



ABN 93 392 520 152

PHONE 02 6662 5599

FAX 02 6662 5584

admin@ccs.nsw.edu.au

www.ccs.nsw.edu.au

PO BOX 30

CASINO NSW 2470

93 MANIFOLD ROAD

NORTH CASINO

Year 10 Assessment Handbook

REVISED: 2013

NEXT REVIEW: 2016

*Grow in Grace
and Knowledge*

2 PETER 3:18

PRINCIPAL MR PHIL JOHNSON
BOARD CHAIRMAN REV GEORGE AYOUB

A MINISTRY OF THE CASINO PRESBYTERIAN CHURCH - SINCE 1995

CONTENTS

Introduction	3
The Record of School Achievement (ROSA).....	4
Introduction	4
Literacy/Numeracy Tests.....	4
Extra-curricular activities?	4
Stage 5 Students Responsibilities	5
Stage 5 Student Rights	5
Procedures	6
Notification	6
Extensions	6
Grading Course Performance (Secondary School):.....	6
ROSA	6
Satisfactory completion of Course Requirements	7
Alleged Malpractice in Assessment Tasks or Examinations.....	7
Appeals Relating to Assessments	7
English Assessment Schedule.....	8
Mathematics 5.1 Assessment Schedule.....	9
Mathematics 5.2/5.3 Assessment Schedule.....	10
Science Assessment Schedule	11
Geography Assessment Schedule	12
History Assessment Schedule.....	13
PDHPE Assessment Schedule	14
Visual Arts Assessment Schedule	15
Industrial Technology Timber Assessment Schedule.....	16
Music Assessment Schedule.....	17
Drama Assessment Schedule.....	18
Automotive Assessment Schedule.....	19
PASS Assessment Schedule	20
IST Assessment Schedule	21
Food Technology Assessment Schedule	22
Child Studies Assessment Schedule.....	23

INTRODUCTION

Throughout the years of Secondary schooling teachers will be assessing your progress and achievement. The overall assessment of a student will take into account tests and tasks that will evaluate the student's knowledge and skills and progress in the course.

Each school needs to develop policies and procedures, which will enable the school to make an objective assessment of each student. Students and their parents need to understand the policies and procedures in order to ensure that a fair and equitable approach to assessment is implemented.

From 2012 onwards, the new credential for students ending their schooling before the Higher School Certificate will be called the Record of School Achievement (ROSA). Also, students will now be offered optional, online literacy and numeracy tests. The Media Release from the NSW Education Minister explains these new developments on the following pages.

Each student has a responsibility in the process of assessment for the ROSA:

- To keep up to date with set work
- To complete all assessment tasks
- To make a commitment to all aspects of assessment.

Each teacher has a desire to see you achieve your full potential under God and will encourage you and pray for you as you work towards that goal.

THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

INTRODUCTION

Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a ROSA. Those eligible students who choose to leave school prior to receiving their HSC will receive a ROSA.

A ROSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

A ROSA will show grades for all the courses a student has completed up to the point they leave school – including those completed in Year 10, Year 11 and Year 12.

Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students.

Giving grades in courses completed after Year 10 will also mean that every student gets acknowledgement for all the work they have done, right up to the time that they leave school.

A to E grades are currently awarded for courses completed in Year 10. That same system will now be extended to include courses completed after Year 10 as well (up to the time a student receives an HSC result).

Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the NSW Board of Studies for inclusion on the ROSA if required.

It is important for students, parents and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and the Board of Studies will support that further by providing workshops and online resources, including student work samples.

LITERACY/NUMERACY TESTS

Parents and employers in particular are increasingly interested in having a clear affirmation of a student's fundamental levels of literacy and numeracy. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC.

The literacy/ numeracy tests will also help students, parents and teachers determine if a student needs particular support in an area, or form a basis of further discussion about whether a student is ready to leave school.

The Board of Studies will offer optional literacy/ numeracy tests. The tests will be delivered online and information will be provided to schools about supervision of the tests.

Schools will be asked to provide two "windows" each school year in which students could sit the tests. Students will only be able to sit the test one time in each window, however they can sit the test again in a new window should they decide to remain at school. If a student does sit the test more than once, it will be the results from their most recent test that will be applicable when they leave school.

EXTRA-CURRICULAR ACTIVITIES?

Increasingly, parents, students, employers and providers of further education are looking at more than a student's level of academic attainment. This information can help form a more comprehensive picture of a student's interests, commitments and achievements in areas other than school.

The Board of Studies will develop a tool that will allow a student to capture and consolidate evidence of extra-curricular activities. This tool was developed and piloted in schools in 2012. It is intended that, certainly in the early stages, the tool will focus on activities that already have an authentication framework. This will make it easier for employers and others to be sure that the achievements recorded are correct. Activities widely available that already have authentication include: life-saving and first aid qualifications, VET courses, AMEB certification and the Duke of Edinburgh Awards.

STAGE 5 STUDENTS RESPONSIBILITIES

Students are responsible for:

- Ensuring that they obtain and understand the school's assessment policies.
- Completing each assessment task to the best of your ability and submitted on time.
- It is the responsibility of students who are absent when task notices are issued to obtain the notice on return to school.
- Ensuring that any questions you have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Demonstrating that through effort and achievement you have met some or all of the course outcomes.
- The student may choose to appeal this mark if they consider that they have reasonable grounds for appeal. These may include illness, misadventure as defined in the ACE Manual, absence due to an approved school activity or exchange provided that the time lost does not prevent the student from completion of the course requirements.
- Completing appropriate appeal procedures should they fail to meet task deadlines due to reasonable absence, illness or misadventure.

STAGE 5 STUDENT RIGHTS

Students have the right to

- Receive information regarding their assessments with sufficient notification in the form of an Assessment Handbook at the beginning of their courses and two weeks prior to their individual assessment tasks.
- Appeal individual assessment grades
- Appeal cumulative assessment grades
- Make illness/misadventure appeals
- Appeal to the BOS if satisfaction has not been gained during school appeals.

PROCEDURES

NOTIFICATION

- For each subject in grades 7 - 10, assessment schedules should be given to students at the start of each school year. These schedules must show the timing of the year's assessment tasks, their type and topic, their value in proportion to each other, and the outcomes they are designed to achieve;
- These schedules should be kept at the front of each student's workbooks;

EXTENSIONS

Extensions will only be granted by a teacher in the most exceptional of circumstances and should not be assumed by students. Should a student wish to seek an extension, they must apply in advance in writing to the teacher involved. The teacher will deal promptly with the application and advise the outcome.

Students are encouraged to make use of computers when appropriate for completing assignments and assessment tasks. Students should remember to:

- save the document regularly.
- back the work up regularly.
- not leave the printing of a task or transferring to a memory stick until the night before it is due.
- ensure that when a digital copy must be submitted, it is submitted at the beginning of the lesson.

Generally, technical failures relating to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices when using technology such as those listed above.

GRADING COURSE PERFORMANCE (SECONDARY SCHOOL):

ROSA

Grades for students completing Stage 5 will have been submitted at the end of the Stage 5 as directed by the BOS.

The Board of Studies requires that, before students can progress to the HSC Course, they must satisfactorily complete the requirements of the relevant Preliminary Course.

SATISFACTORY COMPLETION OF COURSE 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:

- followed the course development or endorsed by the Board; and
- 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.

If at any time it appears that a student is at risk of being given an "N" (Non-completion of course requirements) determination in any course, the Principal will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing with a First Warning letter. This warning will be given in time for the problem to be corrected. If the First Warning letter is not effective, a further warning letter will be sent. If a student fails to respond by the Third Warning letter, the Principal may recommend to the BOS an "N" award for the particular subject.

Students who receive an 'N' determination for a Preliminary Course will normally not be allowed to proceed to the HSC course. The Principal may, under exceptional circumstances, give provisional permission for a student to proceed to the HSC course while they are concurrently completing the Preliminary coursework.

ALLEGED MALPRACTICE IN ASSESSMENT TASKS OR EXAMINATIONS

Students are subject to normal School rules when an Assessment Task is due, particularly in attending all classes. Allegations of:

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

will be reported to the Secondary Coordinator to investigate the allegation. Where the Secondary Coordinator is satisfied there is clear evidence of malpractice, the award of zero (0) will be recorded for the Assessment Task. The outcome in such cases will be conveyed in writing to parents.

APPEALS RELATING TO ASSESSMENTS

Appeals relating to the appropriateness of the marks awarded for any Assessment Task should be directed to the Secondary Coordinator at the time of the return of the Assessment Task.

ENGLISH ASSESSMENT SCHEDULE

Term	Week	Task	Weighting	Type	Outcomes Assessed
1	8	Online Reflections and Creative responses to Movements of Poetry	30%	Online Portfolio of Reflections and Creative Compositions	EN5-1A, EN5-3B, EN5-5C, EN5-5D, EN7-5D, EN5-9E
2	6	Speech	20%	Oral Speech with Multimodal Component	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D, EN5-8D
3	4	Comparative Essay- Shakespeare and 10 Things I Hate About You	30%	Hand-in Take Home Essay	EN51A, EN5-2A, EN5-3B, EN5-4B, EN5-6C, EN5-7D
4	5	Examination	20%	Yearly Examination	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E

MATHEMATICS 5.1 ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1-2	End of topic	Assessment 1	Book Mark	16%	Book Mark	5.1-1 – 5.1-3WM
1-2	End of topic	Assessment 2	Topic Tests: Pythagoras' Theorem, Algebra, Equations, Trigonometry, Geometry, Congruence and Similarity	8%	Class Test	MA4-8NA, MA4-10NA, MA4-16MG, MA5.1-10MG, MA5.1-11MG, MA4-21SP, MA5.1-13SP
2	6	Assessment 3	Half Yearly Exam: Pythagoras' Theorem, Algebra, Equations, Trigonometry, Geometry, Congruence and Similarity	16%	Examination	MA4-8NA, MA4-10NA, MA4-16MG, MA5.1-10MG, MA5.1-11MG, MA4-21SP, MA5.1-13SP
3-4	End of topic	Assessment 4	Book Mark	24%	Book Mark	5.1-1 – 5.1-3WM
3-4	End of topic	Assessment 5	Topic Test: Statistics, Length and Time, Area and Volume, Probability, Coordinate Geometry, Graphing Lines and Curves	12%	Class Test	MA4-11NA, MA5.1-16NA, MA5.1-17NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA5.1-8MG, MA4-19SP, MA4-20SP, MA5.1-12SP
4	5	Assessment 6	Yearly Exam: Statistics, Length and Time, Area and Volume, Probability, Coordinate Geometry, Graphing Lines and Curves	24%	Examination	MA4-11NA, MA5.1-16NA, MA5.1-17NA, MA4-12MG, MA4-13MG, MA4-14MG, MA4-15MG, MA5.1-8MG, MA4-19SP, MA4-20SP, MA5.1-12SP

MATHEMATICS 5.2/5.3 ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1-2	End of topic	Assessment 1	Book Mark	16%	Book Mark	5.3(2)-1 – 5.3(2)-3WM
1-2	End of topic	Assessment 2	Topic Test: Surds, Consumer Arithmetic, Geometry, Surface Area and Volume, Products and Factors, Statistics, Equations and Logarithms	8%	Class Test	MA5.1-4NA, MA5.2-4NA, MA5.2-6NA, MA5.3-5NA, MA5.3-6NA, MA5.2-8NA, MA5.3-7NA, MA5.3-11NA, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA5.1-11MG, MA5.2-12MG, MA5.3-14MG, MA5.1-12SP, MA5.2-15SP, MA5.3-18SP, MA5.2-16SP, MA5.3-19SP
2	5	Assessment 3	Half Yearly Exam: Surds, Consumer Arithmetic, Geometry, Surface Area and Volume, Products and Factors, Statistics, Equations and Logarithms	16%	Examination	
3-4	End of topic	Assessment 4	Book Mark	24%	Book Mark	5.3(2)-1 – 5.3(2)-3WM
3-4	End of topic	Assessment 5	Topic Test: Probability, Simultaneous Equations, Trigonometry, Quadratic Equations and the Parabola, Coordinate Geometry, Graphs	12%	Class Test	MA5.2-5NA, MA5.3-7NA, MA5.2-8NA, MA5.3-7NA, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA, MA5.1-7NA, MA5.2-10NA, MA5.3-9NA, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.1-13SP, MA5.2-17SP
4	5	Assessment 6	Yearly Exam: Probability, Simultaneous Equations, Trigonometry, Quadratic Equations and the Parabola, Coordinate Geometry, Graphs	24%	Examination	

SCIENCE ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1	7	Assessment 1	Diseases	20%	Research and Presentation	7WS, 9WS, 14LW, 15LW
2	6	Assessment 2	Semester 1 Exam	20%	Exam	All Outcomes
2	9	Assessment 3	Genetics	20%	Essay	7WS, 9WS, 14LW, 15LW
3	4	Assessment 4	The Universe	20%	Process Questions	8WS, 9WS, 12ES
4	5	Assessment 5	Semester 2 Exam	20%	Exam	All Outcomes

GEOGRAPHY ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1	10	Research Task and Investigation	1	15%	Written Response	5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10
2	5	Half Yearly Exam	2	15%	Exam	5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10
3	8	TBA	3	30%	TBA	5.1, 5.2, 5.3, 5.4, 5.7, 5.10
4	5	Yearly Exam	4	20%	Exam	5.1, 5.2, 5.3, 5.4, 5.7, 5.10

HISTORY ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1	8	Assessment 1	Historical Investigation	25%	Research	HT5.2, HT5.3, HT5.6, HT5.8, HT5.9, HT5.10
2	3	Assessment 2	Half Yearly Exam	25%	Half-Yearly Examination	HT5.2, HT5.3, HT5.6, HT5.8, HT5.9, HT5.10
3	5	Assessment 3	Migration Experiences	25%	Interview	HT5.1, HT5.4, HT5.5, HT5.7, HT5.9
4	5	Assessment 4	Yearly Exam	25%	Examination	All outcomes

PDHPE ASSESSMENT SCHEDULE

Term	Week	Assessment Type	Task Name	Weighting	Outcomes Assessed
1	5	Research Assignment	Resuscitation & Common diseases unit: Design an information pamphlet on one (1) STI or BBV.	10%	5.6, 5.7, 5.11, 5.12, 5.16
2	2	Research Assignment	Health Promotion & Consumerism: Research different health care practitioners, charity organisations and why young people reluctantly seek medical help.	10%	5.7, 5.8, 5.11, 5.12, 5.16
2	5	Exam	The half-yearly exam tests students on (1) The 'Resuscitation & Common diseases' unit (2) The 'Health Promotion & Consumerism' unit and (3) Knowledge of rules for different sports.	20%	5.4, 5.5, 5.6, 5.7, 5.8, 5.10, 5.11, 5.12, 5.15
3	6	Information Report	Careers unit: Resume & Covering letter	20%	5.2, 5.11, 5.15
4	5	Exam	The yearly exam tests students on (1) The 'Driver Education' unit and (2) Knowledge of rules for different sports.	20%	5.4, 5.5, 5.6, 5.7, 5.10, 5.11, 5.12, 5.16
Over the whole year.		Practical performance & observation	Observing and reporting to the students on their physical activity performance and participation over the whole year.	20%	5.4, 5.5, 5.10, 5.11, 5.12, 5.13, 5.14, 5.15, 5.16

VISUAL ARTS ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1	10	“Objectify- Investigating Still Life” Visual Arts Case Study	1a	15%	Critical Historical Studies	5.7 - 5.10
2	4	“Objectify- Investigating Still Life” Body of Work Submission	1b	15%	Artmaking	5.1 – 5.6
3	5	“The Burbs” Major Work Submission and Self-Assessment	2	30%	Artmaking	5.1 – 5.10
4	1	“Photography as Art” Portfolio Submission	3	20%	Artmaking	5.1 – 5.6
4	5	Yearly Exam	4	20%	Critical Historical Studies	5.7 - 5.10

INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1	6	1	Practical Project Book End	20%	Project	5.1.1 - 5.2.2
2	5	2	Half Yearly Examination	20%	Examination	5.4.1 - 5.5.1
3&4	Various	3	Major Project & Portfolio	40%	Project	5.1.1 - 5.2.2
4	5	4	Yearly Examination	20%	Examination	5.3.1 - 5.7.2

MUSIC ASSESSMENT SCHEDULE

Term	Week	Assessment Type	Task Name	Weighting	Outcomes Assessed
1	9	Minor Performance	Minor Performance	20%	5.1, 5.2, 5.3
2	7	Music Composition	Composition	20%	5.4, 5.5, 5.6, 5.10
2	6	Exam	Half Yearly Examination	10%	5.6, 5.7, 5.8, 5.9,
3	8	Major Performance	Major Performance	30%	5.1, 5.2, 5.3
4	5	Exam	Yearly Examination	20%	5.5, 5.7, 5.8, 5.9

DRAMA ASSESSMENT SCHEDULE

Term	Week	Assessment	Task Name	Year Weighting	Type	Outcomes Assessed
1	10	Assessment 1	Mask and Performance	20%	Making/performing/appreciating	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1
2	7,8,9	Assessment 2	Commedia del'Arte	20%	Making/performing/appreciating	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3
3	8	Assessment 3	Shakespearean Drama	20%	Making/performing/appreciating	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3
4	5	Assessment 4	Yearly Exam	20%	Appreciating	5.3.1, 5.3.2, 5.3.3
4	6	Assessment 5	Performance	20%	Making/performing/appreciating	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3

AUTOMOTIVE ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1	2	Assessment 1 WHS assessment form	Activity Sheet	5%	Assess. Written	Outcomes: 5, 1.1, 5.1.2, 5.4.2, 5.5.1.
1	8	Assessment 2 Power Sources other than normal fuels	Assess. Task	15%	Assess. Task Written, IT & Oral	Outcomes: 5.3.1, 5.3.2, 5.5.1, 5.7.1.
2	6	Assessment 3 Half Yearly Exam	Half Yearly	30%	½ Yearly Test	All Outcomes to Date
3	9	Assessment 4	Practical Carbur/F-pump	5%	Assess. Task Practical	Outcomes: 5.2.2, 5.4.2, 5.5.1.
3	2-10	Assessment 5	Report writing	10%	Assess. Task Written & IT	Outcomes: 5.4.1, 5.5.1.
3	10	Assessment 6 Chassis and related components	Assess. Task	15%	Assess. Task Written & IT	Outcomes: 5.5.1, 5.7.2.
4	4	Assessment 7 Yearly Exam	Yearly	20%	Yearly Test	All Outcomes for 2nd Sem

PASS ASSESSMENT SCHEDULE

Term	Week	Assessment Type	Task Name	Weighting	Outcomes Assessed
1	5	Research Assignment	Lifestyle, Leisure & Recreation unit: What are the benefits and barriers to leisure and recreational activities? Propose strategies to increase participation.	20%	2.1, 2.2, 3.1,3.2, 4.4
2	5	Exam	The half-yearly exam tests students on (1) The 'Lifestyle, Leisure & Recreation' unit (2) The 'Body Systems' unit and (3) Knowledge of sport/games/physical activity	20%	1.1, 2.1, 2.2, 4.4
3	5	Report	Event Management unit: Investigate the organisational aspects required to manage an NRL/AFL game.	20%	3.1, 3.2, 4.1, 4.2, 4.4
4	5	Exam	The yearly exam tests students on (1) The 'Event Management' unit (2) The 'Fundamentals of movement skill development' unit and (3) Knowledge of sport/games/physical activity	20%	1.1, 1.2, 3.1, 4.2, 4.4
Over the whole year.		Practical performance & observation	Observing and reporting to the students on their physical activity performance and participation over the whole year.	20%	3.1, 3.2, 4.1, 4.2, 4.3, 4.4

IST ASSESSMENT SCHEDULE

Term	Week	Assessment Type	Task Name	Weighting	Outcomes Assessed
1	10	Project 3 Multimedia Presentation	Create an iBook	40%	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.2.2
2	5	Exam	Half Yearly Exam	10%	5.2.1, 5.2.2, 5.2.3, 5.3.1,
4	4	Project 4 App Design	Programming and present a portfolio	20%	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.5.3
4	5	Exam	Yearly Exam	30%	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1,

FOOD TECHNOLOGY ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1	8	Practical	1	15%	Practical Application	5.1.1, 5.1.2, 5.5.1, 5.5.2
2	5	Half Yearly Examination	2	20%	Examination	5.3.2, 5.6.1
2	10	Food Product Development	3	20%	Research Task	5.3.2, 5.6.1, 5.6.2
3	9	Barista Training Portfolio	4	25%	Portfolio	5.3.1, 5.4.1, 5.4.2, 5.6.2
4	5	Yearly Examination	5	20%	Examination	5.2.1, 5.3.1, 5.6.2

CHILD STUDIES ASSESSMENT SCHEDULE

Term	Week	Assessment	Task	Weighting	Type	Outcomes Assessed
1	10	1	"Children and Culture"	10%	Activity Development and Presentation	1.2, 2.2, 3.2, 3.3, 4.2
2	5	2	"Eat It"	20%	Meal Plan / Preparation and Evaluation	1.2, 2.2, 3.2, 4.2, 4.3
3	5	3	"Twitter Thumbs" (Media and Technology)	30%	Extended Response	1.3, 2.1, 2.2, 3.3
4	4	4	Yearly Exam	25%	Exam	1.3, 2.2, 3.1, 3.2, 3.3, 4.1