

WADALBA  
COMMUNITY SCHOOL

PROGRESS WITH PRIDE

# 2024 YEAR 10 ASSESSMENT SCHEDULE





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*The information contained in this booklet is provided as an outline for students, parents and teachers. Students will be given more specific information regarding the assessment procedures in each course from their class teachers. General information and assistance with the school's assessment program can be obtained from the Deputy Principal.*

*The information presented in this booklet is accurate as at February 2024*

# INTRODUCTION

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The Record of School Achievement provides a student with information on student achievement when they leave school after completion of Year 10.

The NSW Education Standards Authority (NESA) requires that all students complete a number of school-based assessment tasks designed to measure performance across a wide range of learning outcomes. A standards referenced approach is used for assessing and reporting student achievement.

## **Satisfactory Completion of Course**

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:

- a) followed the course developed or endorsed by the NSW Education Standards Authority (NESA)
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c) achieved some or all of the outcomes.

Students are also required to “make a genuine attempt” at assessment tasks in each course.

While the Board does not mandate attendance requirements, the Principal may determine that, as a result of absences, the course outcomes may not be met.

## **What is meant by diligence and sustained effort?**

Students display these qualities when they:

- work consistently, to the best of their ability on class activities;
- make a genuine attempt to complete all assignments, homework and other activities associated with achieving outcomes;
- participate actively in the range of activities that are part of the learning cycle (discussions, practicals, displays etc.);
- are able to provide evidence of having achieved outcomes through the production of workbooks, portfolios or other applicable pieces of work;
- attend classes regularly in order to meet the above criteria.

## **COURSE REQUIREMENTS**

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### **English**

Studied substantially in each of Years 7 to 10 with 400 hours to be completed by the end of Year 10.

### **Mathematics**

Studied substantially in each of Years 7 to 10 with 400 hours to be completed by the end of Year 10.

### **Science**

Studied substantially in each of Years 7 to 10 with 400 hours to be completed by the end of Year 10.

### **Human Society and Its Environment (HSIE)**

Studied substantially in each of Years 7 to 10 with 400 hours to be completed by the end of Year 10. This must include at least 100 hours of Australian History and 100 hours of Australian Geography.

### **Creative Arts**

Studied for 200 hours and comprising 100 hour courses in each of Visual Arts and Music.

### **Technological and Applied Studies (TAS)**

Studied for 200 hours and consisting of the Design and Technology Course. At least 50 hours must be devoted to learning about and using computers.

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

Studied in each of Years 7 to 10 with 300 hours to be studied by the end of Year 10.

### **Elective Studies**

Studied for at least 400 hours in Years 9 to 10.

## RECORD OF SCHOOL ACHIEVEMENT PORTFOLIO

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The Record of School Achievement (RoSA) will report on student achievements in Stage 5 using A to E grades. It will contain a list of all the courses completed in Years 9 and 10, with the corresponding school- based grades. Teachers award these grades based on assessment tasks and other evidence of achievement of outcomes throughout the course duration.

The grading system, developed by the NSW Education Standards Authority (NESA), will be used by all schools to ensure state-wide comparability. Students will receive a grade from A to E in each subject.

- 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.

<b>N Determination</b>	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet the course requirements as determined by the Board's criteria.
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Results in all courses are determined by the student's level of achievement on a set of Performance Descriptors. These descriptors have been developed to describe what a student in a specific course could be expected to be able to do at the end of a course of study.

To allow teachers to have a guide to a student's achievement within the range of Performance Descriptors, a series of assessment tasks are given to all students in each course. Each subject has an assessment schedule to help determine the student's level of achievement in each course.

## SCHOOL ASSESSMENT PROCEDURES

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Assessments measure student achievement over a wider range of each course other than the areas that can be tested in an examination. Students are evaluated throughout the course rather than just at the end of the course. Assessments are designed to measure performance in the whole course but they do not take into account interest, attitudes or conduct.

### Student's Responsibilities

This involves the following responsibilities:

- Meeting all course and school requirements including attendance at classes.
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course.
- Being aware of and following assessment requirements and procedures.
- Making a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for the course.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc.
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the question/s asked or leaving a number of blanks.
- Bringing unauthorised notes into the assessment or examination.
- Accessing and/or copying information from an electronic device.
- Purchasing and modifying a commercial product and submitting this as their own project.
- Using online translation tools.
- Tasks will have to be redone in order to meet course outcome requirements but the zero mark will remain.
- Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged.
- Understanding malpractice.
- Submitting all tasks on or before the due date.
- Being present for all 'in-class' tasks and examinations.

## The School's Responsibilities

**The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components. Each school will determine:**

- a) The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based.
- b) The weightings to be allocated to each task, except when these are specified in the syllabus package.

**Schools are required to develop an assessment program for each of their courses. This involves the following responsibilities:**

- a) Number of tasks -Identifying the number of tasks that will be used to measure students' achievement in each syllabus component.
- b) Weightings -Allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course.
- c) Scheduling tasks -Scheduling the assessment tasks for the RoSA courses.
- d) Written advice to students -Providing students with written advice at least two weeks in advance about the school's requirements for assessment in each course. This advice may be found within the course booklet and/or task notification. The advice given to students must include:
  - The components and their weightings as specified in the assessment and examination materials on NESA's website.
  - The general nature of each assessment task.
  - A schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task.
  - The weight value of each task in relation to the total weighted mark for the course.
  - Details of administrative arrangements associated with each task (eg how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task, etc).
  - Details of the school's policy on malpractice in assessment tasks.
  - Details of the procedures to be implemented if tasks produce invalid or unreliable results.
  - Details of the procedures for dealing with student appeals arising from assessment tasks.
- e) Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks.
- f) Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt.
- g) Issuing standard NESA RoSA N Warning letters when performance in a course is in question.



## Maintaining records

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program of a RoSA course. Schools are not required to retain copies of every student's individual assessments such as test papers, assignments, projects, practical exercises, etc. The teacher must assess the student's actual performance, not potential performance.

Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Schools may offer, however, substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task. School Principals have the authority to grant disability provisions for assessment tasks.

<http://ace.nesa.nsw.edu.au/ace-8072>

## Assessment Schedule Booklet

This assessment booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. No Variation To Routines will be scheduled 2 weeks immediately preceding the Year 10 Examinations unless Principal approved.

## Notification of Assessment Tasks

Students will be notified of the due date and details of an assessment task in writing at least two weeks before the task. The written notification details of each task must include:

- The date and time of when the task will take place or when the task is due.
- Components and their weighting as specified in the course assessment schedule.
- The general nature (mode) of the assessment task.
- The weight value of the task in relation to the total weighted mark for the course as specified in this policy.
- Where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. If there are any changes of date, students will receive an amended written notification.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks and attempt to ensure that tasks are evenly spread and clashes avoided where ever possible. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task, students are required to use the 'Assessment Task Cover Sheet' included in this document.

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

## **Feedback on Draft Submission**

Where stipulated on the assessment task notification a draft is submittable for teacher feedback. Drafts can be submitted no later than three school days prior to the submission date. For example, if a task is due on Friday 5th, the last day for draft submission would be the previous Monday 1st. Students are permitted to receive feedback on a maximum of two drafts per assessment task - one form of written feedback and one form of verbal feedback.

Written feedback must come before verbal feedback. Verbal feedback will only be given for amendments made to the original draft.

## **Absence when a Task is Notified**

If students are absent when written notification of an assessment task is issued no automatic extension is granted. However, if a student has been absent, on the day of their return to school they must submit an Assessment Task Appeal Application Form in order for an extension to be considered.

## **Extensions to Due Dates or Special Consideration**

Students must apply to the Deputy Principal using the school's Illness/Misadventure/Extension Form as soon as they are aware of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in ZERO marks being awarded for that task.

## **Prior Knowledge of Absence**

Where a student knows in advance that they will be absent on the day of an assessment task, including Principal approved school activity or leave, the student must:

- Notify the Classroom Teacher.
- Submit an Assessment Task Appeal Application.
- Complete the work as specified by the Assessment Task Appeal Application.

Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an Assessment Task Appeal Application.

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

## Absence Due to Illness or Misadventure

Please note the following:

*Illness or injury* – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand).

*Misadventure* – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances.

It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of ZERO will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time.

Students are required to submit an Illness/Misadventure/Extension Form if they:

- Are absent on the due date for the submission of an assessment task or are absent on the day of the assessment task.
- Believe that exceptional circumstances leading up to the task, on the day of the task, or during the task could adversely affect their performance in that task.
- Feel that an issue has arisen during a task which may have had an impact on their performance.

### **Absence on the day an assessment task is to be submitted**

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Front Office before 8:20am on the due date, or carry out the following procedures:

- a. Notify the Front Office by telephone before 8:20am on the day that the assessment task is due.

AND

- b. Before 8:20am on the day of their return to school (the first school day the student is not covered by a medical certificate), see the Classroom Teacher or Faculty Head Teacher to submit an Illness/Misadventure/Extension Form and submit the task, or a mark of ZERO will be awarded. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACKDATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.

## **Absence on the day an assessment task is to be conducted (exam, practical task, oral, test)**

Students who are absent from school for a valid reason on the day of an assessment task MUST:

- a) Notify the Front Office by telephone by 8:20am on the day of the assessment task and give an anticipated date for their return to school.
- b) Before 8:20am on the day of their return to school (the first day the student is not covered by a medical certificate), see the Classroom Teacher to submit an Illness/Misadventure/Extension Form. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACKDATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.
- c) Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school (the first school day the student is not covered by a medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return.

## **Misadventure**

If a student completes an assessment task but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the student MUST:

- a) Submit an Illness/Misadventure/Extension Form and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate time-frame to complete the Illness/Misadventure/Extension Form, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness MUST obtain a medical certificate for the relevant time period.
- b) Return the completed Illness/Misadventure/Extension Form to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon.

If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task.

If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher. Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

## Limitations on Assessment Appeal Applications

### **You cannot submit an Illness/Misadventure/Extension Form on the basis of:**

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness.
- Loss of study time or facilities during Year 10.
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination.
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination.
- Misreading examination timetables or instructions.
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

## Late Submission of Tasks

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Illness/Misadventure/Extension Form is approved the student will receive a ZERO mark for that task.

## Granting of an Illness/Misadventure/Extension Appeal

If an Illness/Misadventure/Extension Form has been upheld, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return.
- Authorise for an estimate to be given.
- Grant an extension of time.
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

**Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld. Any Assessment Task Appeal Application that is not supplemented by relevant independent documentation will NOT be upheld.**

## Excursions and Field Trips

Students must attend excursions and field trips, which are part of the Higher School Certificate course assessment and complete the set work. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No variations to routine will take place for Year 10 students two weeks prior to their Year 10 Examination period. Students must also make every effort to avoid clashes with assessment tasks by advising the teacher who is organising the activity of any scheduled assessment tasks.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal.

## Technology and Assessment Tasks

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in extreme circumstances.

Note: printing at school should only be a last resort and should be completed before the submission date/time.

## Oral/Performance/Practical Tasks

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations.

**Students must complete the task during the allocated time.**

## Zero Marks

A ZERO will be awarded when a student:

- Submits a task late (without a valid reason).
- Does not attempt the assessment task (non-attempt).
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete.
- Is found to be involved in substantial malpractice.

In such cases:

- Parents/guardians will be informed in writing
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course.

## Malpractice in Assessment Tasks

Any student found involved in malpractice in completing an assessment task may be awarded a mark of ZERO for that task. Malpractice includes, but is not limited to:

- Cheating.
  - Attempting to cheat.
  - Assisting others to cheat.
  - Copying someone else's work in part or in whole, and presenting it as their own.
  - Copying in an exam from other student or using information secretly brought in.
  - Using material directly from books, journals, CDs or the internet without reference to the source.
  - Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
  - Paying someone to write or prepare material.
  - Distracting other students from their work during an assessment task.
  - Disrupting the assessment task in any way.
  - Breaching school examination rules.
  - Using non-approval aides during an assessment task.
  - Using online translation tools.
  - Contriving false explanations to explain work not submitted by the due date.
  - Attempting to alter an assessment task that has already been marked.
  - Making up journal entries for a research project.
  - Copying information from an electronic device
- The decision with regard to malpractice having occurred will be made by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of ZERO may be awarded.

## Feedback on Completed Assessment Tasks

Students are entitled to relevant feedback on their assessment tasks, in a timely manner. This may take the form of; verbal feedback, written feedback (general or individualised) or any combination of these.

## Querying the Result of an Assessment Task

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the course teacher. If the issue is not resolved, the task will be retained by the teacher of the course and the students should approach the Head Teacher to request a review. The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is FINAL. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Note: The Principals decision is final in all procedural matters.

## Completion of 50% of Available Marks

In addition to any other set tasks and experiences in any RoSA course, students must complete RoSA assessment tasks that contribute in excess of 50% of available marks in the course for the Principal to deem them as satisfactorily completing the course.

If the Principal does not certify that the course has been satisfactorily completed, then the Principal will warn students (and their parents/caregivers) in advance if they are in danger of not meeting the assessment requirements of the course.

If the assessment requirements for the course have not been satisfactorily completed, then NESA will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course. In the case of Extension courses, students who fail to meet the assessment requirements for the common (2 or 3 unit) part of the course will not receive a result for both the Common and Extension courses.

## Warning of 'N' Determination

Students undertaking the RoSA course must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements.

Students must make a genuine/serious attempt at assessment tasks that contribute in excess of 50% of the available marks to complete course requirements. Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course.

If a student attempt at a particular task scores zero, the question of whether the attempt was a genuine one (multiple choice not included) is a matter of the teachers professional judgement (ACE manual).

Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

### Further information:

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA website (in the Manuals section). The URL is: <https://ace.nesa.nsw.edu.au>



## **'N' Determinations and Appeals**

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s). If a student fails to meet course and assessment requirements in a RoSA course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement.

Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the two Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESAs.

## **Disability Provisions**

The provisions of the appeals process do not cover disabilities for which NESAs/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

If a student is entitled to disability provisions for examinations/assessment tasks, medical documentation must have been provided to our Learning and Support Team to ensure the appropriate provisions can be communicated with classroom teachers.

Please contact the school email address with your supporting documentation to the attention of the WCS LaST team - [wadalba-c.school@det.nsw.edu.au](mailto:wadalba-c.school@det.nsw.edu.au)

## **Conduct During Examinations, Tests or Assessments**

Students must:

- Wear full school uniform to all examinations
- Cease speaking or communicating in any way as they enter the examination venue and remain silent while in the examination room except if talking to a supervisor
- Follow the examination supervisor's instructions at all times
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- Not take food into the examination room
- Only take permitted equipment into the assessment/examination room. Books, notes, paper, mobile phones and electronic equipment of any kind are not to be taken into the assessment/examination room. The area where bags are placed is not considered to be part of the examination room, but a mobile phone left in a bag in this area must be switched off.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- Behave ethically – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat. A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Furthermore: NESAs award zero to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a non-attempt of the examination in that course.

# PLAGIARISM

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## Plagiarism includes:

- Copying any material from books, journals, study notes or tapes, the web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation;
- Rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations;
- Unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice.
- Using ChatGPT or Artificial intelligence.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

## Penalties for Plagiarism

Should a student plagiarise the following penalties may apply:

- An interview with relevant Head Teacher and Deputy Principal;
- Resubmission of the work to demonstrate satisfactory achievement of outcomes;
- A mark of **zero (0)** may be given;
- NB. Should a student choose not to resubmit their work the task will be considered a NON-ATTEMPT.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and will involve a penalty equal to **25% of the awarded mark**.

## The following guidelines will help you to avoid plagiarism:

- Refer to the guidelines in [All My Own Work booklet](https://tinyurl.com/HSC-All-My-Own-Work):  
<https://tinyurl.com/HSC-All-My-Own-Work>;
- Be familiar with the style of acknowledgement required;
- Write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying word for word from a source as you read is dangerous. It is easy to forget that the notes you make are copied word for word and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods;
- Sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words;
- Always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source;
- Be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher;
- Keep a copy of your working papers to assist you in case you ever need to answer an allegation of plagiarism.
- Please refer to Education Standards website for more information on [Plagiarism](https://tinyurl.com/Ed-Stds-What-Is-Plagiarism).  
<https://tinyurl.com/Ed-Stds-What-Is-Plagiarism>

## REFERENCING

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Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's word, ideas or research.

### **Acknowledging source materials for each book used, list:**

- The name and initials of the author/s.
- The date of publication (in parentheses).
- The full title of the book (in italics).
- The publisher.
- Where the book was published.
- The page number/s.

For example:

Deevers, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9-20

### **For each journal article used, list:**

- The names and initials of the author/s.
- The date of publication (in parentheses).
- The title of the article (in inverted commas).
- The name of the journal in which the article was published (in italics).
- The volume number of the journal.
- The page number/s of the article in the journal.

For example:

Morgan C H (2001), 'Climatic change effects in the Gippsland Lakes region of Victoria', in *Journal of Australian Climatology*, Vol. 1, August, page 15

### **For each newspaper article used, list:**

- The author's name;
- The title of the article in inverted commas.
- The name of the newspaper in italics.
- The date of publication.
- The page number.

For example:

Forsythe, Joan, 'Sacred site under threat from tourists', *The Australian*, 2 May 2000, page 5

### **When referencing material found on the Internet, list:**

- The author's name.
- The full title of the material (in inverted commas).
- The document date (if known).
- The full URL.
- The date of the visit.

For example:

Livre, Joe, 'The nation-state is dead', 14 July 2000, [www.democracy.com/nations/](http://www.democracy.com/nations/), visited on 02 March 2001

## SAMPLE LETTER 1 – N AWARD WARNING

### Wadalba Community School



#### Warning Letter

#### Non-Completion of a Record of School Achievement Course Year 10

Student's Name:		Date:	
Dear:		(Name of Parent/Carer)	

The purpose of this letter is to warn you that (Students Name) \_\_\_\_\_ is in danger of receiving an 'N' determination for non-completion of course requirements in the course listed below.

This determination will mean that he/she will not receive a grade in this course and it will/may affect his/her eligibility for the award of a Record of School Achievement.

#### Course in jeopardy:

\_\_\_\_\_ This is / is not a *mandatory course*.

A student who is given an 'N' determination in a mandatory course *will not be issued with a Record of School Achievement*. He/she will, however, remain eligible to sit for and receive results in the Record of School Achievement Tests.

The following information specifies those areas where (Students Name) \_\_\_\_\_ is failing to meet NSW Education Standards Authority (NESA) course requirements.

The satisfactory completion of a course requires principals to have sufficient evidence that the student has.

- (a) *followed the course developed or endorsed by the Board; and*
- (b) *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and*
- (c) *achieved some or all of the course outcomes.*

(Student's Name) \_\_\_\_\_

has to date not satisfactorily met \_\_\_\_\_ (a), (b), (c) or all three areas.

The following list notifies you of those tasks, requirements or outcomes not yet completed and/or for which (Students Name) \_\_\_\_\_ has not made a genuine attempt. In order for him/her to satisfy course requirements the following tasks, requirements or outcomes need to be satisfactorily completed.

**Please regard this letter as an official warning.** The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

This is the \_\_\_\_\_ (e.g. 1st, 2nd) warning we have issued to this student concerning \_\_\_\_\_ (specify course).

The Board requires principals to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Please discuss this matter with (Students Name) \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely

Deputy Principal

*Please detach this section and return it to the school*

### REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A RECORD OF SCHOOL ACHIEVEMENT COURSE

I have received the letter dated \_\_\_\_\_ indicating \_\_\_\_\_

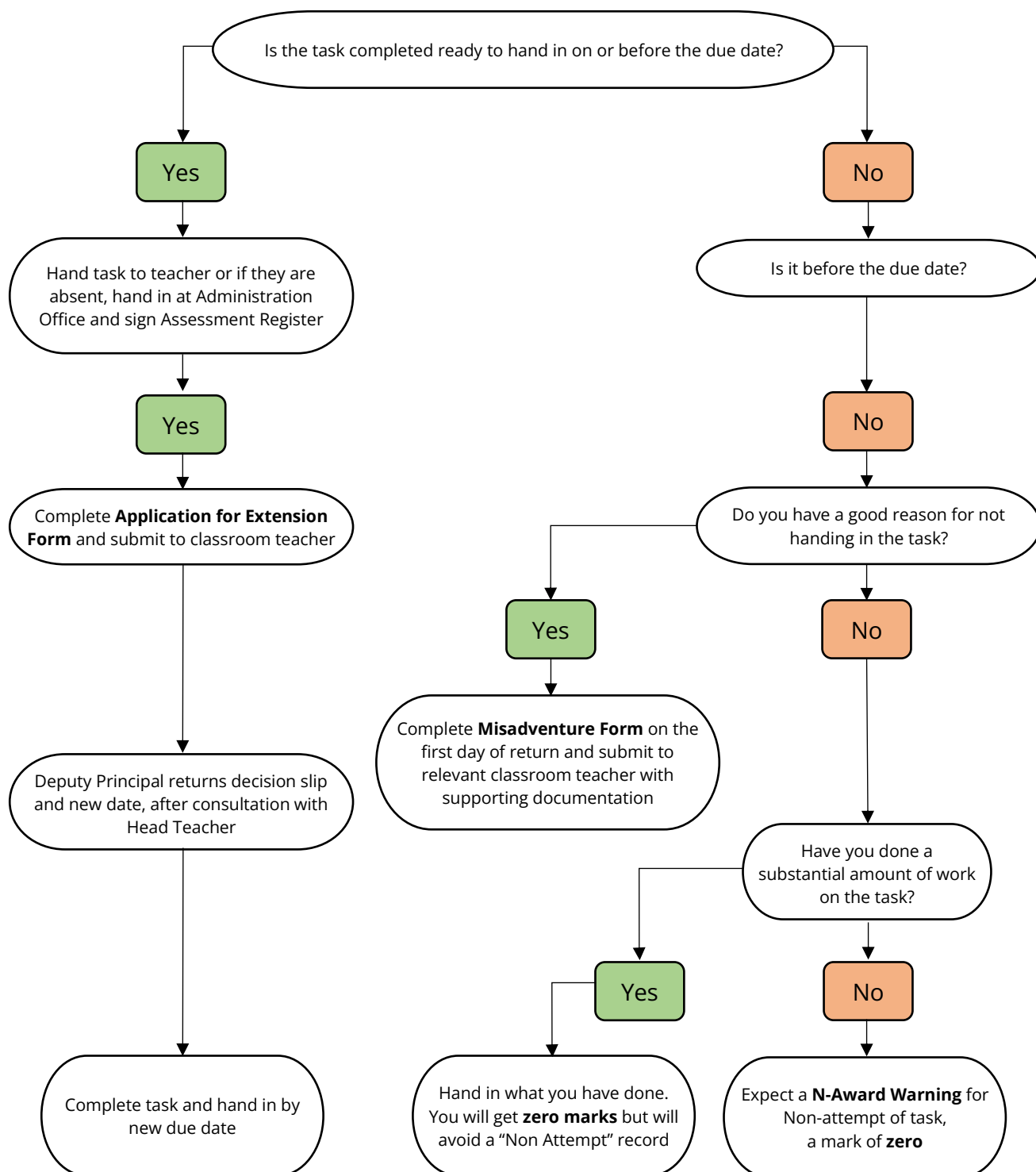
is in danger of not satisfactorily completing the course listed in the letter. I am aware that this course may appear on his/her Record of Achievement Part A with an 'N'. I am also aware that the 'N' determination may make him/her ineligible for the award of the Record of School Achievement.

<b>Parent/Carers signature</b>		<b>Date:</b>	
<b>Student signature:</b>		<b>Date:</b>	

Task Name/Course Requirement	Date Task initially due (if required)	Action Required by student	Date to be completed by (if required)

# ASSESSMENT TASK FLOWCHART

## STUDENTS



# **COURSE ASSESSMENT SCHEDULES 2024**

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Detailed information about course outcomes and performance descriptors can be found on the NSW Education Standards Authority (NESA) website: [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)

## MANDATORY SUBJECT

### English Year 10 Assessment Schedule 2024

Rationale: By the end of Stage 5 students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They enjoy, reflect on, critically assess and articulate processes of response and composition. They respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context. They focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3
Topic Area		Seven Steps of Writing	Close Study: Novel	Close Study of a Drama Text	Poetry Analysis
Task Description		Selection of Classwork with editing	Multimodal	Extended Response (students wanting to do Standard or Advanced English)  OR Creative Response (For students wanting to do English Studies)	In-class Assessment
TOTAL MARKS	100%	30%	30%	30%	10%
OUTCOMES ASSESSED		EN5-1A, EN5-3B, EN5-5C, EN5-9E	EN5-2A, EN5-5C, EN5-6C	EN5-1A, EN5-7D, EN5-8D	EN5-3B, EN5-4B

#### Syllabus Outcomes

EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness



## MANDATORY SUBJECT

### Mathematics Year 10 Assessment Schedule 2024

By the end of Stage 5.1, students explain and verify mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

By the end of Stage 5.2, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	Term 4 Week 5
Topic Area		Equations and Properties of Geometrical Figures	Data	Trigonometry / Linear Relationships / Direct Indirect Proportion / Circle Geometry	All content covered in 2024
Task Description		Open Book Assessment	Contextual Assignment	In-Class Examination	Yearly Examination
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		MA4-10NA, MA5.2-8NA, MA5.3-7NA, MA5.1-11MG, MA5.2-14MG, MA5.3-16MG	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP	MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.1-6MA, MA5.2-5NA, MA5.3-17MG, MA5.3-8NA	MA4-10NA, MA5.2-8NA, MA5.3-7NA, MA5.1-11MG, MA5.2-14MG, MA5.3-16MG, MA5.1-10MG, MA5.3-15MG, MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP, MA5.1-8MG, MA5.2-11MG, MA5.2-13MG, MA5.2-5NA, MA5.3-8NA, MA5.3-11NA, MA5.1-13SP, MA5.2-17SP, MA5.3-4NA, MA5.3-10NA

**MANDATORY SUBJECT****Mathematics Year 10 Assessment Schedule 2024 – continued****Syllabus Outcomes**

MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms

## MANDATORY SUBJECT

### Mathematics HPG Year 10 Assessment Schedule 2024

By the end of Stage 5.1, students explain and verify mathematical relationships, select and use appropriate strategies to solve problems, and link mathematical ideas to existing knowledge and understanding. They use mathematical language and notation to explain mathematical ideas, and interpret tables, diagrams and text in mathematical situations.

By the end of Stage 5.2, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across substrands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	Term 4 Week 5
Topic Area		Equations and Surds	Logarithms and Trigonometry	Polynomials/Functions and Other Graphs	All content covered in 2024
Task Description		Examination with Summary Sheet	Question Bank Examination with reference sheet	Conceptual Task	Yearly Examination
TOTAL MARKS	100%	25%	25%	20%	30%
OUTCOMES ASSESSED		MA5.3-7NA, MA5.3-6NA	MA5.3-11NA, MA5.3-15MG	MA5.3-10NA, MA5.3-12NA	MA4-10NA, MA5.2-8NA, MA5.3-7NA, MA5.1-11MG, MA5.2-14MG, MA5.3-16MG, MA5.1-10MG, MA5.3-15MG, MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP, MA5.1-8MG, MA5.2-11MG, MA5.2-13MG, MA5.2-5NA, MA5.3-8NA, MA5.3-11NA, MA5.1-13SP, MA5.2-17SP, MA5.3-4NA, MA5.3-10N

## MANDATORY SUBJECT

### Mathematics HPG Year 10 Assessment Schedule 2024 – continued

#### Syllabus Outcomes

MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	analyses and creates geometric and number patterns, constructs and completes number sentences, and locates points on the Cartesian plane
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	uses function notation to describe and sketch functions

## MANDATORY SUBJECT

### Science Year 10 Assessment Schedule 2024

Rationale: Science provides a distinctive view and way of thinking about the world. The study of science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. Students investigate phenomena that occur over a range of scales, from the subatomic to the cosmological, from events that take place almost instantaneously to processes occurring over billions of years, from the origins of the universe to contemporary phenomena. Science provides opportunities for students to develop the skills of working scientifically by engaging them in thinking critically and creatively in problem-solving processes. Students work individually and in teams in planning and conducting investigations. They are encouraged to critically analyse data and information, evaluate issues and problems, develop questions for inquiry and investigation, and draw evidence-based conclusions.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Date of Task		Term 1 Week 8	Term 2 Week 3	Term 3 Week 8-9	Term 4 Week 1	Term 4 Week 5
Topic Area		Chemistry	Semester 1 Exam	Genetics	Student Research Project	ROSA Exam
Task Description		Chemistry First-Hand Investigation		Biotechnology Research Task		
TOTAL MARKS	100%	20%	20%	20%	20%	20%
OUTCOMES ASSESSED		SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS9	SC5-WS4, SC5-WS6, SC5-WS7, SC5-WS8, SC5-WS9, SC5-17CW	SC5WS7.1e, SC5WS-9, SC5-15LW	SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS	SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7

#### Syllabus Outcomes

SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## MANDATORY SUBJECT

### HSIE Year 10 Assessment Schedule 2024

Rationale: History develops an understanding and appreciation of the endeavours and past achievements of different societies and the opportunity to explore what has gone before and the consequences of those events. Students also examine the past impacts of events of the world and society and consider what we can and should learn from these events. Students examine the development of human rights and freedoms and the globalisation of the modern world and its impact on Australia. Geography compliments historical studies to give students a full and comprehensive picture of the world we are part of. There is no History without Geography. Students develop skills to be able to understand the world in which they live in and then look at how they can contribute to creating a better place for all peoples.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 5	Term 2 Week 3	Term 3 Week 6	Term 4 Week 3
Topic Area		GEOGRAPHY Human Wellbeing	GEOGRAPHY Environmental Change and Management	HISTORY The Holocaust	HISTORY Rights and Freedoms
Task Description		Comparative Study	Skills Test	Research Essay	Yearly Examination
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-8	HT5-1, HT5-6, HT5-7, HT5-8, HT5-9	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10

#### Syllabus Outcomes

GE5-1	explains the diverse features and characteristics of a range of places and environments
GE5-2	explains processes and influences that form and transform places and environments
GE5-3	analyses the effect of interactions and connections between people, places and environments
GE5-4	accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	assesses management strategies for places and environments for their sustainability
GE5-6	analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	communicates geographical information to a range of audiences using a variety of strategies
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## MANDATORY SUBJECT

### PDHPE Year 10 Assessment Schedule 2024

Personal Development, Health and Physical Education (PDHPE) contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 9	Term 1 Weeks 9	Term 2 Ongoing	Term 3 Week 9
Topic Area		Learning to Lead	Shifting Gears	Dance – Cha Cha	Yearly Examination
Task Description		Practical assessment and written reflection	In-class written response	Dance composition and peer feedback	Yearly Test
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		PD5-4, PD5-10	PD5-6m PD5-7	PD5-5, PD5-11	PD5-1, PD5-2,

#### Syllabus Outcomes

5-1	assesses their own and others' capacity to reflect on and respond positively to challenges
5-2	researches and appraises the effectiveness of health information and support services available in the community
5-3	analyses factors and strategies that enhance inclusivity, equality and respectful relationships
5-4	adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
5-5	appraises and justifies choices of actions when solving complex movement challenges
5-6	critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
5-7	plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
5-8	designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
5-9	assesses and applies self management skills to effectively manage complex situations
5-10	critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

## CAPA

### Dance Year 9 + 10 Assessment Schedule 2024

The study of dance enables young people to participate in and enjoy exploring the world through dance's forms and ideas from a variety of historical and contemporary contexts. Students, investigate, critically reflect and respond by creating and performing dance, developing their expressive skills through movement.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 2	Term 4 Week 2
Topic Area		Healthy Practices & Dance Technique	Stimulus Response & Expressing Ideas	Performance Quality & Unity in Dance
Task Description		Small Group Performance and Log Book	Composition and Dance Analysis	Yearly Performance
Performance	40%	20%		20%
Composition	30%		20%	10%
Appreciation	30%	10%	10%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES ASSESSED</b>		5.1.1, 5.1.2, 5.3.1	5.2.1, 5.2.2, 5.3.2	5.1.2, 5.1.3, 5.2.2, 5.3.3

#### Syllabus Outcomes

5.1.1	demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	explores the elements of dance as the basis of the communication of ideas
5.2.2	composes and structures dance movement that communicates an idea
5.3.1	describes and analyses dance as the communication of ideas within a context
5.3.2	identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	applies understandings and experiences drawn from their own work and dance works of art



## CAPA

### Drama Year 10 Assessment Schedule 2024

The study of drama enables young people to develop an interest in and enjoyment of investigating and enacting a wide range of theatrical forms, styles and acting methods. Through critical reflection and acquiring understanding, knowledge and skills, students respond to the ideas and dramatic works of others by creatively and collaboratively developing their own ideas into dramatic action for performance.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
Topic Area		Political Theatre Play building	Aboriginal Theatre Scripted	Physical Theatre Devising
Task Description		Group Performance & Logbook	Monologue & Reflection	Group Performance & Reflection
Making	40%	15%	15%	10%
Performing	30%	10%	10%	10%
Critically Studying	30%	10%	10%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.3	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.3.2	5.1.4, 5.2.3, 5.3.1

#### Syllabus Outcomes

5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

## CAPA

### Music 9+10 Year 10 Assessment Schedule 2024

All students should have the opportunity to develop their musical abilities and potential. As an art form, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. It uses a unique symbol system that uses sound to imply meaning and convey information, and has the capacity to cross cultural and societal boundaries. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 4	Term 2 Week 8	Term 4 Week 4
Topic Area		Australian Music	Small Ensemble 1 (Blues)	Small Ensemble 2 (Rock)	Presentation
Task Description		Performance	Digital composition	Ensemble performance	Analysis presentation
Performance	40%	20%		20%	
Composition	30%		30%		
Listening	30%				30%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		5.1	5.4, 5.5, 5.6	5.3, 5.3	5.7, 5.8, 5.9, 5.10

#### Syllabus Outcomes

5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## CAPA

### Photography 100 hour Year 10 Assessment Schedule 2024

Photography provides an opportunity for students to learn and explore the fundamentals of digital and darkroom photography, as well as film. Students are introduced to the conventions and traditions of film photography to explore the theme of shapes and shadows; they will manipulate light to record images that illustrate this theme. Students will use the darkroom to produce photo grams, and their own black and white photographic images. Compositional rules will be explored in digital photography using a SLR camera and student's phone camera. Manipulation of photographic images will be investigated through Photoshop. Students learn to investigate and respond to a wide range of photographic and digital media artists and works in making, critical and historical studies.

Photography is skill that may be used in workplace, for leisure and in all areas of life.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Date of Task		Term 1 Week 8	Term 1 Week 9	Term 2 Week 2	Term 3 Week 8	Term 4 Week 3
Task Description		Cover Collage Title Page Photogram	Case Study #1	Folio #1	Case Study #2	Folio #2
Making	70%	20%		20%		30%
Critical and Historical Studies	30%		15%		15%	
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		5.1, 5.4	5.7, 5.9	5.3, 5.6	5.8, 5.9	5.2, 5.5, 5.10

#### Syllabus Outcomes

5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

## CAPA

### Visual Arts Year 10 Assessment Schedule 2024

Art allows students to acquire the tools and knowledge necessary to create individual responses to a variety of issues and is essential, not only in understanding life, but in living it fully. The arts teach self-discipline, reinforce self-esteem, and foster the thinking skills and creativity so valued in the workplace. They teach the importance of teamwork and cooperation. The arts celebrate multiple perspectives. One of their large lessons is that there are many ways to see and interpret the world. The arts teach children that problems can have more than one solution and that questions can have more than one answer.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Date of Task		Term 1 Week 10	Term 2 Week 3	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Task Description		Collage and Design	Short Answer Responses	BOW & Folio #1	Case Study	BOW & Folio #2
<b>Artmaking</b> <ul style="list-style-type: none"> <li>Knowledge, understanding and skills to make artworks</li> </ul>	70%	20%		30%		20%
<b>Art Critical and Historical</b> <ul style="list-style-type: none"> <li>Knowledge, understanding and skills to make artworks</li> </ul>	30%		10%		10%	10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>20%</b>	<b>10%</b>	<b>30%</b>	<b>10%</b>	<b>30%</b>
<b>OUTCOMES ASSESSED</b>		5.1, 5.2, 5.4	5.8, 5.9	5.1, 5.3, 5.4	5.7, 5.10	5.5, 5.6, 5.8

#### Syllabus Outcomes

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

**Commerce Year 10 Assessment Schedule 2024**

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 6	Term 4 Week 3
Topic Area		Consumer and Financial Decisions	Law, Society and Political Involvement	Running a Business	Travel
Task Description		Research task	Topic Test	Business Reflection	Research Task
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		COM5.2, COM5.7	COM5.1, COM5.3	COM5.4, COM5.5, COM5.9	COM5.2, COM5.6, COM5.8

**Syllabus Outcomes**

COM5.1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5.3	examines the role of law in society
COM5.4	analyses key factors affecting decisions
COM5.5	evaluates options for solving problems and issues
COM5.6	develops and implements plans designed to achieve goals
COM5.7	researches and assesses information using a variety of sources
COM5.8	explains information using a variety of forms
COM5.9	works independently and collaboratively to meet individual and collective goals within specified timeframes

## LANGUAGE

### Japanese Year 10 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 6	Term 2 Week 6	Term 3 Week 4	Term 4 Week 3
Topic Area		Shopping and directions	Recounting past experiences	Future plans and justifying opinions	All Stage 5 topics
Task Description		Interacting: Q&A Understanding: test	Creating texts: composition Understanding: test	Interacting: Q&A Understanding: test	Creating texts: composition Understanding: test
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		ML5-UND-01 ML5-CRT-01	ML5-UND-01 ML5-INT-01	ML5-UND-01 ML5-CRT-01	ML5-UND-01 ML5-INT-01 ML5-CRT-01

#### Syllabus Outcomes

ML5-INT-01	exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
ML5-UND-01	analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
ML5-CRT-01	creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

## Outdoor Education -100 + 200 hour Year 10 Assessment Schedule 2024

Outdoor education is based on experiential learning where students explore and gain a deeper understanding of their surroundings. Students learn through planning and participating in outdoor experiences and reflecting on their involvement.

Through participation in a range of outdoor activities, students will develop and apply their knowledge and skills to work together to be active and safe in a variety of outdoor environments. They learn to assess risk, identifying and applying appropriate management strategies and emergency response procedures.

Through studying outdoor education, students will develop personal wellbeing and a sense of place and connection as a result of a greater understanding and appreciation of the local natural environment. Outdoor education has the potential to explicitly promote and encourage on-Country learning and include Aboriginal perspectives.

Students learn skills that encourage them to minimise their impact on the environment and understand why this is so important. They will have opportunities to understand environmental management, including the ways Aboriginal peoples manage and work to actively conserve environments.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9 & 10	Term 2 Week 9	Term 3 Week 9
Topic Area		Core – Experiencing the Outdoors	Option 8: Climbing and Rope Activities	Outdoor Education Content
Task Description		Basic Training Task	Practical and In-class Written Task	Yearly Test
TOTAL MARKS	100%	35%	35%	30%
OUTCOMES ASSESSED		5.1, 5.7, 5.8, 5.9	5.1, 5.4	5.2, 5.3, 5.4, 5.8, 5.11, 5.12

### Syllabus Outcomes

OE5-1	participates safely in outdoor education activities demonstrating knowledge of natural environments
OE5-2	investigates natural environments and their role in promoting health and wellbeing
OE5-3	analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
OE5-4	explains and applies key considerations and skills related to planning and preparing for outdoor education activities
OE5-5	applies risk management techniques in outdoor education activities
OE5-6	understands first aid and emergency response procedures relevant to outdoor education activities
OE5-7	demonstrates skills and knowledge for relationship building and effective group functioning
OE5-8	demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
OE5-9	demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
OE5-10	explains the relationship between environments and the health and wellbeing of people
OE5-11	describes the impact of participation in practical outdoor education activities on natural environment/s over time
OE5-12	proposes ways in which natural environments can be protected and/or managed
OE5-13	demonstrates minimal impact techniques when participating in outdoor activities.

## Physical Activity & Sport Studies Year 10 Assessment Schedule 2024

Physical Activity and Sports Studies (PASS) represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Participation in regular physical activity is essential to improving health status and quality of life. Health experts agree it can reduce the likelihood of obesity, non-insulin dependent diabetes, coronary heart disease, hypertension and cancers. Research shows regular physical activity to also be effective in stress management, therapy and rehabilitation, injury prevention and the promotion of physical fitness.

Individuals who lead an active lifestyle enjoy a positive sense of general wellbeing, heightened energy levels and improved ability to concentrate. They have an enhanced capacity to perform daily activities with ease and respond to increased demands.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Topic Area		Body Systems and Energy for Physical Activity	Physical Activity and Sport for Specific Groups	Year 9 PASS
Task Description		Research Task	Integrated Assessment	Test
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		5.1, 5.10	5.5, 5.6, 5.7	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.10

### Syllabus Outcomes

5.1	discusses factors that limit and enhance the capacity to move and perform
5.2	analyses the benefits of participation and performance in physical activity and sport
5.3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
5.4	analyses physical activity and sport from personal, social and cultural perspectives
5.5	demonstrates actions and strategies that contribute to active participation and skillful performance
5.6	evaluates the characteristics of participation and quality performance in physical activity and sport
5.7	works collaboratively with others to enhance participation, enjoyment and performance
5.8	displays management and planning skills to achieve personal and group goals
5.9	performs movement skills with increasing proficiency
5.10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.



## SCIENCE

### Agriculture Year 9 + 10 Assessment Schedule 2024

The study of Agricultural Technology develops students' knowledge and understanding about a range of agricultural practices. It promotes the ability to respond to human needs and emerging opportunities. The syllabus provides opportunities to develop students' knowledge, understanding and skills in the management of plant and animal enterprises and the technologies associated with these enterprises. Through the study of agriculture students are encouraged to develop skills in order to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 2
Topic Area		Introduction to Agriculture	Plant Production 1	Animal Production 1	Animal Production 2
Task Description		Practical farm skills	Vegetable brochure	Poultry booklet	Practical farm skills
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		AG5-1, AG5-2, AG5-3, AG5-4, AG5-13, AG5-14	AG5-5, AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13, AG5-14	AG5-5, AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14	AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14

#### Syllabus Outcomes

AG5-1	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
AG5-2	explains the interactions within and between agricultural enterprises and systems
AG5-3	explains the interactions within and between the agricultural sector and Australia's economy, culture and society
AG5-4	investigates and implements responsible production systems for plant and animal enterprises
AG5-5	investigates and applies responsible marketing principles and processes
AG5-6	explains and evaluates the impact of management decisions on plant production enterprises
AG5-7	explains and evaluates the impact of management decisions on animal production enterprises
AG5-8	evaluates the impact of past and current agricultural practices on agricultural sustainability
AG5-9	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
AG5-10	implements and justifies the application of animal welfare guidelines to agricultural practices
AG5-11	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
AG5-12	collects and analyses agricultural data and communicates results using a range of technologies
AG5-13	applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
AG5-14	demonstrates plant and/or animal management practices safely and in collaboration with others

## SCIENCE

### Marine Studies Year 10 Assessment Schedule 2024

Marine and Aquaculture Technology provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instil in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments. They will cover the Core 1 unit covers The Marine environment, General First aid, equipment management. Optional Modules such as Marine Mammals, Dangerous Marine Creatures, Food from the Sea, Fish Biology, and Shipwrecks and salvage will be covered in the 100Hr course. Each teacher who takes a class will select their own optional modules based on their areas of expertise.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	Term 4 Week 2
Topic Area		Core 1	Module 6	Module 36	Module 47
Task Description		Core 1 Topic Test	Dangerous Marine Creatures Research Task (digital poster presentation)	Seafood Recipe and Meal Preparation	Personal Interest Project – Presentation and Report
TOTAL MARKS	100%	20%	20%	30%	30%
OUTCOMES ASSESSED		MAR5-1, 2, 3, 7, 9, 10, 11, 13, 14	MAR5-3, 7, 9, 10, 14	MAR5-2, 9, 10, 11, 13, 14	MAR5-1, 7, 14

NOTE: Not all outcomes are assessed as there are Optional Modules that are not covered by each class that align with the other outcomes.

### Syllabus Outcomes

MAR5-1	identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2	identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-3	identifies, describes and evaluates the effects humans have had on the marine environment
MAR5-4	explains why aquaculture provides an economically sustainable source of food
MAR5-5	assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6	evaluates the economic and environmental sustainability of aquacultural pursuits
MAR5-7	identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8	identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9	selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10	demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11	identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12	identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13	collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	recalls aspects of the marine environment using relevant conventions, terminology and symbols

## SCIENCE

### Psychology -100 hour Year 10 Assessment Schedule 2024

The aim of Stage 5 Psychology is to promote understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Psychology provides the knowledge and understanding of human nature by asking scientific questions and by undertaking studies into the fields of neuroscience, cognitive sciences and social psychology. Through these studies, students will appreciate how people perceive the world around them and how they respond to it, how human learning develops, and how they relate to others and function within society.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 8 & 9
Topic Area		Psychology Theory	Student Research Project	All Topics
Task Description		Research Task	Experimental Design	Online Examination
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		PSY5-1, PSY5-2, PSY5-4, PSY5-6, PSY5-8	PSY5-1, PSY5-2, PSY5-5, PSY5-7, PSY5-8	PSY5-1, PSY5-2, PSY5-3, PSY5-4, PSY5-5, PSY5-6, PSY5-7

#### Syllabus Outcomes

PSY5-1	explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches
PSY5-2	explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches
PSY5-3	describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
PSY5-4	explains a range of psychological theories and identifies the application of these theories to everyday life
PSY5-5	demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data
PSY5-6	recognises the applications and influence of psychology in popular culture and its importance to social factors
PSY5-7	examines suitable research methods including procedures and critical analysis when completing action based learning
PSY5-8	communicates psychological information and ideas using appropriate written, oral and visual forms

## TAS

### Child Studies – 100 hour Year 10 Assessment Schedule 2024

The following groupings of syllabus knowledge and skills objectives have been used to provide areas for assessment:

1. knowledge and understanding of child development from preconception through to and including the early years
2. knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
3. knowledge and understanding of external factors that support the growth, development and wellbeing of children
4. skills in researching, communicating and evaluating issues related to child development

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining Record of School Achievement grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.

There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
<b>Date of Task</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 2</b>	<b>Term 4 Week 2</b>	<b>Term 4 Week 3</b>
<b>Topic Area</b>	<b>Family Interactions</b>	<b>Growth and Development</b>	<b>Conception to Birth</b>	<b>All course modules to date</b>
<b>Task Description</b>	Scrapbook page	Workbook 1 Assessment	Pregnancy Blog	Yearly Examination
<b>TOTAL MARKS</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
<b>OUTCOMES ASSESSED</b>	CS5-7, 5-9, 5-11	CS5-3	CS5-2, 5-5, 5-12	CS5-1

#### Syllabus Outcomes

CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## TAS

### Child Studies – 200 hour Year 10 Assessment Schedule 2024

The following groupings of syllabus knowledge and skills objectives have been used to provide areas for assessment:

1. knowledge and understanding of child development from preconception through to and including the early years
2. knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children
3. knowledge and understanding of external factors that support the growth, development and wellbeing of children
4. skills in researching, communicating and evaluating issues related to child development

The following tasks have been designed to assess students across the range of outcomes covered in a course. These tasks represent the primary method of determining Record of School Achievement grades. Other assessment information gathered throughout the year may be used if required to make a more accurate determination.

There will be common assessment tasks throughout the year. Other coursework (which is preparing you for these tasks) must be completed satisfactorily to demonstrate diligence and sustained effort.

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
<b>Date of Task</b>	<b>Term 1 Week 3 to Term 3 Week 10</b>	<b>Term 1 Week 8 &amp; 9</b>	<b>Term 3 Week 10</b>	<b>Term 4 Week 4</b>
<b>Topic Area</b>	<b>Newborn Care</b>	<b>Family Interactions</b>	<b>Growth, development and safety in childhood</b>	<b>All course outcomes to date</b>
<b>Task Description</b>	Experience Babe - Caring for the “simulation baby” for a weekend – Friday afternoon till Monday morning	Smelly Babe- Demonstrate the correct procedure for folding/changing nappies	Entertain Babe – Design & create a mobile for an infant's nursery	Yearly Examination
<b>TOTAL MARKS</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>
<b>OUTCOMES ASSESSED</b>	CS5-9, CS5-10, CS5- 11, CS5-12	CS5-1, CS5-6, CS5-7	CS5-4, CS5-5, CS5-8, CS5-11	CS5-1 to CS5-12 inclusive

#### Syllabus Outcomes

CS5-1	identifies the characteristics of a child at each stage of growth and development
CS5-2	describes the factors that affect the health and wellbeing of the child
CS5-3	analyses the evolution of childhood experiences and parenting roles over time
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluates strategies that promote the growth and development of children
CS5-6	describes a range of parenting practices for optimal growth and development
CS5-7	discusses the importance of positive relationships for the growth and development of children
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## TAS

### Design and Technology Year 10 Assessment Schedule 2024

The aim of the Design and Technology Years 7–10 Syllabus is to engage students in technological innovation and the world of design while exploring the impact on individuals, society and environments.

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4
Type of Task	Introduction to Design: School Bag Storage System	Information Technology: Emergency Housing Design and Model	Material Technology: Cultural Wall Hanging	Food Technology: Healthy Teen Party Food and Sustainable Servingware
TOTAL MARKS	20%	30%	20%	30%
Outcomes Assessed	DT5-1, DT5-2, DT5-7	DT5-5, DT5-6, DT5-9	DT5-3, DT5-4, DT5-10	DT5-2, DT5-6, DT5-9
Reporting Outcomes	DT5-1, DT5-2, DT5-7		DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-9, DT5-10	

#### Syllabus Outcomes

DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and resp
DT5-6	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

## TAS

### Food Technology – 200 hour Year 10 Assessment Schedule 2024

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
<b>Date of Task</b>		<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 3</b>	<b>Term 3</b> <b>Week 8</b>	<b>Term 4</b> <b>Week 4</b>
<b>Topic Area</b>		Food Product Development	Food Product Development	Food Service and Catering	Food Trends
<b>Type of Task</b>		Half Yearly Practical Exam: Pizza	Assessment Task	Assessment Task	Yearly Practical Exam: Pancake Stack and Booklet
Knowledge and understanding	20%				
Researching, analysing and communication	30%				
Experimenting with and preparing food	30%				
Designing, implementing and evaluating	20%				
<b>TOTAL MARKS</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>35%</b>	<b>15%</b>
<b>OUTCOMES ASSESSED</b>		FT5-1, FT5-10, FT5-11	FT5-7, FT5-9, FT5-12	FT5-8, FT5-11, FT5-13	FT5-2, FT5-3, FT5-4, FT5-5

#### Syllabus Outcomes

5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
5-3	describes the physical and chemical properties of a variety of foods
5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
5-5	applies appropriate methods of food processing, preparation and storage
5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5-7	justifies food choices by analysing the factors that influence eating habits
5-8	collects, evaluates and applies information from a variety of sources
5-9	communicates ideas and information using a range of media and appropriate terminology
5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5-11	plans, prepares, presents and evaluates food solutions for specific purposes
5-12	examines the relationship between food, technology and society
5-13	evaluates the impact of activities related to food on the individual, society and the environment

## TAS

### Food Technology – 100 hour Year 10 Assessment Schedule 2024

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Date of Task		Term 1 Week 6 or 7	Term 2 Week 1	Term 3 Week 2 or 3	Term 3 Week 8	Term 4 Week 3
Topic Area		Food Selection and Health	Food Selection and Health	Food in Australia	Food in Australia	Food for Special Occasions
Type of Task		Practical Exam: Corn and Zucchini Fritters	Assessment Task	Half Yearly Exam: Bush Tomato Burger	Research Task	Assessment Task
Knowledge and understanding	20%		10%		10%	
Researching, analysing and communication	30%		10%		10%	10%
Experimenting with and preparing food	30%	15%		15%		
Designing, implementing and evaluating	20%		10%			10%
<b>TOTAL MARKS</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>
<b>OUTCOMES ASSESSED</b>		FT5-1, FT-2	FT5-7, FT5-8, FT5-9	FT5-1, FT5-2	FT5-6, FT5-12, FT5-13	FT5-10, FT5-11, FT5-13

#### Syllabus Outcomes

5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
5-3	describes the physical and chemical properties of a variety of foods
5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
5-5	applies appropriate methods of food processing, preparation and storage
5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5-7	justifies food choices by analysing the factors that influence eating habits
5-8	collects, evaluates and applies information from a variety of sources
5-9	communicates ideas and information using a range of media and appropriate terminology
5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5-11	plans, prepares, presents and evaluates food solutions for specific purposes
5-12	examines the relationship between food, technology and society
5-13	evaluates the impact of activities related to food on the individual, society and the environment



## TAS

### Graphics Technology Year 10 Assessment Schedule 2024

The major emphasis of the Graphics Technology Years 7-10 Syllabus is on students being actively involved in the planning, development and production of quality graphical presentations. Students will be provided with broad experiences focusing on the core modules of Instrument Drawing and also CAD to develop knowledge, understanding and skills in a range of media and areas of application. Students will also gain knowledge of Option Module 1 – Architectural Drawing.

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task	Term 1 Week 8	Term 2 Week 2	Term 3 Week 3	Term 4 Week 4
Topic Area	Freehand Sketching & Research	Presentation Board	Manufactured Furniture Working Drawing	Architectural Shack Drawing & Folio
Task Description	Freehand drawing set, including Floor Plans, Elevations, Sections & Perspective drawings. Research task: Choose a graphic product and evaluate the environmental effects of the product and processes used.	Use the freehand drawing set to create a presentation board and present your building to the class.	Digital drawing set of a table. Include working drawings, a sheet for each of the parts, clear dimensions and an isometric drawing. Evaluation of CAD programs.	Three-dimensional Rendered model of a shack. Digital floor plan of the shack. Include a design folio focusing on Design Sketches, Research and Selection and Justification
TOTAL PERCENTAGE	25%	15%	20%	40%
OUTCOMES ASSESSED	GT5.1, GT5.5 & GT5.12	GT5.2 & GT5.8,	GT5.3, GT5.4 & GT5.6	GT5.5, GT5.7 & GT5.11

\* Students complete risk assessment and the teacher assesses students in class WHS compliance prior to the end of Semester 1 reporting period.

**Syllabus Outcomes**

GT5.1	communicates ideas graphically using freehand sketching and accurate drafting techniques
GT5.2	analyses the context of information and intended audience to select and develop appropriate presentations
GT5.3	designs and produces a range of graphical presentations
GT5.4	evaluates the effectiveness of different modes of graphical communications for a variety of purposes
GT5.5	identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
GT5.6	manages the development of graphical presentations to meet project briefs and specifications
GT5.7	manipulates and produces images using digital drafting and presentation technologies
GT5.8	designs, produces and evaluates multimedia presentations
GT5.9	identifies, assesses and manages relevant WHS factors to minimise risks in the work environment
GT5.10	demonstrates responsible and safe work practices for self and others
GT5.11	demonstrates the application of graphics to a range of industrial, commercial and personal settings
GT5.12	evaluates the impact of graphics on society, industry and the environment

## TAS

### Industrial Technology – Engineering Year 10 Assessment Schedule 2024

Industrial Technology Years 7-10 develops in students' knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	Task 4
Date of Task		Term 1 Week 7	Term 2 Week 2	Term 3 Week 4	Term 4 Week 8
Topic Area		Engineered Structures	Alternative Energy	Engineered Mechanisms	Control Systems
Task Description		Design Project and Folio Design and build a tower with limited materials to hold a set weight	Engineers Report/Industry Study	Design Project and Folio to incorporate the Rube Goldberg simple machines	Construction of Bridges controlled by simple hydraulic systems/syringes
TOTAL MARKS		35%	15%	25%	25%
OUTCOMES ASSESSED		IND5.1, 5.2, 5.6	IND5.10, 5.9, 5.8	IND5.7, 5.1, 5.5	IND5.3, 5.6, 5.4

#### Syllabus Outcomes

5.1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
5.2	applies design principles in the modification, development and production of projects
5.3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.4	selects, justifies and uses a range of relevant and associated materials for specific applications
5.5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.6	identifies and participates in collaborative work practices in the learning environment
5.7	applies and transfers skills, processes and materials to a variety of contexts and projects
5.8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## TAS

### Industrial Technology - Timber 200 hour Year 10 Assessment Schedule 2024

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task	Term 1 Week 8	Term 2 Week 2	Term 3 Week 9	Term 4 Week 4
Type of Task	Research Task	Practical Project	Design Folio	Practical Project
Topic Area	Industry Links	Workshop Procedures	Design	Implementing & Producing
Task Description	Research & Identify different activities in the timber industry	Practical Project 1	Research and development of project work	Practical project 2
TOTAL MARKS	15%	25%	20%	40%
OUTCOMES ASSESSED	IND5-5, IND5-10	IND5-1, IND5-3, IND5-8	IND5-2, IND5-4, IND5-9	IND5-2, IND5-7, IND5-9

#### Syllabus Outcomes

5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
5-2	applies design principles in the modification, development and production of projects
5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5-6	identifies and participates in collaborative work practices in the learning environment
5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## TAS

### Industrial Technology - Timber 100 hour Year 10 Assessment Schedule 2024

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task	Term 1 Week 7	Term 2 Week 2	Term 3 Week 9	Term 4 Week 4
Type of Task	Research Task	Practical Project	Design Folio	Practical Project
Topic Area	Industry Links	Workshop Procedures	Design	Implementing & Producing
Task Description	Research & identify different activities in the Timber Industry	Practical Project 1	Research and development of project work	Practical Project 2
Total Percentage	15%	25%	20%	40%
OUTCOMES ASSESSED	IND5-5, IND5-10	IND5-1, IND5-3, IND5-8	IND5-2, IND5-4	IND5-3, IND5-6, IND5-7

#### Syllabus Outcomes

5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
5-2	applies design principles in the modification, development and production of projects
5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5-6	identifies and participates in collaborative work practices in the learning environment
5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## RECORD OF SCHOOL ACHIEVEMENT YEAR 10 ASSESSMENT CALENDAR 2024

	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>		Food Technology 100Hr PDHPE (ongoing Term 2) PASS		Science
<b>Week 2</b>		Child Studies 100Hr Graphics Technology IT Engineering PASS Photography 100Hr IT-Timber 200Hr IT-Timber 100Hr	Dance Food Technology 100Hr	Agriculture Child Studies 100Hr Dance Marine Studies
<b>Week 3</b>	Child Studies 200Hr from Term 1 Week 3 to Term 3 Week 10	Food Technology 200Hr HSIE - Geography PASS Science Visual Arts	Food Technology 100Hr Graphics Technology	Child Studies 100Hr Commerce English Food Technology 100Hr HSIE – History Japanese PASS Photography 100Hr
<b>Week 4</b>		Music PASS Visual Arts	Japanese IT Engineering	Child Studies 200Hr Design & Technology Food Technology 200Hr Graphics Technology IT-Timber 200Hr Music Visual Arts IT Timber 100Hr
<b>Week 5</b>	HSIE – Geography	PASS Psychology 100Hr		<b>Yearly Examinations</b> Mathematics Mathematics HPG Science
<b>Week 6</b>	Japanese Food Technology 100Hr	Japanese Marine Studies PASS	Commerce HSIE – History Marine Studies	
	Term 1	Term 2	Term 3	Term 4

# RECORD OF SCHOOL ACHIEVEMENT YEAR 10 ASSESSMENT CALENDAR 2024

CONTINUED

	Term 1	Term 2	Term 3	Term 4
<b>Week 7</b>	Child Studies 100Hr Food Technology 100Hr IT Engineering IT-Timber 100Hr	PASS		
<b>Week 8</b>	Agriculture Child Studies 200Hr PASS Graphics Technology Photography 100Hr Psychology 100Hr Science IT-Timber 200Hr	Agriculture Mathematics Music PASS	Agriculture Food Technology 200Hr Food Technology 100Hr PASS Photography 100Hr Psychology 100Hr Science Visual Arts	IT Engineering
<b>Week 9</b>	Child Studies – 200Hr Commerce Drama English Food Technology 100Hr Food Technology 200Hr Marine Studies Mathematics Music Outdoor Education Photography 100Hr PDHPE	Commerce Drama English HPG Mathematics Outdoor Education PASS	Drama English Mathematics Outdoor Education – Yearly Exam PDHPE – Yearly Exam Psychology 100Hr Science IT-Timber 200Hr IT-Timber 100Hr	
<b>Week 10</b>	Dance Design & Technology HPG Mathematics Outdoor Education Visual Arts	Design & Technology PASS	Child Studies – 200Hr Design & Technology HPG Mathematics	
	Term 1	Term 2	Term 3	Term 4
<b>Information above is accurate as at December 2023, but may be subject to change</b>				

## APPENDIX 1: MISADVENTURE FORM

This form is also available from the classroom teacher.

### Wadalba Community School

### Illness/Misadventure/Extension Form



#### Section I – Parent and student to complete

<b>Assessment Task:</b>			
<b>Student's name:</b>		<b>Date</b>	
<b>Subject:</b>		<b>Class Teacher:</b>	
<b>Type of Task</b>		<b>Date Scheduled:</b>	

Tick	Reasons for Application (please detail below and provide supporting evidence)
<input type="radio"/>	Late to class on the day of the Assessment Task
<input type="radio"/>	Extension due to illness on day of Assessment Task
<input type="radio"/>	Absence from Assessment Task due to exceptional circumstances ( <i>submit at least one week before</i> )
<input type="radio"/>	Other commitment on day of an Assessment Task ( <i>submit at least one week before due date</i> )
<input type="radio"/>	Absent from Assessment Task, or absent when an Assessment Task is due because of illness or exceptional circumstances ( <i>submit first day back</i> )

<b>Reason for failure to meet requirements:</b>			
Detailed reason for absence (e.g family death, illness or injury details, holiday, transport concerns)			
For how long were you impacted? Provide specific dates.			
<b>Evidence Attached?</b> <i>Please staple to the back of this form</i>			
<input type="radio"/>	Doctors Certificate	<input type="radio"/>	Signed statutory declaration
<input type="radio"/>	Parent letter (only allowed for Years 7 -9)		
<b>Student Signature:</b>		<b>Date:</b>	
<b>Parent Signature:</b>		<b>Date:</b>	

#### Section II – Resolution Decision (Head Teacher to complete)

<input type="radio"/>	Application Upheld	<input type="radio"/>	Application declined
<b>Head Teacher Comments</b>			
<b>Class Teacher Signature:</b>		<b>Date:</b>	
<b>Head Teacher Signature:</b>		<b>Date:</b>	



**Only complete Page 2 if making an appeal on the initial Illness / Misadventure / Extension**

**Section III – Appeal of Head Teacher Decision (Student / Parent to complete)**

<b>Please state the reason for the appeal of the original decision (Student / Parent to complete) and support with new evidence</b>			
<u>Comment and reason for appeal</u>			
Student Signature:			Date :
Parent Signature:			Date :

**Section IV – Appeal Resolution Decision (Deputy Principal to complete)**

<input type="radio"/>	Appeal Upheld	<input type="radio"/>	Appeal declined
<u>Comments – Appeal Panel Decision</u>			
Refer to Assessment Appeal Panel		YES <input type="radio"/> tick	NO <input type="radio"/> tick

Head Teacher Signature:		Date :	
Deputy Principal Signature:		Date :	
NESA Contact:		Date :	
Year Advisor:		Date :	
Head Teacher:		Date :	

## APPENDIX 2 - STUDENT AGREEMENT FORM


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### Receipt of Assessment Policy and Procedures

- A copy of this Assessment Policy and Procedures 2024 has been emailed to each student and carer at the commencement of the new year.
- A copy of this Policy can also be found on our school website under “handbooks” and under “Rules and Policies”.
- I understand that it is my responsibility to read, understand and follow the procedures for assessment set out within, and to seek help from my class teacher and/or Head Teachers and/or if I have any difficulty meeting my obligations.
- I understand that the Assessment Schedule overview for my courses are found in the relevant cohort curriculum handbook (<https://wadalba-c.schools.nsw.gov.au/about-our-school/handbooks.html>).
- The school will provide a detailed assessment notification form to students at least 2 weeks prior to the date of submission of an assessment.

**Please reply to the School Bytes email to acknowledge your receipt of the “Year 10 RoSA Assessment Handbook”.**

## APPENDIX 3 – SAMPLE WCS ASSESSMENT TASK PROFORMA

 <p><b>WADALBA</b> COMMUNITY SCHOOL</p>	<p>202... YEAR ... SUBJECT</p> <p>Assessment Task #</p> <p>Assessment Task Title</p>		
<p><b>TASK DESCRIPTION:</b></p> <p>To demonstrate your knowledge and understanding of the TBA unit of work, you will...</p>			
<p><b>TASK WEIGHTING</b></p>	<p>TBA %</p>	<p><b>TOTAL MARKS</b></p>	<p>TBA</p>
<p><b>OPTIONAL DRAFT DUE DATE:</b></p> <ul style="list-style-type: none"> <li>• CLASS1:</li> <li>• CLASS2:</li> <li>• CLASS3:</li> <li>• CLASS4:</li> <li>• CLASS5:</li> <li>• CLASS 6:</li> <li>• CLASS7:</li> <li>• CLASS8:</li> <li>• CLASS9:</li> <li>• CLASS10:</li> </ul>		<p><b>FINAL SUBMISSION DUE DATE:</b></p> <ul style="list-style-type: none"> <li>• CLASS1:</li> <li>• CLASS2:</li> <li>• CLASS3:</li> <li>• CLASS4:</li> <li>• CLASS5:</li> <li>• CLASS 6:</li> <li>• CLASS7:</li> <li>• CLASS8:</li> <li>• CLASS9:</li> <li>• CLASS10:</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>MODE OF SUBMISSION DRAFT ASSESSMENT TASK:</b></li> <li>• <b>MODE OF SUBMISSION FINAL ASSESSMENT TASK:</b></li> </ul>			
<p><b>SYLLABUS OUTCOMES ASSESSED:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			
<p><b>ASSESSMENT CRITERIA - YOU WILL BE ASSESSED ON YOUR ABILITY TO:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>			

Marking Criteria Option 1

Grade	Mark	Assessment Task Title Marking Criteria
A	-	• • •
B	-	• • •
C	-	• • •
D	-	• • •
E	-	• • •
	0	• Not attempted or plagiarised.

Marking Criteria Option 2

Assessment Task Title Marking Criteria					
Syllabus Outcome	A	B	C	D	E
	Total Marks: ?/?		Final Grade: A: ?-? B: ?-? C: ?-? D: ?-? E: ?-?		

*Marking Criteria Option 3*

SYLLABUS OUTCOME:	MARKS
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	? - ? A
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	? - ? B
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	? - ? C
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	? - ? D
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	? - ? E
Total Marks: ? / ?	Final Grade: A: ? - ? B: ? - ? C: ? - ? D: ? - ? E: ? - ?

## APPENDIX 4 – ASSESSMENT SIGN-ON SHEET



### Assessment Sign-On Sheet

Subject:				Teacher:			
Task Number / Task Title:				Due Date:			
Task Weighting:				Year Group / Class:			
Student Name		Task Submission		Task Completion		Change of Assessment Date Notification	
		Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	New Due Date: _____ DP Approval: _____	
						I have received written notification of the altered / changed date that the above assessment task is due.	
		Student initial			Date change notification received		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
13							

14							
15							
	Student Name	Task Submission		Task Completion		Change of Assessment Date Notification New Due Date: _____	
		Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	<i>I have received written notification of the altered / changed date that the above assessment task is due.</i>	
						Student initial	Date change notification received
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

## APPENDIX 5 – ASSESSMENT TASK CHECK

### ASSESSMENT TASK CHECK



SUBJECT: \_\_\_\_\_

FACULTY: \_\_\_\_\_

TEACHER: \_\_\_\_\_

TASK NAME AND NUMBER	ADDED TO CALENDAR	HT CHECK (include date)	DP CHECK (include date)	CHANGE REQUIRED Y/N	FINAL DP CHECK	COMMENTS

***NB: If a task is completed by students without the final approval of the relevant DP it will be considered void and will need to be redone***







Wadalba Community School