



**2025**

**Year 10  
Assessment  
booklet**



**Wollongong High School of the Performing Arts**

# Assessment Policy



## Rationale

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Wollongong High School of the Performing Arts (WHSPA) aligns its curriculum and assessment practices with the NSW Education Standards Authority (NESA) and the Department of Education to enhance learning. Assessment is integral to the learning cycle, offering students, parents, and teachers' valuable insights into progress, strengths, and areas for improvement, thereby helping teachers and students build upon current knowledge and skills. All students are informed of assessment requirements and expected to submit work according to Key Learning Area (KLA) guidelines. Classwork, homework, and formal assessments serve as indicators of student performance and guide future learning by evaluating knowledge, skills, and understanding of course content. Teachers provide formal feedback on these tasks, complemented by other forms of feedback, to support student growth and achievement.

This assessment policy applies to Years 7 to 10 at Wollongong High School of the Performing Arts. Please note that there are some variations for Year 10 to align with NESA requirements for the RoSA. It is important to review these variations carefully.

## Common Principles

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- Assessment tasks may be either formative (ongoing) or summative (evaluative at the end).
- Most courses have 3-4 formal assess tasks linked to syllabus outcomes.
- Students will demonstrate their learning through a variety of methods, including exams, assignments, projects, performances, and presentations.

## Assessment Notifications

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- Students will receive an assessment schedule at the beginning of the year. Specific details and due dates will be confirmed by teachers.
- Assessment tasks can be subject to change including task type, and due dates. This will be communicated by the teacher to the students.
- All students will be given at least two weeks' notice for each assessment task.
- Teachers will explain the task, outcomes being measured, and marking criteria when the assessment is issued

## Submission of Formal Assessments

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Students are expected to complete all tasks by the due date. The proceeding explanations will clarify what to do if a task is not submitted by the due date.

## Late or Non-Submission of Tasks

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### With acceptable reasons

If a student cannot complete an assessment task due to illness, accident, or other valid reasons, appropriate documentation (e.g., a medical certificate) should be provided. In such cases, an alternative task or new due date will be arranged.

### Without acceptable reasons

If a task is not completed the student will still be required to complete the assessment or like task to achieve the learning outcomes. Failure to provide sufficient evidence of learning will affect grade reporting. This will be documented and reflected in the student's progress and report records. Examples of unjustified or unreasonable reasons include, but are not limited to:

- Unapproved family holidays
- Traffic issues
- Sleeping in
- School events that can be rescheduled
- Non urgent medical appointments

## Holidays and School Business

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Students with school approved leave OR scheduled school commitments may apply to reschedule their assessment. To be eligible, students must provide at least two weeks' notice and submit an official *Absence/Illness/Misadventure Form*. Approval will be based on the circumstances and school guidelines regarding academic integrity and assessment continuity.

## Feedback

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Teachers will provide meaningful feedback after task submission. This feedback will include what the student has done well and areas that need improvement, helping students to reflect on their learning.

## Plagiarism

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Work submitted for assessment must be the student's own. Using someone else's work, including copying information from published texts or the internet, constitutes plagiarism. While each case will be considered individually, consequences may include, but are not limited to, requiring the student to complete an alternative task.

**Artificial Intelligence:** The use of Artificial Intelligence (AI) tools (e.g., ChatGPT and essay generators) to complete or generate responses for tasks is considered a form of plagiarism. If a student knowingly uses AI tools or another person's work, the situation will be addressed on a case-by-case basis. Consequences may include, but are not limited to, completing an alternative task. Students who knowingly provide their work to others may face similar consequences. All students are expected to properly reference and acknowledge all sources used in their assignments.

## Non-Serious Attempts

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If a student submits a non-serious attempt on an assessment, each case will be addressed individually. Consequences may include, but are not limited to, requiring the student to complete an alternative task.

## Failure to Complete an Assessment – N Warning RoSA (Year 10 only)

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If Year 10 students fail to submit an assessment task, they may receive an 'N Warning.' This warning indicates that the student is at risk of not meeting the mandatory requirements for satisfactory completion of the course. Students and their parents will be notified of this in writing. Despite receiving an 'N Warning,' students are still required to complete and submit the assessment task as per the arrangements made with their teacher.

If a student does not meet all mandatory requirements by the end of Year 10, they may not qualify for the Record of School Achievement (RoSA) that year.

## **Non-Completion of Course Requirements: N Warning Determination RoSA (Year 10 only)**

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This is the decision made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

### **Appeal Process**

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If a student believes that assessment procedures have not been followed, they may appeal by completing an assessment appeal form (see appendix).

### **Grading and Reporting**

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At the end of each semester, students and parents will receive a report that reflects student progress and achievements in each course. The report will include course grades, feedback on engagement, areas of strength and areas for development.

## Common Grade Scale

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The Common Grade Scale shown below can be used to report student achievement in junior secondary years in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

**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 this knowledge and these skills to most situations.

**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.

**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.

## Student Responsibilities

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Students are responsible for managing their assessment tasks in alignment with school guidelines and timelines. This includes:

- Submitting tasks on or before the due date and planning for adequate preparation time.
- Communicating any issues affecting task completion to the relevant staff well in advance (2 weeks minimum).
- Applying for extensions or rescheduling when needed, providing supporting documentation as required.
- Abiding by academic integrity standards, ensuring all work submitted is their own and properly referenced.
- Retaining copies of all work including back-up copies.

These responsibilities help maintain fairness and integrity in assessment and support students in achieving their best outcomes

## Mandatory Curriculum Requirements for the RoSA

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To meet the requirements for the Record of School Achievement (RoSA) by the end of Year 10, students must complete the following courses, with each subject allocated a specific number of hours. Satisfactory completion of each is essential to qualify for the RoSA:

Course	Required Hours
English	400 hours across Years 7–10
Maths	400 hours across Years 7–10
Science	400 hours across Years 7–10
HSIE	400 hours total: 100 hours of History in each of Years 7–8 and 9–10 AND 100 hours of Geography in each of Years 7–8 and 9–10
PDHPE	300 hours across Years 7–10
Tech Mandatory	200 hours in Years 7–8 only
Creative Arts	100 hours each for Visual Arts and Music in Years 7–8, completed as coherent units of study
Languages	100 hours in one language other than English, studied over a continuous 12-month period between Years 7–10 (ideally in Years 7 or 8)



# Assessment Schedules



## Child Studies

Task Name	Task1	Task 2	Task 3	Task4
<b>Type</b>	Home Safety Audit (individual)	Disability and special needs	Toy Design (individual)	Yearly Exam
<b>Unit</b>	Health and Safety in Childhood	The Needs of a Child	Learning Through Play	Being a Parent
<b>Due Date</b>	Week 1 Term 2	Week 2 Term 3	Week 10 Term 3	Week 3 Term 3
<b>Outcomes assessed</b>	CS5-2, CS5-9	CS5-4, CS5-9, CS5-11	CS5-4, CS5-5	CS5-6, CS5-7
<b>Weighting</b>	30%	30%	25%	15%

## Commerce

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	Legal Issues Podcast	Petition to Parliament	Research Task	Final Examination
<b>Unit</b>	Law and Society	Political Involvement	Our Economy	All Topics
<b>Due Date</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3
<b>Outcomes Assessed</b>	5.1, 5.3, 5.7, 5.8,5.9	5.4, 5.5, 5.6, 5.8	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9
<b>Weighting</b>	25%	25%	25%	25%

## Computing Technology

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	Project	Project	Project	Examination
<b>Unit</b>	Designing for user experience	Project - App Creation and Documentation	Project - Mechatronic & Automated Systems	Yearly Examination
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 8	Term 4 Week 4	Term 4 Week 3
<b>Outcomes Assessed</b>	CT5-SAF-01, CT5-DAT-01, CT5-COL-01, CT5-COM-01	CT5-SAF-01, CT5-DPM-01, CT5-COM-01, CT5-THI-01, CT5-DAT-01, CT5-DES-01	CT5-DPM-01, CT5-COL-01, CT5-EVL-01, CT5-THI-01, CT5-DES-01, CT5-OPL-01	CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-EVL-01, CT5-DAT-01, CT5-DAT-02, CT5-COM-01, CT5-THI-01, CT5-OPL-01
<b>Weighting</b>	20%	30%	30%	20%

## Dance

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	Motif Development Choreographed solo, submitted Rationale & interview	The Study of Jazz Solo performances and Interview	Weaving Solo performance	Exam
<b>Due Date</b>	Term 1, Week 10	Term 2 Week 10 Practical/ Week 11 Interview	Term 3, Week 10	Term 4 Week 3
<b>Outcomes Assessed</b>	DA5-PER-01, DA5-PER-02, DA5-COM-01, DA5-COM-02, DA5-APP-01, DA5-APP-02	DA5-PER-01, DA5-PER-02, DA5-APP-01, DA5-APP-02	DA5-PER-01, DA5-PER-02, DA5-COM-01, DA5-COM-02	DA5-APP-01, DA5-APP-02
<b>Weighting</b>	40%	25%	25%	10%

## Dance Extension

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	The Choreographic Process Performance (Dance Festival)	Dance Production Practical participation	Yearly Exam 1 hour written exam	The Choreographic Process Performance (Dance Festival)
<b>Due Date</b>	Term 2, Week 6	Term 4, Week, 1&2	Term 4, week 3	Term 2, Week 6
<b>Outcomes Assessed</b>	DA5-PER-01, DA5-PER-02 DA5-COM-01, DA5-COM-02	DA5-PER-01, DA5-PER-02 DA5-COM-01, DA5-COM-02	DA5-APP-01, DA5-APP-02	DA5-PER-01, DA5-PER-02 DA5-COM-01, DA5-COM-02
<b>Weighting</b>	50%	40%	10%	50%

## Drama

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	Playbuilding- Practitioner Study (Group performance & critical reflection)	Multi-disciplinary Theatre (Group performance & Logbook)	Individual Project (Monologue + Stanislavski process journal)	Stolen (Written Exam)
<b>Due Date</b>	Term 1, Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3
<b>Outcomes Assessed</b>	PER-01, PER-02, MAK-01, MAK-02, APP-01, APP-02	PER-01, PER-02, MAK-01, MAK-02, APP-01, APP-02	PER-01, PER-02, MAK-01, MAK-02, APP-01, APP-02	APP-01, APP-02
<b>Weighting</b>	30%	30%	20%	20%

## Drama Extension

Task	Task 1	Task 2	Task 3	Task 4
<b>Type</b>	Production	Production	Production	Examination
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 6	Term 4, Week 5	Term 4, Week 3
<b>Outcomes Assessed</b>	PER-01, PER-02, MAK-01, MAK-02	PER-01, PER-02, MAK-01, MAK-02	PER-01, PER-02, MAK-01, MAK-02	APP-01, APP-02
<b>Weighting</b>	20%	20%	50%	10%

## English

Task Name	Task1	Task 2	Task 3
<b>Type</b>	Take Home Essay	Documentary and Rationale	Examination
<b>Unit</b>	Close Study of Text: Drama	Texts & Society: Documentaries	Area of Study: Belonging Short Answer Essay
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 10	Term 4, Week 3
<b>Outcomes assessed</b>	RVL, URA, ECB	URB, ECA, ECB	URA, URB, RVL, URC, ECA
<b>Weighting</b>	30%	35%	35%

## Food Technology

Task Name	Task1	Task 2	Task 3	Task4	Task 5
<b>Unit / Type</b>	Food Service & Catering Design a Cafe	<i>Ongoing Practical</i>	Food Product Development Movie Snack	Yearly Exam	Ongoing Practical (formative)
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 5	Term 3, Week 10	Term 4, Week 3	Term 4, Week 4
<b>Outcomes assessed</b>	FT5-6, FT5-7, FT5-8, FT5-9, FT5-11,	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11	FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	FT5-3, FT5-4, FT5-6, FT5-7, FT5-10, FT5-12, FT5-13	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11
<b>Weighting</b>	15%	25%	15%	20%	25%

## Geography

## History

Task Name	Task1	Task 2	Task 1	Task 2
<b>Type</b>	Research Task and Report	Examination	Source Analysis – Portfolio and Report	Examination
<b>Unit</b>	Environmental Change and Management	Environmental Change and Management Human Wellbeing	Cold War	Cold War, Rights and Freedom
<b>Due Date</b>	Term 1 or 3, Week 10	Term 2 or 4, Week 3	Term 1- or 3-Week 8	Term 2- or 4-Week 3
<b>Outcomes Assessed</b>	5-2, 5-3, 5-4, 5-5, 5-7, 5-8	5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8,	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
<b>Weighting</b>	50%	50%	50%	50%

Note: Geography and History are semesterised subjects. Students will undertake the subject in semester 1 or semester 2

## Industrial Technology Timber

Task Name	Task1	Task 2	Task 3	Task4
<b>Unit / Type</b>	Home Assignment Conversion of Timber	In Class Practical Projects	Written Exam	Hall Table Project and Portfolio
<b>Due Date</b>	Term 2 Week 4	Term 2 Week 7	Term 4 Week 3	Term 4 Week 4
<b>Outcomes assessed</b>	IND5-5, IND5-8,	IND5-1, IND5-2, IND5-3 IND5-6, IND5-8	IND5-1, IND5-4 IND5-9, IND5-10	IND5-7, IND5-8, IND5-5 IND5-1, IND5-2, IND5-3, IND5-4
<b>Weighting</b>	15%	30%	10%	45%

## Mathematics Core

Task Name	Task1	Task 2	Task 3
<b>Type</b>	Half Yearly Exam	Assignment	Yearly Exam
<b>Unit</b>	Equations, Number and finance, Pythagoras and trigonometry	Linear and non-linear relationships, Data classification, visualisation and analysis	All strands
<b>Due Date</b>	Term 2, Week 3	Term 3, Week 9	Term 4, Week 3
<b>Outcomes assessed</b>	MAO-WM-01, MA5-EQU-C-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-TRG-C-02	MAO-WM-01, MA5-LIN-C-02 MA5-NLI-C-01, MA5-DAT-C-02	All outcomes
<b>Weighting</b>	40%	20%	40%

Note: Some Stage 5 Core Outcomes are primarily covered in Year 9. Students of this course may see some Stage 5 Path outcomes, but they will not be formally assessed.

## Mathematics Path

Task Name	Task 1	Task 2	Task 3
Type	Half Yearly Exam	Assignment	Yearly Exam
Unit	Financial maths, Further Trigonometry, Further Algebra	Functions and graphs Variation and rates of change, data classification, visualisation and analysis	All Strands
Due Date	Term 2, Week 3	Term 3, Week 9	Term 4. Week 3
Outcomes assessed	MAO-WM-01, MA5-FIN-C-02, MA5-TRG-P-01, MA5-ALG-P-01	MAO-MW-01, MA5-LIN-C-02, MA5-RAT-P-01, MA5-DAT-C-02	All Outcomes
Weighting	40%	20%	40%

Note: Some Stage 5 Core and Path Outcomes are primarily covered in Year 9. Path Outcomes (-P-) need not be covered in full

## Mathematics Advanced Path

Task Name	Task 1	Task 2	Task 3
Type	Half Yearly Exam	Assignment	Yearly Exam
Unit	Financial maths, Further Trigonometry, Further Algebra	Functions and graphs - Variation and rates of change, data classification, visualisation and analysis	All Strands
Due Date	Term 2, Week 3	Term 3 Week 9	Term 4 Week 3
Outcomes assessed	MAO-WM-01, MA5-FIN-C-02, MA5-TRG-P-01, MA5-TRG-P-02, MA5-ALG-P-01, MA5-ALG-P-02	MAO-MW-01, MA5-LIN-C-02, MA5-RAT-P-01, MA5-DAT-C-02	All Outcomes
Weighting	40%	20%	40%

Note: Some Stage 5 Core and Path Outcomes are primarily covered in Year 9. Path Outcomes (-P-) need not be covered in full



## Music Performing Arts

Task Name	Task1	Task 2	Task 3
<b>Type</b>	Performance	Composition	Yearly Exam
<b>Unit</b>	An Instrument and It's Repertoire	Music for Film, Television, Radio & Multimedia	Year 10 Yearly Aural Exam
<b>Due Date</b>	Term 2 Week 2	Term 3 Week 2	Term 4 Week 3
<b>Outcomes assessed</b>	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6, 5.8, 5.11	5.7, 5.8, 5.9, 5.10, 5.11
<b>Weighting</b>	40%	30%	30%

## Music Extension

Task Name	Task1	Task 2	Task 3	Task4
<b>Type</b>	Assessment 1	Assessment 2	Assessment 3	Assessment 4
<b>Unit</b>	Goal 1	Goal 2	Goal 3	Exam
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3
<b>Outcomes assessed</b>	5.1, 5.2, 5.3,5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 5.12	5.1, 5.2, 5.3,5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 5.12	5.1, 5.2, 5.3,5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 5.12	5.7, 5.8, 5.9, 5.10
<b>Weighting</b>	30%	30%	30%	10%

Goals are chosen by the teacher based on the specific needs of each student or chosen by the students in consultation with their teachers. Goals are based on areas of musical growth the students wish to pursue. All goals are focussed on the four main areas of the Stage 5 Music curriculum: Performance, Composition, Aural Analysis and Music Theory. Outcomes for each assessment will be changed and tailored to suit each student's goal choices.

## Musical Theatre

Task Name	Task1	Task 2	Task 3	Task4
<b>Type</b>	Performance 1	Performance 2	Performance 3	Exam
<b>Unit</b>	Musical Theatre Classics	The Dawn of Modern Musicals	Musicals in the 21st Century	Exam
<b>Due Date</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3
<b>Outcomes assessed</b>	5.2, 5.4, 5.5, 5.7	5.2, 5.3, 5.4, 5.6	5.2, 5.3, 5.4	5.1, 5.6, 5.7
<b>Weighting</b>	30%	30%	30%	10%

## Physical Activity and Sports Studies (PASS)

Task Name	Task1	Task 2	Task 3	Task4	Task 5
<b>Type</b>	In Class Test / Topic Test	In Class Practical	In Class Task - Practical & Theory	In Class Task- Practical & Theory	Yearly Exam
<b>Unit</b>	Anatomy Test	Formative Assessment	Coaching Assessment	Fitness Circuit	Coaching & Fitness
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 3	Term 2, Week 10	Term 3, Week 10	Term 4, Week 3
<b>Outcomes assessed</b>	PASS5-1, PASS5-2, PASS5-10	PASS5-7, PASS5-9	PASS5-2, PASS5-5, PASS5-7, PASS5-8,	PASS5-2, PASS5-4 PASS5-6, PASS5-9	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-10
<b>Weighting</b>	20%	20%	20%	20%	20%

## Personal Development, Health and Physical Education (PDHPE)

Task Name	Task1	Task 2	Task 3	Task4	Task 5	Task 6
<b>Type</b>	<b>In Class Practical</b> Assessment	<b>Research Task</b> Resume' & Job Application	<b>In Class Practical</b> Assessment	<b>Formative Practical</b> Yearly Assessment	<b>Yearly Exam</b>	<b>In Class Practical</b> Assessment
<b>Unit</b>	Fitness & Cross Country & Teacher Observation	My Independence	Dance Assessment	Invasion Games	Speak Up - Sexual Health	Fitness & Cross Country & Teacher Observation
<b>Due Date</b>	Term 1 Week 11	Term 2, Week 2	Term 3, Week 10	Term 3, Week 10	Term 4, Week 3	Term 1, Week 11
<b>Outcomes assessed</b>	PD5-4, PD5-11	PD5-1, PD5-2, PD5-6, PD5-7	PD5-4, PD5-5 PD5-11	PD5-4, PD5-5 PD5-11	PD5-3, PD5-6 PD5-8, PD5 10	PD5-4, PD5-11
<b>Weighting</b>	25%	25%	10%	15%	25%	25%

## Photography and Digital Media

Task Name	Task1	Task 2	Task 3	Task4
<b>Type/Unit</b>	Typeface & Report	Natural v's Built Landscape	Career Digital Portfolio	Yearly Examination
<b>Due Date</b>	Term 1 Week 11	Term 2 Week 8	Term 4 Week 1	Term 4 Week 3
<b>Outcomes assessed</b>	5.4, 5.5, 5.6, 5.8, 5.9, 5.10	5.1, 5.2, 5.5, 5.6, 5.7	5.1, 5.2, 5.3, 5.4, 5.6, 5.8, 5.9, 5.10	5.7, 5.8, 5.9
<b>Weighting</b>	30%	30%	30%	10%

\*Ongoing progress grade based on formative assessment practices during lessons.

## Science

Task Name	Task1	Task 2	Task 3	Task4
<b>Type</b>	Student Research Project	GMOs Multimedia Task	Practical Task on Chemical Reactions	Yearly Exam
<b>Unit</b>	The Big Bang & Motion	Genetics & Evolution	Chemical Reactions	Electricity
<b>Due Date</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 7	Term 4, Week 3
<b>Outcomes assessed</b>	Assess: 5WS, 6WS, 8WS During the unit: 10PW, 12ES	7WS, 9WS, 15LW	4WS, 6WS, 17CW	10PW, 12ES, 15LW, 17CW, 7WS, 8WS
<b>Weighting</b>	25%	25%	25%	25%

## Showtime Design (Design & Technology)

Task Name	Task1	Task 2	Task 3	Task4
<b>Type/Unit</b>	Research Task Activity of Designers	Project 1: Folio & Design	Project 2: Folio & Design	Yearly Exam
<b>Due Date</b>	Term 1, Week 5	Term 2, Week 4	Term 3, Week 7	Term 4, Week 3
<b>Outcomes assessed</b>	DT5-3, DT5-4, DT5-5	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-1, DT5-3 DT5-4, DT5-5 DT5-9
<b>Weighting</b>	15%	35%	35%	15%

## Textiles

Task Name	Task1	Task 2	Task 3	Task4
<b>Type</b>	Research Task and Mini Project	Cultural Wall Hanging Folio and Project	Corset, cape, or Vest Folio and Project	Yearly Examination
<b>Unit</b>	Textiles and Society	Textile Art	Costume & History	Yearly Examination
<b>Due Date</b>	Term 1, Week 5	Term 2, Week 3	Term 4, Week 1	Term 4, Week 3
<b>Outcomes assessed</b>	TEX5-3, TEX5-7, TEX5-10, TEX5-11	TEX5-1, TEX5-2, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-4, TEX5-6, TEX5-8, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-3, TEX5-5, TEX5-6, TEX5-7, TEX5-10
<b>Weighting</b>	10%	35%	40%	15%

## Visual Arts

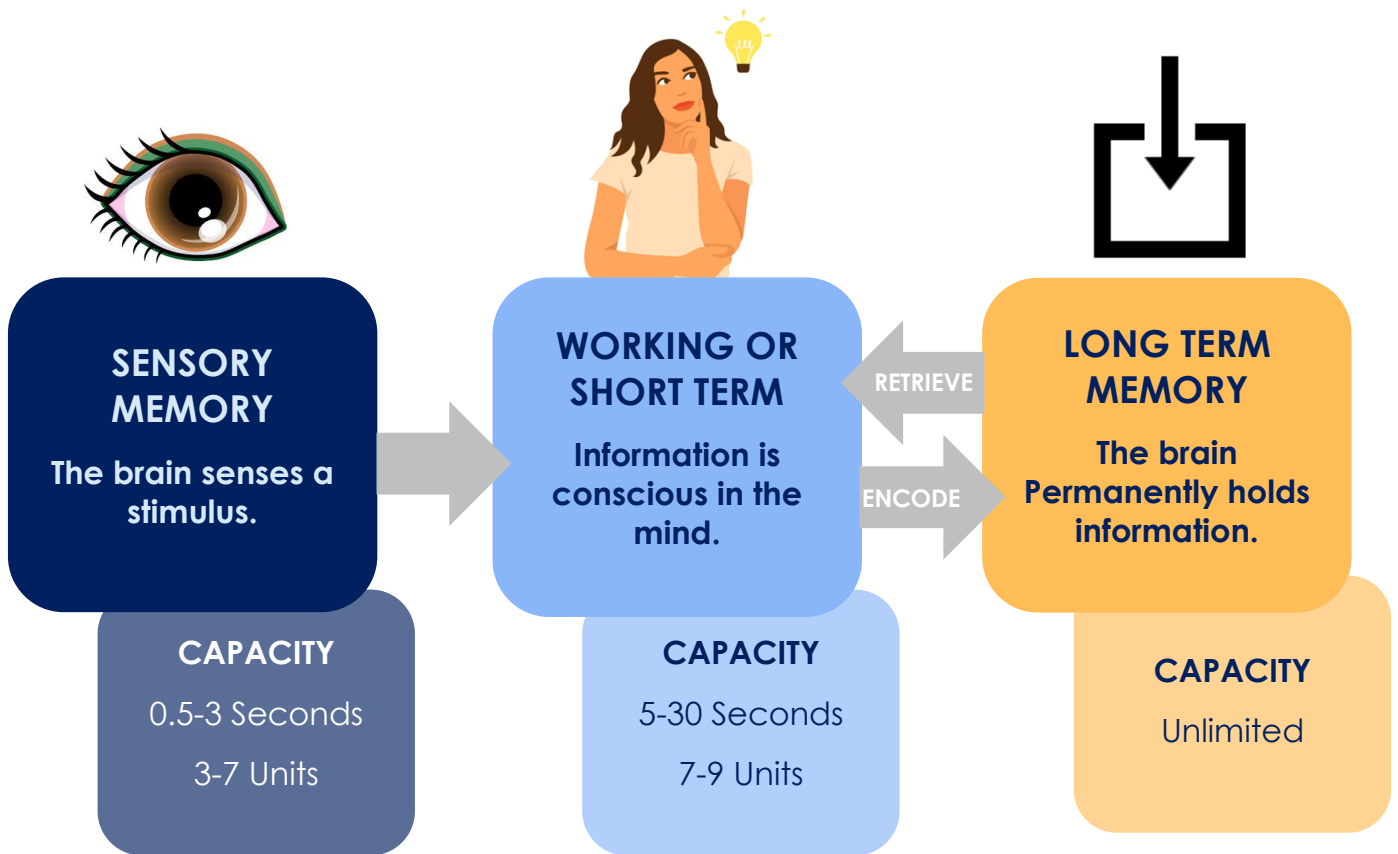
Task Name	Task1	Task 2	Task 3	Task4
<b>Type/Unit</b>	Artist Statement	Contemporary Sculpture & VAPD	Painting	Examination
<b>Due Date</b>	Term 1, Week 10	Term 2, Week 3	Term 4, Week 1	Term 4, Week 3
<b>Outcomes assessed</b>	5.4, 5.5, 5.8, 5.9	5.1, 5.2, 5.5, 5.6	5.3, 5.4, 5.5	5.7, 5.8, 5.9, 5.10
<b>Weighting</b>	25%	Sculpture 20% VAPD 10%	30%	15%



# STUDY & TEST TAKING ADVICE

- Memory
- Study Notes
- Memory Techniques
- Organisation
- Lifestyle & Behaviour

# HOW DOES MEMORY WORK?



Information needs to be active in the working memory for it to be remembered. While the information is consciously being processed by the brain, the brain determines whether it needs the information long term.

**Four main factors** will determine the transfer from working memory to long term memory.

- 1 Novelty** seeing information in a new, original, or unusual way
- 2 Emotional Resonance** having a strong emotional link to the information
- 3 Association** linking new information to things you already know
- 4 Repetition** seeing the information over and over

# Creating Study Notes (For some subjects)

**STEP 1: Use the syllabus to start making a study overview. Map out/create an outline of what you will be studying.**

To start making notes you must write down an outline of the content that will be in the exam. Work out what your main headings will be (The most suitable headings will be in your syllabus).

**STEP 2: Have all the content accessible and easy to comprehend**

Gather all your sources of information such as booklets, textbooks, excel books, online sources & teacher summaries. Put everything into topic piles or files based on the outline you created.

**STEP 3: Chunk your study**

Start with one topic at a time. Avoid trying to summarise and prepare notes for the entire course at once, as it feels like an insurmountable task. If you study one topic at a time, it will feel like you are having more success and thus help maintain motivation.

**STEP 4: Prepare notes through consolidation**

Start by reading all the content thoroughly and highlight the key points that are relevant, or you don't understand well (for the topic). Then, go back to the start of the topic and begin making notes based on the highlighted material (skim read as you go)



Keep them simple: 1- 2 sentences to explain a point and write in your own words.

Take notes by hand instead of using your laptop- scientists recommend this because not only do you become distracted by other tabs on your laptop, but our memory is less active when using a computer screen (Mueller, P. 2013).



## **STEP 5: Simplify, summarise and compress**

Refine your first chunk of notes by adding or replacing content with **memory triggers**.

1. Use mnemonic devices like acronyms (improve learning efficiency)
2. Summarise information into a comparison table, diagram, or mind map.
3. Find images, illustrations or symbols that link with the information (incorporates more parts of the brain increasing memory retention).
4. Chunk information into memorable parts
5. Highlight and/or colour code.

## **STEP 6: Test yourself and apply the information (often)**

Don't just passively read your study notes. Study smart by quizzing yourself. Take practice questions from as many different sources.

## **STEP 7: Review periodically**

Periodic review is essential if you want to move information from short-term memory to long-term memory. Research shows periodic reviews beats cramming hands down (Cepeda, N. 2008).

## **STEP 8: Use tips and tricks during the review process**

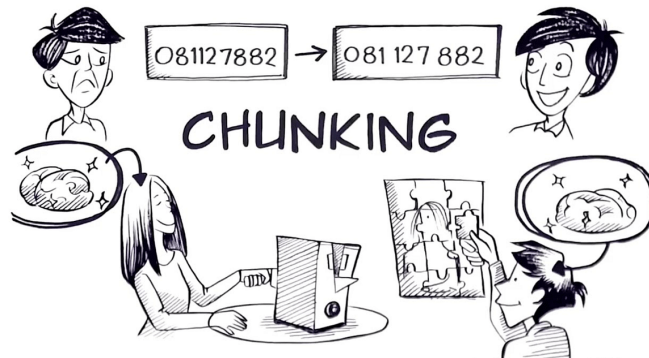
Use memory techniques & lifestyle behaviours to boost your learning and memory capacity.

# Memory Techniques

## Chunk

Chunking is a term referring to the process of taking individual pieces of information (chunks) and grouping them into larger units. By grouping each piece into a large whole, you can improve the amount of information you can remember.

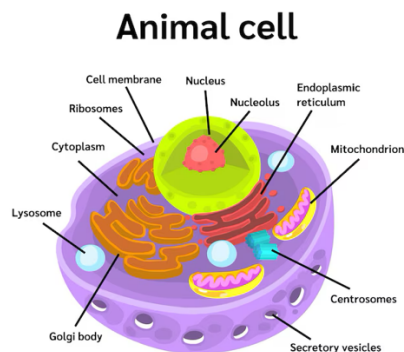
EXAMPLE  
a mobile number  
0438567924 Vs.  
0438 567 924



## Match Content with Visuals & Diagrams

Drawing diagrams or adding images will help you to visualise information, which would be hard to describe. This creates a visual memory in your mind, which can be recalled in an exam.

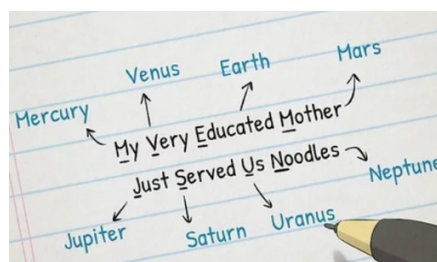
EXAMPLE  
Refer to diagram on next  
page



## Rhyming, Songs & Stories

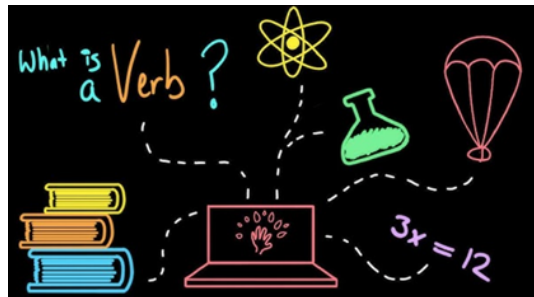
Putting information into a rhyme can make it easier to remember. Turn the information into a song or narrative

EXAMPLE  
30 days hath September, April,  
June, and November.



## Watch & Listen

Watching a video, listening to a recording helps to visualise information which would be hard to describe. This creates a visual memory in your mind, which can be recalled in an exam.

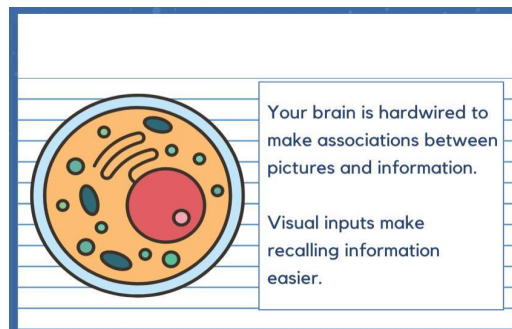


### EXAMPLE

YouTube, ATOMI & Khan Academy

## Flash Cards

Test your knowledge of key concepts, definitions, quotes, syllabus headings and formulas with flashcards.



### EXAMPLE

Syllabus question on one side and a simple answer on the other.

## Test your Knowledge with Friends

Testing yourself forces your brain to recall information. Group work is also a tool that helps you share resources and challenge what you know.

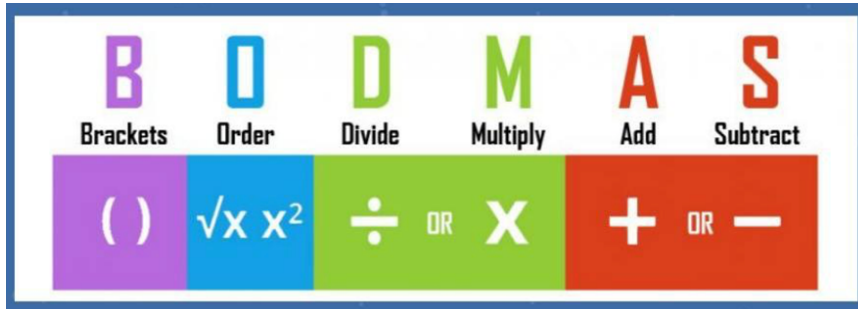
### EXAMPLE

Use your flashcards to test each other



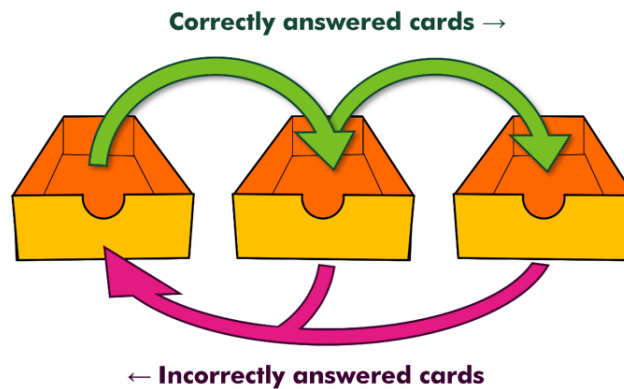
## Acronyms or Mnemonic

Acronyms are abbreviations formed from the initial letters of other words and pronounced as a word

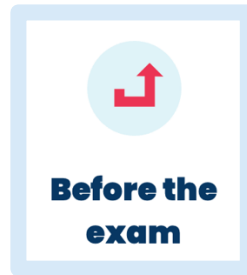


## The Leitner System

The Leitner System is a spaced repetition technique for learning with flashcards. Cards are sorted into boxes based on how well the material is known. Correctly answered cards progress to boxes that you don't need to review as often, while incorrect ones are moved back to the first box for more frequent review.



# Organisation



1. Be proactive and start your exam preparation early. Start by ask lots of questions about the exam.

**Find out:**

**01**

## **Exam Dates**

Mark out the dates of your exam on a wall planner – up and visible. Use a weekly planner and write in it which sections you are going to study each day.

**02**

## **Exam Structure**

Is it oral, practical, multiple-choice, long response? Will there be a choice of questions or tasks? Can I bring notes?

**03**

## **Information**

What content that may be included in the exam. Do I need to bring special equipment?

2. Sort learning materials

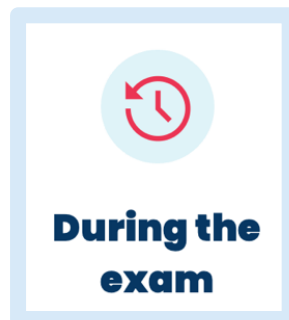
- Check you have all the handouts
- Check Google Classroom for resources
- Put your notes in order
- Read over exam notification

### 3. Make plans.

- Mark out the dates of your exam on a wall planner – up and visible to you and your family
- Set small attainable goals to me
- Make a study space: Clear, quiet, organised.

#### Example 30 min chunks

	Mon	Tue	Wed	Thurs	Friday	Sat	Sun
Wk2	Sport	Work	Geo Sport	Maths	Family	Sport Science	Free Maths
Wk3	English Sport	Work	Free Sport	Health Geo	Family	Sport Tech	Drama Free
Wk 4	Geo Maths	Work	Science English	Free	Health Tech	Free Science	Free
Wk 5	Free	Work	Free	Drama Geo	Maths Science	Free	Science English
Exam Week	Sport Maths	Work	Drama Sport	Health	Family	Sport	Free



**01**

Read each question carefully & use your reading time

**02**

Start by answering the ones you know best first

**03**

Continue with those you partially know

**04**

Review your answers to make sure you haven't forgotten anything

**05**

Save the questions you don't know for the end

**06**

Do a final review before turning it in

# Weekly **PLANNER**

WEEK

Light blue rectangular area for entering the week number.

TO DO

Large light blue rectangular area for listing tasks or activities.



	MON	TUES	WED	THURS	FRI
PERIOD 1					
PERIOD 2					
PERIOD 3					
PERIOD 4					
PERIOD 5					

*Term*

# PLANNER

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

FRIDAY

1				
2				
3				
4				
5				
6				
7				
8				
9				
10				



# Behaviours that Boost Memory & Learning

## WRITE IT DOWN & USE PAPER SCREENS



### FACTS

Writing notes and reading off paper stimulates better retention. The brain is less likely to retain what you are studying when using digital screens.

### TIPS

- Ask the teacher to use paper notes
- Writing takes time. Start early.
- Draw mind maps and diagrams to make notes clearer.

## AVOID MULTI-TASKING



### FACTS

Using social media and multitasking reduces the capacity to remember content. Splitting tasks minimises the amount of time information stays in working memory.

### TIPS

- Turn your phone off and log out of social media.
- Remove materials that will distract you.
- Keep your desk clear, neat, and tidy.

## SLEEP TIGHT



### FACTS

While you sleep the brain processes and stores information that you learnt during the day. The brain snips away the unnecessary stuff and saves the important info in the long-term memory. Good sleep will also minimise stress.

### TIPS

- Have a sleep routine (a consistent bedtime and wake up time)
- Turn off screens early.
- Sleep no less than 7 hours and no more than 12 hours a night.
- Don't eat a heavy meal before bed.

## EAT RIGHT



### FACTS

Certain foods nourish the brain, improve clarity, increase problem solving & enhance recall. Simple sugars will cause a crash and burn effect and brain blocks.

### TIPS

- Before studying snack on brain friendly food such as nuts, and vegetables.
- Avoid sugars and processed foods, they will cause a mental fog, poor concentration, and stress.

## MOVE EVERYDAY



### FACTS

Aerobic exercise such as jogging for 30 mins+ releases important brain chemicals for memory, attention, and cognition. Studies show that people who do aerobic exercise for 30-40 minutes daily had better memory by 40%.

### TIPS

- 30 mins to an hour of aerobic exercise is proven to have the greatest mental benefit.
- Avoid exercising too close to bed as it will affect sleep.
- The best brain benefits are from exercise in the morning.

## GET ORGANISED & USE LISTS



### FACTS

Checklists keep you on task and make you accountable for your responsibilities. Being organised reduces stress and allows for better performance.

### TIPS

- Have a study plan
- Write weekly checklists & space in rest time.

## NAPS & REST



### FACTS

Naps and rest breaks boost memory by allowing the brain to process and store new information, improving recall and focus. Even short rests help prevent fatigue and enhance learning.

### TIPS

- Plan Short Naps (10-20 mins)
- Power Nap During Natural Slumps
- Avoid naps later in the day
- Using your phone isn't resting.
- Practice deep, long breaths.

## COLD SHOWER



### FACTS

Studies show that 3-4 minutes bouts of cold exposure will release chemicals in the brain that make you alert stimulated and attentive. The higher alertness promotes better attention.

### TIPS

- At the end of your shower switch to cold water only.
- Cold showers are best in the morning for 3-4 minutes.
- Use it to wake yourself back up between study bouts.

# Appendix

The bottom of the page features two overlapping, wavy green shapes. The top shape is a lighter shade of green and has a smooth, undulating top edge. Below it is a darker shade of green, also with a wavy top edge, creating a layered, organic effect.

# Assessment Notification



## Relevant Information

FACULTY:	COURSE:
TASK:	TASK No:
WEIGHTING:	METHOD OF SUBMISSION:
DATE ISSUED:	DATE DUE:

## Outcomes Assessed

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## Task Description

--

## Assessment Criteria

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# WOLLONGONG HIGH SCHOOL OF THE PERFORMING ARTS



Lysaght St, Fairy Meadow NSW 2519



(02) 4229 6844



wollongong-h.school@det.nsw.edu.au

## Assessment Illness/Misadventure Application

### Application for special consideration for an accident/misadventure/illness/special circumstance.

If illness, accident, misadventure or special circumstances prevent you from completing an assessment task on or before the due date:

- The school must be advised immediately the situation is known, before the due date if possible and,
- On the day of returning to the school this form must be completed and handed to the Head Teacher of the course.

### PART A: To be completed by the STUDENT and handed to the class teacher.

Student Name:

Course:

Class Teacher:

Year:

Original due date:

Period of absence:

Reason for Application (Please tick)

- ILLNESS
- MISADVENTURE
- OTHER
- APPROVED LEAVE/OTHER COMMITMENTS (Years 7 – 10 only)

Explanation:

Student Signature:

Date:

**\*\*Attach supporting documents (E.g.: Medical Certificate) including letter from a Parent/Caregiver )**

**PART B: To be completed by the CLASS TEACHER before the application is submitted.**

**Recommendation by class teacher** (Teachers are requested to write a recommendation concerning this application)

- Substitute task** (Date: \_\_\_\_\_ New task description: \_\_\_\_\_)
- Extension/Reschedule** (Date: \_\_\_\_\_)
- Estimation based on other tasks** (in exceptional circumstances)
- Other:** \_\_\_\_\_
- Show as non-attempt: "N" Award Warning to be issued** (*Year 10's – 12 Only*)

Signature: \_\_\_\_\_

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

**Part C: To be completed by the EXECUTIVE**

**Head Teacher**

- I support the recommendation
- I do not support the recommendation (please provides reasons and alternatives below)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

**Deputy Principal**

- I support the recommendation
- I do not support the recommendation (please provides reasons and alternatives below)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

Signature: \_\_\_\_\_

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

\*\*\*The Deputy Principal records the information in Millennium and notifies both the Teacher and Head Teacher. \*\*\*



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## Assessment Appeal Application

**Please refer this application to the Head Teacher**

Student Name:

Course:

Task:

Date of Application:

Mark Awarded:

Class Teacher:

**Reason for Appeal:** *Please provide detailed information regarding your specific concern about your appeal. Be as specific as possible.*

### Steps taken

#### (1) Verbal Appeal to Classroom Teacher

**Outcome:**  Resolved  Not Resolved

**Details of Discussion:** \_\_\_\_\_

#### (2) Written Appeal to Head Teacher:

**Outcome:**  Resolved  Not Resolved

**Head Teacher's Comments:**

\_\_\_\_\_

Outcome of appeal:

Signature of Head Teacher:

Date:

Signature of Student

Date: