100
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.	70 – 84
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills	50 – 69
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.	30 – 49
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.	0 - 29

Common Grade – Numeric Value: Stage 5 Mathematics

The following table shows the common grade applied to a numeric value which ETASC uses for awarding RoSA grades in Stage 5 Mathematics.

Mathematics 5.3 course

Grade	Grade Descriptor	Numeric Value
A10	<p>A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables • solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals • uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere. 	85 - 100
A9	<p>A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear • uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships • uses the mean and standard deviation to make comparisons 	70 – 84

	between data sets; evaluates the use of data to inform decision-making processes.	
B8	<p>A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems • calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons • calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit. 	50 – 69
B7	<p>A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials • calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes • determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations. 	30 – 49
C6	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and 	0 - 29

	<p>positive, negative and zero indices; solves simple quadratic equations</p> <ul style="list-style-type: none">• uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent• determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.	
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Mathematics 5.2 course

Grade	Grade Descriptor	Numeric Value
B8	<p>A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems • calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons • calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit. 	85 - 100
B7	<p>A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials • calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured in degrees and minutes • determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations. 	70 – 84
C6	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p><i>A student at this grade typically:</i></p>	50 – 69

	<ul style="list-style-type: none"> expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments. 	
C5	<p>A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments. 	30 – 49
D4	<p>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events. 	0 - 29

Mathematics 5.1 course

Grade	Grade Descriptor	Numeric Value
C6	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations • uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent • determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments. 	85 - 100
C5	<p>A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept • solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems • identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments. 	70 – 84
D4	<p>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve 	50 – 69

	<p>simple coordinate geometry problems</p> <ul style="list-style-type: none"> • finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles • interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events. 	
D3	<p>A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships • expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles • calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities. 	30 – 49
E2	<p>A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.</p> <p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> • solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices • uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings • determines the mean and range for a set of data. 	0 - 29

It is the Assistant Principal or delegates responsibility to confirm student RoSA marks with KLA teachers before entering the details into the NESAs Schools Online website before the closing date which is published by NESAs at the beginning of each school year.

Assessments – what you need to complete!

During Year 10, students will be given a variety of assessment tasks across all mandatory KLAs that assess content knowledge, skills and abilities.

General Rules

With each assessment tasks, you should expect that the outline will correlate with each KLA unit outcomes and consist of the following:

- Explicit and clear information regarding assessment criteria.
- Explicit and clear aims and outcomes for each task.
- A variety of assessment strategies used to assess student achievement of outcomes.
- Unit outcomes involving skills, knowledge and understandings should be assessed.
- Assessment and feedback to students should occur throughout each unit.

Procedures for Assessments – how it all work!

1. Teachers will assess student performance in each KLA using tasks in relation to syllabus outcomes to make balanced judgments about student achievement.
2. Assessment tasks are designed in accordance with the syllabus requirements and are designed to show student achievement towards the outcomes.
3. A range of assessment strategies as set out at on the NESAs website are used to ensure information is being gathered regarding the knowledge and understanding of content taught and the skills that are being developed.
4. All tasks should be designed with the course performance descriptors as a basis and must allow students the scope to be able to achieve an 'extensive' answer.
5. Each assessment outline will include the marking criteria in which the quality of the assessment will be marked against.
6. Teachers will share their expectations in relation to the criteria for judging the quality of performance with students and go through the assessment outlines in class.
7. All assessment tasks will be completed during school lessons with appropriate equipment provided by the teacher.
8. Every KLA will have a series of formal or informal assessments.
9. The assessment may include assignment work, practical tasks, research tasks, class presentations, performances, group work and examinations.
10. Students shall be given 4 weeks' notice for all assessment tasks.
11. Students shall receive a grade/achievement of outcomes, a mark and a comment (where appropriate) for each item of assessment in conjunction with the course performance descriptors as per the NESAs website.
12. Parents of students who fail to complete assessment items shall be notified in writing using the relevant 'N Determination Award' warning letter.
13. If a student requires an extension of time for an assessment task they must supply a letter of request from their parent/guardian at least one week prior to the due date of the task to the Curriculum Coordinator and an extension time will be negotiated.

14. If a student request exceptional circumstances such as Illness and misadventure which results on the student not being able to complete course requirements a formal “Misadventure Form’ must be obtained from and submitted to the Curriculum Coordinator accompanied by a letter from the parent/guardian.
15. Failure to submit an assessment task on the due date – please refer to **Late Submission of Task** on page 15.
16. If a student fails to submit any assessment task, they will be awarded an 'N' Determination”. If a student receives an ‘N’ Determination’ in a mandatory course, they will not be eligible for the RoSA.
17. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course.

Basis of Discretion

From time to time whole school assessment policy may undergo change and review and/or syllabuses, and teaching programs may also change and require alteration to aspects of the above policy. In such cases, the Curriculum Coordinator will be responsible for review and necessary alterations to the policy.

Number of Assessments

The number of formal assessments is to be determined by each KLA teacher, enabling the teacher to include all assessment requirements as set out in the syllabus when designing a program or unit of work. The Assessment schedule for each KLA is included in this assessment handbook.

Late submission of a task

Late submission of assessment tasks will be penalised by a deduction of 10% per day late. For example, a student who receives 16 out of 20 for a task submitted three days late would lose 30% of 20, i.e. 6 marks, and receive a mark of 10 for the task.

All tasks must be submitted to complete the course requirements in all subjects successfully. Failure to submit a task in the Stage 5 course will result in an 'N' Determination’ for that subject.

Absence from Assessment Task

Parents of students who are absent when a task is being held, or due to be handed in, should contact the classroom teacher or administration staff at the College that morning (or before if possible) outlining reasons for the absence.

The student is to provide a written explanation of their absence, signed by their parents, to the class teacher on their return. Students will be expected to submit the task when they return to school (unless other arrangements have been made with the classroom teacher). If

the task is a test, students will be given one day's notice (upon their return to school) that they will still be given this test.

Malpractice during Assessment Tasks

Students who cheat, disturb other students, misbehave, produce work that is contrary to the ethos of the College, or are guilty of any other form of malpractice during an assessment task will be penalised. This penalty could involve a mark of zero being given for that task. With the increase in the use of the internet as a source of information in the completion of Assessment tasks, students must ensure that any work that they submit has been adequately referenced. Plagiarism will be deemed as malpractice and students who plagiarise another person's work may receive a mark of zero for that task. The penalty will be determined by consultation between the classroom teacher, Curriculum Coordinator and Assistant Principal.

Unsubstantial Attempt

An unsubstantial attempt is when a student submits an assessment task which shows little or no thought and effort and is generally incomplete or contains frivolous or objectionable material. When completing assessment tasks, all sections should be attempted to the best of the student's ability. In written tests or examinations, completing just the multiple choice question section is not sufficient; questions from all sections must be attempted. The use of obscene language, derogatory remarks, obscene diagrams, non related content material is also seen as an unsubstantial attempt.

The Curriculum Coordinator, in consultation with the KLA teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations. Where a student is deemed to have made an unsubstantial attempt, a mark of zero could be awarded, or an 'N' Determination' warning letter could be issued.

Submission of Task

The Assessment Task outline will detail the submission format and the due date. We encourage all students to save all assessment work into their school email accounts, which are set up for all students on their first day at ETASC. This will allow a student the ability to access their work on all ICT platforms in the school.

Exceptions to this may occur in some subjects and students will be notified of this in the Assessment task outline. Failure to save or back up work on a computer or a printer malfunction will not be accepted as grounds for misadventure. Students are encouraged to make copies of their work and keep these for the duration of the course.

Assessment Tasks are to be submitted during the relevant class period on the due date. If a teacher is absent on the day an assessment task is due, students will be expected to submit their work either by arrangement with the teacher beforehand or via the Assistant Principal or Curriculum Coordinator. Assessment tasks are not to be given to clerical staff or to relief or visiting teachers. If a student is on an excursion on the day an assessment task is due; it is

the student's responsibility to make arrangements for the task to be submitted on time, or prior to the due date.

Non-Completion of Assessment Tasks

The parents of students who fail to submit assessment tasks by the due date will be notified and a new date set for the completion of outstanding work. Failure to submit outstanding work by this new date will result in further action, e.g. Friday catch up, implementation of the 'N' determination procedures, or referral to the Assistant Principal.

Assessment Feedback

Students are entitled to feedback and comments for each assessment task they submit. If a student requires further feedback, please see the classroom teacher for an appropriate time to talk about any concerns with the assessment feedback.

REMEMBER:

- If in doubt, ask sooner rather than later.
- Keep track of when tasks will be due. This will help you in planning ahead and being organised.
- See your teacher if you need clarification of any task or procedures for any task.
- Always check with your teacher what worked you missed when you were away.
- Everyone at ETASC is here to help you achieve the best you can!

Complaints and Grievances – if you have a problem!

If a student at ET Australia Secondary College believes that they have been unfairly awarded a grade, they are encouraged to discuss the matter with their classroom teacher.

ET Australia Secondary College (ETASC) encourages the resolution of problems by informal means wherever possible, provided that the concerns are dealt with quickly, fully and fairly and within clearly defined time limits.

Purpose of the Complaints and Grievances procedure:

- To encourage the resolution of complaints informally and at the lowest level wherever possible, e.g. with your classroom teacher
- To ensure timely, full and fair handling of all complaints
- To provide effective responses and appropriate redress/outcome;
- To manage communication issues concerning complaints, within and outside the school.

Implementation – what to do!

A complaint may be made by anyone who has a concern or complaint about any aspect of their grade. The complaint or concern can be made verbally or in writing. Formal complaints can only be made in writing.

Complaints made may be resolved:

- Informally - Discussion and resolution by parties involved
- Formally - Investigation by The Principal or representative
- Externally – Investigation by an external body.

It is stressed that the majority of complaints are resolved on an informal basis, however; where upheld may proceed to the next level. A complaint made to the Principal may be referred to the parties for informal resolution.

Time must be allowed to interview parties, examine documents and review the evidence.

Extension Classes and Tutoring – extra help!

ETASC offers specific KLA extension classes and numeracy and literacy tutoring after school.

Literacy tutoring is offered to students who need help with literacy skills such as writing, grammar, spelling, reading and comprehension. Numeracy tutoring is an opportunity to review maths skills to help students engage with their classwork. These sessions are run by Learning Enrichment teachers and are free and open to any students who wish to work on their numeracy and literacy skills.

Extension classes are currently offered on Mathematics, Science and English. These sessions are opportunities for students who specialise further in these KLAs looking at several HSC topics and/ or specific extension skills such as essay writing. Students who may wish to study and obtain their HSC are encouraged to participate in these free extension classes.

Please see your classroom teachers for the current extension and tutoring timetable.

Study Ideas

Listed below are some ideas that may help you study and prepare well for your examinations and assessments:

- Look over your notes and write your own learning logs - you could ask your teacher to check your answers.
- Do past tests or exams on topics that you've covered. Your teacher may be able to supply you with some past test papers on topics you are studying. Practise writing essay answers to the most likely questions that you think might be asked.
- Use memory techniques such as numbered lists, mind maps, flashcards. Diagrams can be a helpful way of memorising information. Memorising lists of information and diagrams are important so that you can recall specific information in an exam.
- Make summaries of classwork and learn the summaries. Using your own words when you write summaries helps you understand and remember the material.
- Divide up your exam time to give appropriate time to each section of an exam paper so that you don't run short of time and leave questions unanswered.
- Go over any incorrect answers from class tests so that if you are asked the same type of question in another test, you will get it correct.
- Do some wider reading on topics study in class to be tested to get more details and a bigger picture of the topic.
- Start looking over your exercise books earlier rather than later so that you have an idea of the amount of work you need to learn so that you give yourself enough time to prepare.
- Be certain and ask your teacher about what topics the test will cover.
- Time management – create a completion timeline and stick to it.
- Utilise tutoring opportunities– if you think you are falling behind ask for help to get you back on track

Assessment Schedules – when it all has to be done by!

The following pages contain your assessment schedules for the year. Please remember that these schedules are subject to change depending on student progress through the course.

Subject	40% Weighting		60% Weighting	
	Semester One = 100% for reports		Semester Two = 100% for reports	
	Assessment	Weighting	Assessment	Weighting
English	Aural Assessment	20%	Comprehension Exam	10%
	Picture book	30%	Hamlet Oral presentation	40%
	Hunger Games Essay	50%	Howls Moving Castle Essay	50%
Mathematics 5.3	Rates and Ratios Examination	25%	Hunger Games Assessment	25%
	Equations Examination	35%	Linear and Non- Linear Equations Examination	35%
	Single Variable and bi-variate data analysis Examination	40%	Properties of Geometric Figures Examination	40%
Mathematics 5.2	Rates and Ratios Examination	25%	Hunger Games Assessment	25%
	Equations Examination	35%	Linear and Non- Linear Equations Examination	35%
	Single Variable and bi-variate data analysis Examination	40%	Properties of Geometric Figures Examination	40%
Mathematics 5.1	Rates and Ratios Examination	25%	Hunger Games Assessment	25%
	Equations Examination	35%	Linear and Non- Linear Equations Examination	35%
	Single Variable and bi-variate data analysis Examination	40%	Properties of Geometric Figures Examination	40%
Science	Physical World Student Research Project	60%	Earth and Space Project	40%
	Chemical World Examination	40%	Cells and DNA and the Body Examination	60%
PDHPE	Comprehension and presentation task	30%	Promoting health and safety task	25%
	Community health matters examination	50%	Movement Skill written response	45%
	Practical Assessment – Fitness plan and Games strategies	20%	Practical Assessment – composition and skills analysis	30%
Weighting = 100%		Weighting = 100%		
History	ICT Poster	10%		
	Empathy Task and Source analysis	30%		
	Examination	60%		
Geography			Sustainable Biomes RAP	40%
			Human wellbeing Booklet	10%
			Examination – Mapping Skills	50%

English Assessment Schedule 2020

Topic	Assessment Type	Outcomes	Weighting		Proposed Date	Duration of task	Skill Set
			Assessment/ Report	Semester			
Cultural Perspectives – Aboriginal Poetry	Aural Assessment	EN5 -3B EN5 -6C EN5 -7D EN5 -8D	20%	40%	Term 1 Week 4	1-2 lessons	Composing Representing Aural
Cultural Perspectives - Picture books	Original Picture book	EN5 -3B EN5 -6C EN5 -7D EN5 -8D	30%		Term 1 Week 10	6 lessons	Reading Composing Representing
The Fight for Control – The Hunger Games	Essay exam	EN5 -1A EN5 -5C EN5 -6C EN5 -7D	50%		Term 2 Week 5	1-2 lessons	Reading Composing Representing
Unplugging the Baird <i>Hamlet</i>	Comprehension Exam	EN5 -2A EN5-3B EN5- 4B	10%	60%	Term 3 Week 4	1 lesson	Reading Oral Aural
	Oral Presentation – Individual or groups	EN5-5C EN5 -6C EN5 -7D EN5 -8D	40%		Term 3 Week 9	6 lessons + presentation	Composing Representing
<i>Howl's Moving Castle</i>	Essay exam	EN5-1A EN5 -5C EN5 -8D EN5 -9E	50%		Term 4 Week 5	1-2 lessons	Viewing Composing Representing

This schedule may change

History and Geography Assessment Schedule 2020

Topic	Outcomes	Assessment	Weighting	Date
HISTORY <i>Changing Rights and Freedoms</i>	HT5-8, HT5-10 HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6 HT5-7, HT5-8 HT5-9, HT5-10	1. ICT task – poster 2. Source Analysis and written empathy task	10% 30%	Week 2 Week 5
HISTORY: <i>The Holocaust</i>	HT5-1, HT5-2, HT5-3 HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	1. Examination	60%	Week 5
GEOGRAPHY: <i>Unit Topic: Sustainable Biomes</i>	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	1. Research Task	40%	Week 8
GEOGRAPHY: <i>Unit Topic: Human Wellbeing</i>	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	1. Booklet 2. Skills Exam	10% 50%	Ongoing Week 6

Science Assessment Schedule 2020

Topic	Assessment Type	Outcomes	Weighting		Proposed Date	Duration of task
			Semester and Report	RoSA		
Energy and Motion	Student Research Project	SC5-4WS SC55-5WS SC5-6WS SC5-7WS SC5-10PW PW1 a- f PW2 a-d	60%	40%	Due Friday the 3 rd April	10 weeks (one lesson a fortnight)
Atomic Theory and the Periodic Table	Examination	SC5-16CW CW1 a-e CW2 a-f SC5-4WS SC55-5WS SC5-6WS	40%		Week 5 Term 2	2 hours
Geology and the Universe	Life cycle of a star project	SC5-8WS SC5-9WS SC5-13ES SC5-14ES ES1 a-f ES2 a-d ES3 a-d	40%		Due 18 th September	10 weeks (one lesson a fortnight)
Cells, DNA and the body	Examination	SC5-14 LW SC5-15 LW LW 1 a-e LW 3 a-f	60%		Week 5 term 4	2 hours

This schedule may change

Mathematics Assessment Schedule 2020

5.1 Mathematics						
Term	Topic	Assessment	Date	Semester report	Weighting	Outcomes
1	Ratios and Ratios	Topic Test	Week 5	25%	40%	MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-5NA, MA5.2-5NA
1	Equations	Topic Test	Week 11	35%		MA4-1WM, MA4-2WM, MA4-3WM, MA4-10NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA
2	Single variable and bi-variate data analysis	Topic Test	Week 5	40%		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP
2	Single variable and bi-variate data analysis	Hunger Games Assessment task	Week 10	25%	60%	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP
3	Linear and Non-Linear Relationships	Topic Test x 2	Week 5 Week 10	35%		MA5.1-1WM, MA5.1-3WM, MA5.1-6NA, MA5.1-7NA
4	Properties of Geometrical Figures	Topic Test	Week 5	40%		MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-11MG
4	Probability	Topic Test	Week 10	N/A	N/A	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-13SP

5.2 Mathematics						
Term	Topic	Assessment	Date	Semester report	Weighting	Outcomes
1	Ratios and Ratios	Topic Test	Week 5	25%	40%	MA5.2-1WM, MA5.2-2WM, MA5.2-5NA
1	Equations	Topic Test	Week 11	35%		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-8NA
2	Single variable and bi-variate data analysis	Topic Test	Week 5	40%		MA5.2-1WM, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP
2	Single variable and bi-variate data analysis	Hunger Games Assessment task	Week 10	25%	60%	MA5.2-1WM, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP
3	Linear and Non-Linear Relationships	Topic Test x 2	Week 5 Week 10	35%		MA5.2-1WM, MA5.2-3WM, MA5.2-9NA, MA5.2-10NA
4	Properties of Geometrical Figures	Topic Test	Week 5	40%		MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-14MG
4	Probability	Topic Test	Week 10	N/A		N/A

This schedule may change

5.3 Mathematics						
Term	Topic	Assessment	Date	Semester report	Weighting	Outcomes
1	Ratios and Ratios	Topic Test	Week 5	25%	40%	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA
1	Equations	Topic Test	Week 11	35%		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA
2	Single variable and bi-variate data analysis	Topic Test	Week 5	40%		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP, MA5.3-19SP
2	Single variable and bi-variate data analysis	Hunger Games Assessment task	Week 10	25%	60%	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP, MA5.3-19SP
3	Linear and Non-Linear Relationships	Topic Test x 2	Week 5 Week 10	35%		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA, MA5.3-9NA
4	Properties of Geometrical Figures	Topic Test	Week 5	40%		MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-16MG
4	Probability	Topic Test	Week 10	N/A	N/A	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-17SP

PDHPE Assessment Schedule 2020

Term	Topic	Assessment Type	Outcomes	Semester Report	Weighting for year	Proposed Date	Duration of task	Skill Set
1	Celebrating Diversity	Comprehension and Presentation	PD5-3, PD5-9, PD5-10	30%	40%	Week 8	2 lessons	Self-Management Interpersonal
1	Fitness Practical Assessment	Personal Fitness Plan	PD5-4, PD5-5, PD5-8, PD5-11	10%		Week 10	Whole Term	Movement
2	Community Health Matters	Sexual Health Exam	PD5-2, PD5-6, PD5-7, PD5-9	50%		Week 5	2 lessons	Self-Management Interpersonal
2	Tactical Games Practical Assessment	Tactical Game Strategies Analysis	PD5-4, PD5-5, PD5-11	10%		Week 6	6 lessons	Movement Interpersonal
3	Promoting Health, Safety and Active Communities	Research Task	PD5-2, PD5-6, PD5-7, PD5-8	25%	60%	Week 8	2 lessons	Self-Management Interpersonal Movement
3	Elements of Composition Practical Assessment	Elements of Composition Peer and self-reflection	PD5-4, PD5-5, PD5-10, PD5-11	15%		Week 8	8 lessons	Movement Interpersonal
4	Movement Skill and Performance	Exam	PD5-4, PD5-5	45%		Week 5	2 lessons	Self-Management Interpersonal Movement
4	Specialised Movement Skills Practical Assessment	Movement Skill Analysis	PD5-4, PD5-5, PD5-10, PD5-11	15%		Week 5	5 lessons	Movement Interpersonal

This schedule may change