

2025

YEAR 7 - 9 ASSESSMENT GUIDE



Current version available on school website:

engadine-h.schools.nsw.gov.au

Information correct as of 13th February 2025

Please note that assessment task dates/weeks detailed herein may be subject to change.
Formal assessment task notices with specific dates of tasks will stand as the actual date of the task.

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Important Dates 2025

School terms 2025

Term 1 2025	31 st January 2025 (Students return 6 th February 2025)
Autumn Break	14 th April 2025
Term 2 2025	28 th April 2025 (Students return 30 th April 2025)
Winter Break	7 th July 2025
Term 3 2025	21 st July 2025 (Students return 22 nd July 2025)
Spring Break	29 th September 2025
Term 4 2025	13 th October 2025 (Students return 14 th October 2025)
Summer Break	22 nd December 2025 (Last day for students & staff is 19 th December 2025)

Public holidays 2025

New Year's Day	1 st January 2025
Australia Day	27 th January 2025
Good Friday	18 th April 2025
Easter Monday	21 st April 2025
ANZAC DAY	25 th April 2025
King's Birthday	9 th June 2025
Labour Day	6 th October 2025

Important dates 2025

Swimming Carnival	7 th February 2025
NAPLAN Window	12 th – 24 th March 2025
School Photos	27 th and 28 th March 2025
Cross Country Carnival	2 nd April 2025
Athletics Carnival	4 th April 2025
Year 7 School Camp	30 th April – 2 nd May 2025
Year 7 Vaccinations	7 th August 2025
Semester 1 Reports	Week 10 Term 2
Semester 2 Reports	Week 10 Term 4
Parent / Teacher Interviews	13 th May 2025 - Year 7 5 th August 2025 - Year 8 and 9

NB: All dates listed under 'Important dates' are subject to change and notification will be provided to students and their parent/guardian when available.

Engadine High School Assessment Policy

This document sets out the Assessment Policy of Engadine High School. It provides a concise and consistent framework from which all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty, but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at EHS is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

1. Handing out and submission of assessment tasks

- When submitting an assessment task, students must also complete an assessment cover sheet. These can be found in the school library and available on the school website.
- If a student is absent on the day an assessment task is handed out it is their responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the google classroom. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is NOT necessarily grounds for an extension.
- Electronic submission of assessment tasks is acceptable only when negotiated with the classroom teacher prior to the due date.

NB. Staff will provide students with two weeks' notice of formal assessment tasks. Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

2. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons on the day an assessment is due, even if electronic submission of the task has been negotiated with the teacher.
- Students must arrive at all timetabled lessons on time on the day an assessment task is due.
- Failure to fulfil these requirements will result in the application of the penalties for late submission as set out in *Point 7* of this document.
- NB. Students will NOT be permitted to work on or prepare assessments during other classes.

3. Rule for extensions, Illness/Misadventure for assessment tasks and examinations

- All applications for an extension **MUST** be submitted in writing, with appropriate documentation supporting the application, to the Head Teacher where possible at least two days prior to the due date.
- All applications for an extension **MUST** be submitted by completing the Extension Form, which students collect from the Head Teachers Teaching & Learning. This form must be completed with appropriate documentation supporting the application eg. medical certificate. It is then given to the relevant Head Teacher at least two days prior to the due date. The awarding of an extension will be at the Head Teacher's discretion. Where less than two days' notice is provided, the Head Teacher will still consider the request and determine if an extension will be granted and the form that the extension will take.
- If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation to the Head Teacher, or Head Teacher

nominee on the first day they return to school even if they don't have a timetabled lesson for that class on that day.

- Technology breakdowns may NOT be considered a legitimate reason for late submission and therefore any such application may be declined.

4. Nature or form of the extension

For junior students, the Head Teacher of the subject will determine which of the following will be granted:

- An extension of time for submission;
- Completion of an alternate task submitted at a later date;
- An estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks;

NB: Where less than two days' notice is provided, the Head Teacher will still consider the request and determine if an extension will be granted and the form that the extension will take.

5. Acceptable reasons for an extension may include

- Any school related business.
- Illness or injury where the nature of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement.
- School business in Years 7-9 is recognised as a legitimate and acceptable reason for extensions.

6. Family holidays

- For students working towards the ROSA (Years 9, 10, 11) or the HSC, extensions GENERALLY WILL NOT be granted for family holidays nor alternative tasks offered.

7. Penalties for late submission

- In years 7-9 it is recommended that the student receive disciplinary measures for unjustified lateness of an assessment task including lunch or after school detention. In all instances the students' parents or carers should be notified that a summative task has not been submitted.
- In Year 10, a mark of ZERO will be awarded for lateness, with an N Warning issued.

8. Assessment Appeals

- Students are encouraged to make initial contact with the class teacher.
- If the matter remains unresolved the student is to contact the Head Teacher responsible for course in question.

NB. Students may NOT dispute the type of assessment tasks nor the teacher's professional judgement relating to the allocation of marks for tasks.

9. Plagiarism

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Students are not permitted to use Artificial intelligence (AI) to write or contribute to assessment tasks unless it is specifically outlined in the course instructions.

- Detected malpractice will see the following apply: zero marks for part or all of the assessment and the student being added to the HSC malpractice register.
- If a teacher suspects a student has engaged in plagiarism, the responsibility lies with the student to demonstrate that their work is original and has not been plagiarised. Students must provide evidence of the development of their work, including drafts, time stamped drafts, research notes, additional writing samples, and sources used. Failure to provide such evidence may result in a determination that plagiarism has occurred.
- The teacher will review the evidence provided by the student. If the evidence is insufficient or if the work clearly reflects unacknowledged sources or AI-generated content, plagiarism penalties will be applied.
- In cases where plagiarism is suspected, consequences may include receiving a zero mark for the task, being required to re-submit the work under supervision, or other penalties as outlined in the school's academic integrity policy.
- If a student wishes to dispute a teacher's professional judgement regarding plagiarism, they may follow the appeals process as outlined above. However, the student must provide substantial evidence to support their appeal for it to be considered by the Assessment Appeals Panel.
- Please see the section on 'All my Own Work' and 'Malpractice' for more specific examples and information.

What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material this is associated with a task, such as drafts, processes diaries, logs and journals.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your RoSA, Preliminary or HSC results.

The following are common questions about plagiarism.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Definitely yes!

Q Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying? A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A. Yes. This is plagiarism.

Q Is it plagiarism if someone else proofreads my written work and changes my final draft?

A . It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your work.

Q Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Q. Can I use Artificial intelligence to write all or parts of my assessment task?

A. Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.

Frequently Asked Questions

What if I am going to be away when the task is due?

Communicate with your teacher at the earliest point and provide an illness/misadventure form to your teacher, where your revised due date will be negotiated with your classroom teacher. If you are on approved extended leave, you will be provided with an Extended Leave Application Form from the school office, which your teacher will complete with work that is required whilst you are on leave. Where possible, you may wish to submit the assessment task digitally, and submitted on the first day that you return to school after being on leave.

What if I was sick for a week whilst I had the assessment task?

Please communicate with your teacher, provide the illness/misadventure form and negotiate with your classroom teacher for a revised due date. Where possible, you may wish to submit the assessment task digitally, and submitted on the first day that you return to school after being on leave.

Where or how can I get help with the assessment task?

Your first point of contact should always be your classroom teacher. Speak to them during class or during break times if there are components or aspects of the task that you may require assistance with. Alternatively, the Head Teacher of the subject area should also be able to help if needed.

Students are also welcome to attend the Homework centre on a Monday and Thursday afternoon until 5pm where some teachers are available for assistance. The Learning Support team can also be a point of contact.

Can I submit a draft of my task for feedback?

Absolutely! Submitting a draft is strongly encouraged as it provides explicit feedback on areas for improvement. Students who do submit drafts report the significant benefits to their learning. Drafts need to be submitted to your teacher well before the due date to allow time for reflection and implementation of feedback.

How can I best prepare for my assessment task?

- Start early! Don't procrastinate or delay this and use all available time you have been given
- Read your task notification carefully and make sure that you understand all components
- Talk to your teacher and ask questions if you are unsure
- Submit a draft for feedback from your teacher, reflect on and implement the suggestions

Where can I find an Illness/Misadventure form?

From Mr Leonard, Deputy Principal or Mr Griffith, Head Teacher of Teaching and Learning, who can both be found in A Block.

Where can I find an Assessment Cover Sheet?

There is one right here in this booklet! Hard copies can also be found in the library and a digital copy is available on the school website <https://engadine-h.schools.nsw.gov.au/notes/general.html>

Formal Assessment Schedule – Year 7

Year 7 2025 – Semester 1

TERM 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	NAPLAN TBC
Week 8	NAPLAN TBC
Week 9	
Week 10	English, Visual Arts
Week 11	Science
TERM 2	
Week 1	CAMP
Week 2	
Week 3	Mathematics
Week 4	TAS & HSIE
Week 5	Music and PDHPE
Week 6	Music
Week 7	
Week 8	
Week 9	
Week 10	

NB: All dates and tasks are subject to change – notification will be provided to students.

Formal Assessment Schedule – Year 7

Year 7 2025 – Semester 2

TERM 3	
Week 1	
Week 2	
Week 3	<i>Check In Assessment TBC</i>
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	Science
Week 9	TAS and PDHPE
Week 10	Visual Art and English
TERM 4	
Week 1	
Week 2	HSIE
Week 3	Mathematics and Music
Week 4	Music
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

NB: All dates and tasks are subject to change – notification will be provided to students.

Formal Assessment Schedule – Year 8

Year 8 2025 – Semester 1

TERM 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	PDHPE
Week 7	
Week 8	
Week 9	TAS
Week 10	HSIE and English
Week 11	Science
TERM 2	
Week 1	Music
Week 2	Music
Week 3	Italian
Week 4	Mathematics and Visual Arts
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	PROJECT BASED LEARNING

NB: All dates and tasks are subject to change – notification will be provided to students.

Formal Assessment Schedule – Year 8

Year 8 2025 – Semester 2

TERM 3	
Week 1	
Week 2	
Week 3	<i>Check In Assessment TBC</i>
Week 4	TAS
Week 5	Visual Art
Week 6	
Week 7	
Week 8	PDHPE
Week 9	English
Week 10	Science
TERM 4	
Week 1	HSIE
Week 2	Music and Italian
Week 3	Music
Week 4	
Week 5	Mathematics
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

NB: All dates and tasks are subject to change – notification will be provided to students.

Formal Assessment Schedule – Year 9

Year 9 2025 – Semester 1

TERM 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Visual Art
Week 7	
Week 8	NAPLAN TBC
Week 9	NAPLAN TBC
Week 10	Visual Design, Science and Photography PASS
Week 11	History Extension, English, Child Studies and Food Technology
TERM 2	
Week 1	PDHPE and Commerce
Week 2	Engineering
Week 3	Italian and Psychology
Week 4	Timber Computing Technology Music Italian HSIE
Week 5	Mathematics and Dance
Week 6	Graphics Technology
Week 7	
Week 8	
Week 9	
Week 10	

NB: All dates and tasks are subject to change – notification will be provided to students.

Formal Assessment Schedule – Year 9

Year 9 2025 – Semester 2

TERM 3	
Week 1	
Week 2	Commerce, History Extension
Week 3	<i>Check In Assessment TBC</i>
Week 4	
Week 5	
Week 6	
Week 7	Child Studies
Week 8	Computing Technology Visual Art Italian
Week 9	English Engineering Photography PDHPE Music
Week 10	Visual Design Food Technology PASS
TERM 4	
Week 1	
Week 2	HSIE Science
Week 3	Mathematics Graphics Technology Italian Music
Week 4	Timber
Week 5	Psychology
Week 6	Dance
Week 7	
Week 8	
Week 9	
Week 10	

NB: All dates and tasks are subject to change – notification will be provided to students.

Glossary of Key Verbs

This glossary contains key words that appear frequently in NSW Education Standards Authority syllabuses, performance descriptions and examinations.

In classrooms, teachers of different subjects could use the glossary to help students to better understand what the examination questions in their subject require. Students should recognise the consistent approach of teachers of different subjects and get cues about how to approach examination questions.

Account Account for: state reasons for, report on.
Give an account of: narrate a series of events or transactions

Analyse Identify components and the relationship between them; draw out and relate implications

Apply Use, utilise, employ in a particular situation

Appreciate Make a judgement about the value of

Assess Make a judgement of value, quality, outcomes, results or size

Calculate Ascertain/determine from given facts, figures or information

Clarify Make clear or plain

Classify Arrange or include in classes/categories

Compare Show how things are similar or different

Construct Make; build; put together items or arguments

Contrast Show how things are different or opposite

Critically (analyse/evaluate) Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce Draw conclusions

Define State meaning and identify essential qualities

Demonstrate Show by example

Describe Provide characteristics and features

Discuss Identify issues and provide points for and/or against

Distinguish Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate Make a judgement based on criteria; determine the value of

Examine Inquire into

Explain Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract Choose relevant and/or appropriate details

Extrapolate Infer from what is known

Identify Recognise and name

Interpret Draw meaning from

Investigate Plan, inquire into and draw conclusions about

Justify Support an argument or conclusion

Outline Sketch in general terms; indicate the main features of

Predict Suggest what may happen based on available information

Propose Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall Present remembered ideas, facts or experiences

Recommend Provide reasons in favour

Recount Retell a series of events

Summarise Express, concisely, the relevant details

Synthesise Putting together various elements to make a whole

Assessment Task Example Explained

Dates that the task was distributed to students and needs to be submitted by students

Details about the faculty, course and title of the task

ENGADINE HIGH SCHOOL - ASSESSMENT TASK NOTIFICATION

engadine
h i g h s c h o o l

Faculty: HSIE
Subject: History
Year/Course: Year 7
Task Title: Egyptian Artefacts

Date Issued: Monday, 22 March 2021	Date Due: Thursday 29 April 2021
Unit: Ancient Egypt	Task Number: 1 of 2
Task Type: Formal Assessment	Format: Assignment
Weighting: 50%	Outcomes: HT4-1, HT4-3, HT4-9

What percentage of the overall mark is this task worth

The purpose of this assessment task is to:

- Describe the nature of history and archaeology and explain their contribution to an understanding of the past
- Describe and assess the motives and actions of past individuals and groups in the context of past societies
- Use a range of historical terms and concepts when communicating an understanding of the past

Assessment Criteria:

In this task you will be assessed on how well you:

- Select, design and create an appropriate New Kingdom artefact that is used by pharaohs.
- Undertake deep research relevant to the purpose, discovery and preservation of a New Kingdom artefact.
- Effectively communicate your understanding of the research and assess its value.

Steps and skills required to complete the task

'Why' students are completing this type of task

The actual task and its instructions

Task: You are to create ONE artefact to contribute to a 'Pop-Up' Museum for an Ancient Egyptian 'New Kingdom' exhibition. Due to space, your display case should be no larger than 30cm x 30cm.

Part A: You are to research and CREATE A REPLICA of an artefact used by or created for a 'New Kingdom pharaoh'. Your artefact may be associated with:

- Dress
- Coronation
- Transport
- Afterlife
- Mummification
- Leadership
- Weaponry
- Trade
- Arts
- Architecture
- Other (please see your teacher)

Part B: Your artefact must include a label that outlines the following details:

- Name of the artefact
- Date of creation
- Translation of any inscriptions

Part C: Written Response -You are to research your artefact and come to class prepared to answer three questions based on your research. Each student will be allowed to bring with them the 'cheat sheet' attached to help them with their responses, however, this will not cover everything.

Your research should:

- Identify what the artefact is, when and where it was found, who it was made for and the time period/date it belongs to.
- Explain the purpose of the artefact (What was it used for? Why was it created? What reason would the pharaoh have for wanting/needing the artefact?).
- Explain the main ways in which the artefact is being preserved for future generations (what special care needs to be taken to ensure the best survival of the artefact?).
- Assess the value (usefulness) of the artefact to historians and us (Does it help to improve our understanding of New Kingdom pharaohs in Ancient Egypt? If so, how? What does it reveal about the way the Ancient Egyptian pharaohs lived?).

Each component of the task and what needs to be done to fulfil the task requirements

What needs to be included to successfully respond to the task and meet the criteria

Organisational and Assessment Resources

NSW Department of Education

School Planner 2025



Term 1	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
January/ February	1	Australia Day 27	School holiday 28	School holiday 29	School holiday 30	School development day for Eastern division schools 31	1	2
February	2	School development day for Eastern division schools 3	Term 1 begins for students in Eastern division schools 4	5	6	School development day for Western division schools 7	8	9
February	3	School development day for Western division schools 10	Term 1 begins for students in Western division schools 11	12	13	14	15	16
February	4	17	18	19	20	21	22	23
February / March	5	24	25	26	27	28	1	2
March	6	3	4	5	6	7	8	9
March	7	10	11	12	13	14	15	16
March	8	17	18	19	20	21	22	23
March	9	24	25	26	27	28	29	30
March / April	10	31	1	2	3	4	5	6
April	11	7	8	9	10	Last day of Term 1 11	12	13

Term 2	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
April / May	1	School development day for all schools 28	School development day for all schools 29	Term 2 begins for students in all schools 30	1	2	3	4
May	2	5	6	7	8	9	10	11
May	3	12	13	14	15	16	17	18
May	4	19	20	21	22	23	24	25
May / June	5	26	27	28	29	30	31	1
June	6	2	3	4	5	6	7	8
June	7	King's Birthday 9	10	11	12	13	14	15
June	8	16	17	18	19	20	21	22
June	9	23	24	25	26	27	28	29
June / July	10	30	1	2	3	Last day of Term 2 4	5	6

Term 3	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
July	1	School development day for all schools 21	Term 3 begins for students in all schools 22	23	24	25	26	27
July / August	2	28	29	30	31	1	2	3
August	3	4	5	6	7	8	9	10
August	4	11	12	13	14	15	16	17
August	5	18	19	20	21	22	23	24
August	6	25	26	27	28	29	30	31
September	7	1	2	3	4	5	6	7
September	8	8	9	10	11	12	13	14
September	9	15	16	17	18	19	20	21
September	10	22	23	24	25	Last day of Term 3 26	27	28

Term 4	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
October	1	Term 4 begins for students in all schools 13	14	15	16	17	18	19
October	2	20	21	22	23	24	25	26
October / November	3	27	28	29	30	31	1	2
November	4	3	4	5	6	7	8	9
November	5	10	11	12	13	14	15	16
November	6	17	18	19	20	21	22	23
November	7	24	25	26	27	28	29	30
December	8	1	2	3	4	5	6	7
December	9	8	9	10	11	12	13	14
December	10	15	16	18	18	Last day of Term 4 19	20	21

Assessment Task Submission Cover



Complete this form and attach it to the front of your assessment task/assignment.

Name:

Class:

Teacher:

Assessment Title:

Assessment Checklist:

- ☐ Name and class on every page?
- ☐ All pages attached?
- ☐ Covered all parts of the assessment criteria?
- ☐ Correct length/word count?

Plagiarism Declaration:

By submitting this task, I declare that I have not copied, taken, or plagiarised the work of others.

This includes copying, cutting and pasting, and taking information without attributing its source. It also includes the copying the work of other students. Any information taken from other sources has been attributed correctly through the use of references, sources, and/or a bibliography.

I understand that I will be awarded a mark/grade of ZERO for any sections of the task that I am found to have plagiarised.

Date Submitted:

Student Signature:

DAY PLANNER

[illegible]

Helpful Hints!

1. Create a daily list of tasks to be achieved
2. Prioritise each task and ensure that the highest priority tasks completed first
3. Ensure you make the best use of your time – use your study periods wisely!
4. Don't procrastinate – start your tasks and do them now!

DAY / WEEKLY PLANNER

SUBJECT	TASKS	DUE DATE	COMPLETED

MY STUDY TIMETABLE – WEEK A

Plan your study, work and leisure. Be realistic and plot the times when you will complete specific tasks.

WEEK A	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Period 1							
Period 2							
Period 3							
Period 4							
Period 5							
Period 6							
3pm-4pm							
4pm-5pm							
5pm-6pm							
6pm-7pm							
7pm-8pm							
8pm-9pm							
9pm-10pm							

MY STUDY TIMETABLE – WEEK B

Plan your study, work and leisure. Be realistic and plot the times when you will complete specific tasks.

WEEK B	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Period 1							
Period 2							
Period 3							
Period 4							
Period 5							
Period 6							
3pm-4pm							
4pm-5pm							
5pm-6pm							
6pm-7pm							
7pm-8pm							
8pm-9pm							
9pm-10pm							

Assessment Checklist

HAVE I ...?

- ☐ written the due date in my dairy?
- ☐ understood the task?
- ☐ clarified any questions with the teacher?
- ☐ planned my approach to the task?
- ☐ set mini goals or checkpoints to ensure success?
- ☐ received feedback from my teacher on my progress?
- ☐ completed all my own work and referenced sources used accurately?

x
x
x
x
x
x

x
x
x
x
x
x

x x x x x x

ASSESSMENT PLANNING

- 1 Record in your diary/phone the due date and any significant check point dates
- 2 Read the question/task carefully and ensure that you understand it - if not you need to seek assistance from the teacher
- 3 Brainstorm your ideas on responding to the question or completing the task
- 4 Make a list of all the steps that you will need to take to complete the task, when each component needs to be completed by and what resources you will need to complete each part
- 5 Start your research for the task, ensuring that you record all resources used
- 6 Write a first draft and then proofread your work before submitting to a teacher for feedback or discussing with a teacher for guidance
- 7 Use the teacher feedback to make a final draft ready for submission, including a reference/bibliography list
- 8 Before submitting the task, have a final check of presentation, check you have included all components and make sure you have proof read the task before submitting.

ASSESSMENT PREPARATION

Planning and Writing a response



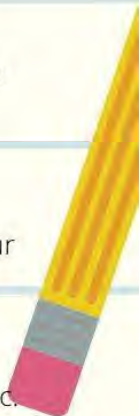
Understanding the Question

- re-read the question and highlight main words
- confirm the format eg. essay, powerpoint etc.
- check the marking criteria for specific information that may be required

Brainstorming Ideas

- write down your ideas of the main issues and any information to help answer the question
- rank your ideas in order of importance to help organise your ideas
- if you don't have any ideas, start reading and researching to be able to make your plan
- add more ideas as you continue to work through the task

Research

- investigate as many different sources as possible to provide evidence for your ideas, discover new ideas and determine if your ideas were correct/require modifications
 - ask the librarian for help
 - gather all sources that may be useful eg. tables, graphs, text, photographs etc.
 - remember to record all sources for your bibliography/reference list
 - save all sources and research into one place for easy access
- 

Writing a draft

- if it is an essay, it should include an INTRODUCTION, BODY and CONCLUSION
- check your task details and marking criteria to ensure that you are covering all aspects of the question/task requirements
- submit a draft to your teacher for feedback one week before the task is due

Proof Reading

- check your spelling, grammar, word limit, repetition of points, quotes are referenced correctly, you have met all criteria etc.
- print out your task and check the layout and visual representation
- ask someone else (parent or friend) to read your task to see if they can understand your points

Bibliography

- record all sources used accurately and in alphabetical order
 - ask a librarian for help or use the library webpage for assistance
- 