

YEAR 10 ASSESSMENT POLICY, SCHEDULE & MALPRACTICE POLICY



This handbook was developed in line with NESAs and ACE Manual guidelines

educationstandards.nsw.edu.au/wps/portal/nesa/home
curriculum.nsw.edu.au/ace-rules

Respect | Responsibility | Excellence

IMPORTANT NOTE:

The information contained in this **assessment policy, schedule and malpractice policy** 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 teacher. General information and assistance with this assessment program can be obtained from the Deputy Principal

*The assessment schedules presented in this handbook are accurate as of December 2024.

Year 10 Assessment Policy, Schedules & Malpractice Policy

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**Mrs Deb Fazzolari
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THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

About the RoSA

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school. The RoSA was introduced in 2012.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) courses and grades
- completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results of any incomplete Year 11 or Year 12

The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning.

Students who have not met the [HSC minimum standard](#) to receive their HSC, can receive a RoSA.

Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10;
- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA;
- left the schooling system after completing Year 10 but before completing the HSC;
- complied with the requirements from the [Education Act](#).

Receiving the RoSA

Schools are responsible for nominating a student for a RoSA through the enrolments section in [Schools Online](#). Once schools have finalised the requests, the student can download the RoSA from their Students Online account.

Students cannot make a request for a RoSA, it must come from their school.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. Students can use the eRecord as an interim result report until the formal RoSA credential is available for download from their Students Online account.

At any time, all students in Years 11 and 12 can access an online eRecord via their Students Online account. They can show the online eRecord to potential employers when seeking casual work or enrolling in training courses.

Students who remain at school to complete their HSC will not receive a RoSA.

[Achieving the RoSA | NSW Curriculum | NSW Education Standards Authority](#)

WHAT IS ASSESSMENT?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. Schools use syllabuses, assessment and reporting materials and Assessment Certification and Examination (ACE) requirements to develop school-based assessment programs.

How does the formal assessment program contribute to the Record of School Achievement (RoSA)

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade (Year 10 & 11 only) representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their students online account.

The Common Grade Scale and Standards Referenced Assessment

The Common Grade Scale should be used to report student achievement in the Preliminary Stage 6 year in all NSW schools. It is also used in Stage 5 (Years 9 and 10), and Stage 6 (Year 11), where there are no course specific performance descriptors developed to assign grades for the Record of School Achievement (RoSA).

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Junior Common Grade Scale (Stage 5 Years 9 and 10)

The Common Grade Scale describes performance at each of five grade levels. Within our school reports we use the language next to each grade.

A Outstanding	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 High	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 Sound	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 Basic	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 Limited	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.

EXPECTATIONS AND RESPONSIBILITIES OF STUDENTS

Students must attend all classes to satisfactorily complete courses. A **minimum of 90% attendance** is generally expected for students to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed regularly to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Student Responsibilities include:

- Arrive before 8:20am and on time for all scheduled lessons.
- Remain at school during the day unless they bring a signed request from their parent/guardian. This is only available for emergency or other unexpected circumstances.
- Not truanting a lesson.
- Follow the course developed or endorsed by NESA and NESA expects students to attempt all assessment tasks.
- Apply themselves with diligence and sustained effort to **ALL** the set tasks and experiences provided in the course, including classwork, assessments, projects, revision, homework and compulsory excursions.
- Attempt all of the course outcomes.
- In addition to the formal assessment program, students must also sit for and make a serious attempt throughout Examinations (where applicable).
- All work submitted must be the students' own work.
- The NSW Education Standards Authority.
- Students must submit work by the due date.
- Follow the process outlined in "Absence due to Illness/Misadventure" section if unable to submit by the due date.
- Make genuine attempts at assessment tasks. For courses that include school assessment marks, students must also sit and make a genuine attempt at assessment tasks that make up over 50% of the possible school assessment marks for that course. Students studying a ROSA course must make a genuine attempt to complete the course requirements. It is a matter for the Principal's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. Just completing the Multiple-Choice Section of an examination is not considered as making a serious attempt.
- Being aware of and following assessment requirements and procedures.

On the day of the Assessment Task, the student must attend school and be marked present. Students need to submit the task on or before the designated date in accordance with the Assessment Notification –within the timetabled lesson. Students are NOT permitted to work on the Assessment Task during school time, besides Recess, Lunch or a designated study period on the day the task is due. Further details are outlined below in the Attendance to school requirements.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. If there is a valid reason, an online 'Illness/Misadventure Form' (Appendix 1) needs to be completed within 5 school days with all supporting documentation must be submitted to the relevant Head Teacher otherwise a zero mark will be awarded.

Students who are absent on any day are responsible for ascertaining if an assessment task has been set or issued for any course missed on that day.

Students must make 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 may receive an 'N determination' for the course.

Students who transfer into the school after the commencement of the school year and have missed completing any scheduled assessment tasks for their chosen course will be given substitute tasks wherever possible. Consideration may be given to assessment tasks completed at a previous school. In exceptional circumstances where a substitute task cannot be completed an estimate may be given and **MUST** be in consultation with the relevant Deputy Principal.

NATURE AND NOTIFICATIONS OF ASSESSMENT TASKS

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

- The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based.
- 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 information:

- **Number of tasks** - identifying the number of tasks that will be used to measure students' achievement in each syllabus component
- **Weightings** - allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course.
- **Scheduling tasks** - scheduling the assessment tasks for the HSC courses.
- **Written advice to students.**
- **Advising the outcomes being assessed.**

Update October, 2024: NESA has amended Rule 2.1.2 to allow schools flexibility in determining the number, type, and weightings of assessment in each course from 2025.

Schools can continue to follow NESA's assessment settings for number, type and weighting of each course, as provided in the course-specific Assessment and Examination information that is released with each syllabus.

Procedures for Assessment:

Students should refer to the **assessment schedules and calendar** that are contained in the later part of this Handbook and make a note of each of the tasks required of them. 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.

Schools must provide students with written advice at least 14 days 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 schedule and examination materials on NESA's website.
- Syllabus outcomes assessed.
- The type of each assessment task e.g. 10 short answers, portfolio.
- The scope of each task e.g. probability in Mathematics.
- A scheduled date and time for attempting and submitting a task e.g. Tuesday 24/5/24 | Period 2 | 80 minutes and include adequate notice of the assessment task.
- The weight value of each task in relation to the total weighted mark for the course.
- Approved provisions embedded in consultation with LST.
- Marking criteria (where appropriate).
- Any additional details e.g. student requires a calculator.
- Assessment tasks are to be uploaded to the Google classroom or emailed home or any other technology-based notification platform on the day they are handed out.
- For formal assessment tasks with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and /or completed together.
- Details of administrative arrangements associated with each task (e.g. 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.
- Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks.
- Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt.
- Issuing standard NESA HSC N Warning letters when performance in a course is in question. (see Appendix 3).

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 14 days' notice provided the task is not being brought forward. If there are any changes of date, students will receive an amended written notification approved and signed off by Deputy Principal. (see Appendix 5)

Dates for assessment tasks are to coincide with weeks outlined in submitted assessment schedules as this supports tasks being evenly spread, and clashes avoided wherever possible. Task DUE DATES MUST be entered into Sentral Calendar once approved by the Deputy Principal responsible for that cohort. If a change of date is required, approval MUST be sort from relevant Deputy Principal who signs off on Assessment Notification for that task. In each case when submitting an assessment task, students are required to submit the 'Assessment Task Cover/ Notification Sheet'.

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure (see "Absence due to Illness/Misadventure" section)

Students are to do their OWN work (except where directed by the teacher). Students will be required to sign to acknowledge that they have received every assessment task notification, submitted the task and received mark, rank and feedback (see Appendix 5).

Dates for all **Examinations** are firmly set in place:

- Students who are unable to complete an examination should contact the school immediately in the case of illness/misadventure and complete the necessary online paperwork. It is expected that students will sit the alternative task on the first day that they return to school unless another date has been previously approved by the Deputy Principal.
- Absence due to family holidays is not deemed to be an acceptable reason for missing examinations.** It is expected that families take note of the advertised dates and avoid interruptions to student learning and assessment.
- Refusing to sign for a task is also not deemed an acceptable excuse.
- A mark of zero will be recorded until a successful Illness/Misadventure application and/or completion of task.

Submission of tasks

Tasks should be handed in to the classroom teacher at the time and method notified by the teacher. This may include electronic submission by Google Classroom or any other technologically based platforms. If the teacher is absent or unavailable, then the task is to be submitted to the Head Teacher of the faculty involved. All tasks should be submitted with the students name and the task heading clearly displayed.

Use of Electronic Means for Preparation and Submission of Assessment Tasks

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. This will be specified when the task is set. Failure of technology (e.g. corrupt files, computer crashes, printer failure) without ample evidence of the stages of the "lost" work, is not an acceptable reason for late or non-submission. If a task is submitted by email or on Google Classroom, it is the student's responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date, or on the due date at the required time stated in the task notification (unless required to submit in a timetabled lesson earlier in the day).

It is best practice for students to be working in the provided Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

All other tasks must be submitted in hard-copy format unless specified. 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 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. Printing at school should only be a last resort and should be completed before the submission date/time.

In class Assessment Tasks and Exams

The following **MUST** be implemented:

- A clock must be clearly displayed in room / gym.
- Tasks, where possible, must be completed at the same room and time for all students and under the same conditions.
- Write the Examination name, start and finish times on the board.
- Write the Examination duration on the board, including reading time.
- Provide notice when there is 5 minutes before pens down.
- Seat students at an individual desk, where possible.
- Silence remains until the final examination paper is collected.
- Papers to be distributed face down on desks and instruct when to turn over.
- Do not write name until working time begins.
- Teachers are to remain active throughout the examination, actively walking around and watching students.
- Understand what constitutes as malpractice (see “Malpractice Policy” section)
- Approved provisions embedded in consultation with LST.
- No pencil cases / clear plastic sleeve only (HSC).
- Phones in Yondr Pouches, turned off and placed at front of room (if have them).
- Bags are to be stored at the front of the room / outside, or as identified by the Classroom Teacher.

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 by 5pm. For example, if a task is due on Friday 5th, the last day for draft submission would be the previous Monday 1st, or as stated on the notification. 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 a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but not limited to: Work Placement, illness, sport and excursions. Students must complete all work given in their absence. If students are absent from class it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessment tasks. 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.

Feedback on performance

Students are entitled to relevant feedback on their assessment tasks, in a timely manner (a general guide is a 2 week turn around. If additional time is required, Deputy Principal is to be consulted). This may take the form of; verbal feedback, written feedback (general or individualised) or any combination of these.

Students will receive their ranking for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt. Students will also receive feedback on all formal assessment tasks about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being assessed. Students will be provided with their final course rank after the completion of the final school-based assessment.

Appeals on Assessment Tasks

If a student feels that his or her mark or rank in an assessment task is incorrect, then it is their responsibility to firstly discuss their concern with the course teacher and/or Head Teacher concerned. If the issue is not resolved satisfactorily, the student may appeal to the WCS Assessment Review Panel for a review of the process. This must be done within 5 school days of receiving marks. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

An appeal mechanism is available to students at the end of Year 12 if their order of merit (rank) differs significantly from expectations they may have from feedback on their performance on assessment tasks throughout the course.

Appeals are not to be based on the teacher's judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed
- ii. the procedures indicated by the school were not followed
- iii. clerical or computational errors occurred.

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:

- NESA procedures will determine the outcome.
- The Principals decision is final in all procedural matters.

N DETERMINATION AWARD / NON -COMPLETION OF A COURSE

NESA expects students to attempt all assessment tasks set.

The NSW Education Standards Authority (NESA) has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For post-compulsory students (17 years of age), Principals may consider expelling a student for unsatisfactory participation in learning where a student is a risk of receiving an 'N Determination' in a minimum of two courses and received a minimum of two written 'N Warnings' in each course.

While NESA does not stipulate attendance requirements, Principals may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

A student may be given a non-completion ('N') determination because of failure to complete tasks which contribute in excess of 50% of the final assessment marks in a course.

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of "non-completion" of a course/s. This is called an 'N determination award warning' and the student will be at risk in that course/s and may not be awarded the Higher School Certificate.

The school will:

- i. advise the student in writing (with the letter registered in the school mail system) in time for the problem to be corrected and for the student to be able to redeem themselves
- ii. advise the parent or guardian in writing if the student is under 18 (this will usually be in the same letter as set out in above)
- iii. request from the student/parent or carer a written acknowledgment of receipt of the warning letter

WCS views this component of the ROSA very seriously. Students who are not making a serious attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences. A Student Causing Concern Entry outlining an Improvement Program may be used to assist the student in 'catching up', however, continued non-participation in learning could lead to the issuing of an Unsatisfactory Participation in Learning letter for a post-compulsory aged student and an 'N determination' in one or more courses. More importantly, this may then lead to withdrawal of the student's enrolment in a course/s. This may deem the student ineligible to qualify for a ROSA. Where a number of 'N Award' warnings have accumulated across different courses, withdrawal of the student's enrolment at WCS is a real and possible outcome. It is a requirement for students to redeem their 'N Award' warning notifications by completing all required work as soon as possible after the notification; no marks will be awarded but the student may be able to demonstrate achievement of outcomes, receive feedback on their demonstrated learning and achieve full course completion.

Support is available to students to resolve 'N Award' warnings. This may be in the format of learning support if requested by students or at additional sessions outside class hours negotiated with the classroom teacher. The library is also available on scheduled afternoons.

N Warning Checklist (see Appendix 3)

- 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.
- Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of the available marks.
- Students studying a ROSA course must make a genuine attempt to complete course requirements.
- If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.
- Year 10 students who do not make a serious attempt at the examination may not receive an award in the course concerned. This may render some student's ineligible for the award of the Higher School Certificate.
- Non-serious attempts include frivolous or objectionable material.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.
- Non-attempts include those where only multiple-choice questions are attempted.
- 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.
- 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 ace.nesa.nsw.edu.au

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 HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

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 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.
- Engaging in Malpractice (see “Malpractice Policy” section)
- 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.
- Not submitting all tasks on or before the due date.
- Not being present for all ‘in-class’ tasks and examinations.
- Must attempt all sections.

Disability Provisions

For both internal and external examinations, eligible students are entitled to one or more of the following provisions: separate small group supervision, reader, writer, extra time and rest breaks. Our Learning and Support Team (LST) is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student’s Individual Education Plan and conducting NESA approved screening tests.

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 LST team - wadalba-c.school@det.nsw.edu.au

Note the following unacceptable grounds for appeal:

The provisions of the appeals process do not cover disabilities for which the 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.

Life Skills

1. Life Skills courses provide course options for students with intellectual disability or imputed intellectual disability who cannot access related general education courses.
2. Principals must make decisions about accessing Life Skills courses:
 - a. based on the needs of the individual student, for each course, and
 - b. via [collaborative curriculum planning](#), and
 - c. involving the individual student (where appropriate), their parents/carers, and their teachers.
3. Life Skills courses are not appropriate options for students:
 - a. who do not have an intellectual disability or an imputed intellectual disability
 - b. experiencing significant unexpected and/or chronic health issues
 - c. performing below their cohort
 - d. who could access outcomes and content with appropriate adjustments and support
 - e. with emotional and/or behavioural needs.
4. A student studying a Life Skills course cannot return to studying general education courses once a decision to access Life Skills courses has been made. Students accessing Life Skills courses must continue studying Life Skills courses in the current stage of schooling.
5. A student studying any Life Skills course(s) will usually have completed one or more [courses based on Life Skills outcomes and content in Years 7–10](#).
6. In exceptional circumstances a student who has not undertaken one or more courses based on Life Skills outcomes and content in Years 7–10 may wish to enter Life Skills courses. These exceptional circumstances might include situations where a student with intellectual or imputed intellectual disability:
 - a. has attempted outcomes and content in Years 7–10 but has experienced significant difficulty in achieving the outcomes, and/or
 - b. transfers from interstate or overseas, and/or
 - c. has a deteriorating condition.

HSC MINIMUM STANDARD – NUMERACY AND LITERACY

Demonstrating the HSC minimum standard before leaving school

1. Students must meet the HSC minimum standard prior to completing Year 12, to be eligible for the award of the HSC.
2. To meet the HSC minimum standard, students must demonstrate Level 3 or above in the NESAs minimum standard online reading, writing and numeracy tests.
3. Students may demonstrate the HSC minimum standard at any time while they are enrolled in a school in Years 10 to 12, but before their enrolment ceases.
4. Students planning to leave school in Years 10 to 12 may choose to attempt the NESAs minimum standard tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers. Students must attempt the tests whilst they are enrolled in a school.

For more information: [HSC minimum standard | NSW Curriculum | NSW Education Standards Authority - curriculum.nsw.edu.au/ace-rules/ace8](https://curriculum.nsw.edu.au/ace-rules/ace8)

ABSENCE DUE TO ILLNESS OR MISADVENTURE

See Appendix 1 for link to Illness/Misadventure form.

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); A doctor's certificate MUST be provided as evidence.

Misadventure (unforeseen Circumstances) – 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, flood, fire alarm, isolation caused by a flood). A Statutory Declaration from MUST be uploaded as evidence.

If either is a result of an assessment task NOT being completed or submitted then students should submit an online illness/misadventure form for the assessment task has been adversely affected. The student must discuss with the Head Teacher of the relevant course an appropriate time-frame to complete the task, 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.

In the case of unforeseen circumstance, a student's mark and rank could be decided on one of the following:

- i. Alternate and comparable task
- ii. Re-do a section/s of the task

For all illness or injury or misadventure, the relevant Faculty Head Teacher, will verify the circumstances.

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

If form is not upheld students must submit the task on the due date. Unless prior application for an illness/misadventure has been approved by the relevant Head Teacher / Deputy Principal, the late submission of a task will result in ZERO marks being awarded for that task or the mark the student gained. If the student is not satisfied with this outcome, an appeal can be taken to the relevant Deputy Principal.

Extension as a result of Misadventure

Where possible, the assessment task should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted.

It is the student's responsibility to communicate with teachers and arrive at the best solution. If granted an extension a maximum of 5 days is allowed. If more days is required, consultation with the Principal must be sought and an alternative arrangement will be negotiated.

On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessment tasks to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon when the student commences the course in writing.

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 online Illness/Misadventure and complete the work as specified by the approved form. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date will receive a mark of ZERO. One online form can be submitted for multiple courses.

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.

Illness/Misadventure Checklist

If a student has a valid reason for not submitting an assessment task or sitting an examination on the due date the student must:

- Submit an online Illness/Misadventure Form (*Appendix 1*) on the first day the student returns to school (and within 5 school days of the task).
- **If more than one assessment task is due, students can submit for multiple subjects on the one form.**

Students who miss a task will receive zero (0) marks until the task is completed and the illness/misadventure form is approved along with a valid reason and supporting evidence that applies to the date of the task. Only then will the illness/misadventure be considered. This illness/misadventure will be reviewed at the completion of the assessment program. If upheld, marks may be adjusted as determined by the Assessment Review Team. In most cases students will be given an alternate and comparable task to complete. The online Illness/Misadventure form must be submitted within 5 school days (7 calendar days) of the task due date.

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:

- Notify the Front Office by telephone before 8:20am or in writing on the day that the assessment task is due.
- Provide the following information:
 - ✓ Name
 - ✓ Assessment task details
 - ✓ Course
 - ✓ Course teacher, and
 - ✓ Details of the illness/misadventure/extension.
- Before 8:20am on the day of their return to school (the first school day the student is not covered by a medical certificate), submit an online Illness/Misadventure/Extension Form (*Appendix 1*) 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.

- **The online Illness/Misadventure form must be submitted within 5 school days of the task due date.**
 - Report to the class teacher or Head Teacher of the course immediately to complete an Illness/Misadventure request form (Appendix 1) and arrange a time for the handing in or completion of the task. The form is also available on the school website.
 - It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the DP.
 - Scan and upload a Doctor's Certificate or evidence of the misadventure, such as a Statutory Declaration, to confirm the reasons for absence from a task.
 - For hand in tasks, the assessment task must be submitted the first day the student returns to school.
 - In the case of missed examination/s or in class task, the completion of the task must occur on the first day the student returns (or as negotiated with the Head Teacher of the faculty or Deputy Principal.)
 - The student may also request special consideration if they feel genuinely disadvantaged by circumstances. This will require evidence and will be subject to the approval of the Head Teacher of that faculty and the Deputy Principal.
 - No incorrect or incomplete online Illness/Misadventure request form will be accepted for consideration.
 - For all extensions there is a maximum of 5 days allowed (more than 5 days will need to be approved by the Principal).

[Illness/Misadventure program | NSW Curriculum | NSW Education Standards Authority - curriculum.nsw.edu.au/ace-rules/ace9/im-program](https://curriculum.nsw.edu.au/ace-rules/ace9/im-program)

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:

- 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.
- Before 8:20am on the day of their return to school, within 5 school days of the due task, submit an online Illness/Misadventure Form (*see Appendix 1*). 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.**
- Be prepared to sit a substitute task, on the day of their return to school (the first school day the student is not covered by a medical certificate), or as negotiated by the Head Teacher/Classroom Teacher. Where appropriate the Head Teacher and or Deputy Principal may authorise the substitute task to be given as soon as practicable after the student's return.
- In exceptional circumstances where a student cannot complete a substitute assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the Deputy Principal.

Assessment tasks may be due on a day when the class is not scheduled

Specific instruction about the time and mode of submission will be communicated in writing on the Assessment Notification. Tasks submitted after this time will be given zero marks. Note that tasks should be handed in to the class teacher or the Head Teacher with name and date of submission clearly marked on it. Assessment Tasks are not to be given to office staff or another teacher. Students are required to sign when handing in a task.

Students found to be completing assessment tasks by:

- non-attendance at scheduled classes during the day;
- working on tasks during other course lessons;
- deliberate absence/s from the school; or
- working on tasks in collaboration with other students;
- engaging in Malpractice

will be interviewed by the relevant Head Teacher and may receive a mark of zero (0) for all or parts of the task/s.

Non-serious assessment attempts

Non-serious attempts at a task or examination may lead to zero marks being recorded. Students will be interviewed by the relevant Head Teacher and or Deputy Principal whereby the outcome may result in removal from a course or the need to repeat a course to demonstrate satisfactory course completion. In all cases where work is deemed a non-serious attempt, students will be required to redo the task or examination to demonstrate successful course completion and receive meaningful feedback on performance.

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 relevant Faculty Head Teacher, then a mark of ZERO will be awarded. If an extension has been granted there is no mark penalty.

Medical Certificates for missed assessment tasks.

Medical Certificates must:

- be written on a named doctor's pad.
- include the day of the missed task.
- the nature of the illness.
- show the length of time the student will be unfit for school.
- be produced immediately on return to school.

If the student does not make an online application to the Head Teacher of the faculty concerned on their next lesson in that subject after the due date of the missed assessment task a zero mark will be recorded.

If the online 'Illness/Misadventure Form' (Appendix 1) is accepted, then the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time.
- arrange for the student to attempt an alternative task of a similar nature.
- in exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence such as previous tasks and similar outcomes already assessed and in consultation with the Deputy Principal.

If the online 'Illness/Misadventure Form' is not accepted, the student will be awarded a zero mark and parent(s)/guardians(s) informed with a 'N warning letter' (Appendix 3).

If student is not satisfied with the outcome, an appeal can go to the relevant Deputy Principal (see Appendix 7).

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 online Illness/Misadventure/Extension Form is approved the student will receive a ZERO mark for that task.

Limitations on assessment appeal applications

You cannot submit an online Illness/Misadventure 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 12.
- Long-term illnesses.
- 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).
- Students cannot submit an Illness/Misadventure Form on the grounds of not understanding a task or receiving insufficient assistance from their teacher. It is the student's responsibility to seek clarification and support prior to the assessment due date.

*Any Assessment Task Appeal Application that is not supplemented by relevant independent documentation will **NOT** be upheld.*

NOTE: The Principal's decision is final in all Illness / Misadventure procedural matters.

EXCURSIONS, FIELD TRIPS, OTHER TAFE PATHWAY COURSES THAT REQUIRE COMPULSORY WORKPLACE TRAINING

Students must attend excursions and field trips, which are part of the Year 10 ROSA course assessment and complete the set work. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No Excursions / Field Trips are to be organised for an in-class assessment task (with the exception of representative sport).

Students involved in a school organised excursion, work placement 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 online Misadventure form. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal, and the student impacted, and the course teacher will negotiate a due date and or time (MUST sign Notification for this). If an extension is required, then alternative task must be completed.

COMPULSORY WORK EXPERIENCE

As part of our Careers program, our Year 10 students are required to undertake work experience in Term 2 and 4 with the same employer. Dates are.

Term 2 Week 9	23 rd – 27 th June 2025	Compulsory
Term 2 Week 10	30 th June – 4 th July 2025	optional extension with same employer
Term 4 Week 8	1 st – 5 th December 2025	Compulsory with same employer
Term 4 Week 9	8 th – 12 th December 2025	optional extension with same employer

Work experience provides our students with the opportunity to gain valuable insight into various career paths and industries, supporting students to make more informed decisions about their future and subject selections for the HSC. Work experience can also develop students' confidence and organisation skills, as well as foster a sense of responsibility and independence.

Additionally, work experience is a valuable addition to a student's resume. It demonstrates to future employers and educational institutions that the student has practical experience and a proactive approach to their career development. This can give students a competitive edge when applying for jobs, internships, or further education opportunities.

Year 10 Work Experience online packages will be provided to students and families in Term 1 consisting of.

- Online student record placement.
- Insurance information.
- Work experience checklist.
- Parents/Carers Workplace Learning Guide.
- Employer Workplace Learning Guide.

Students must adhere to Workplace Health and Safety requirements of the workplace and follow appropriate personal presentation standards.

We ask that Year 10 students commence searching for a suitable placement in Term 1.

If you have any questions, please contact:

Ms Margaret Swanson (Careers Advisor)
Email: margaret.r.swanson@det.nsw.edu.au
Phone: 4356 2888

Mrs Kath Forster (Transition Advisor)
Email: kath.forster@det.nsw.edu.au
Phone: 4356 2888

ORAL/PERFORMANCE/PRACTICAL TASKS

Some courses require students to work on an ongoing major projects as a key part of course assessment. These courses are referred to as 'practical courses', as students need to demonstrate their learning through 'practical application of that learning' to produce a large-scale product.

For students to succeed in practical courses they need to ensure that they work throughout the entire course with diligence and sustained effort.

School based assessment of the Major Project: The use of the external marking criteria to assess HSC project work at school is not appropriate. The progress of the major project should be assessed in other valid ways, such as oral presentations or reports on progress linked to other syllabus outcomes.

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.

ZERO MARKS

A ZERO will be awarded when a student:

- Submits a task late (without a successful Illness/Misadventure application).
- Does not attempt the assessment task (non-attempt).
- Does not make a genuine 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 (See "Malpractice Policy" section).

In such cases:

- Parents/guardians will be informed.
- Notification of this will be made through Sentral Data and the Head Teacher, Year Adviser, Deputy Principal will be tagged into this.

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 (see Appendix 3).

ACKNOWLEDGING / SOURCING 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, pg 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, democracy.com/nations/, visited on 02 March 2013.

When referencing material from Artificial Intelligence:

- The company or creator of the tool is considered to be the author's name.
- The year the version was released.
- The name of the AI tool or model (and version information if known)
- URL link.

Example: OpenAI. (2022). DALL-E (version 2) labs.openai.com/s/W8Jar2MsCI7UxAyR65ufi7NK

MALPRACTICE POLICY

Malpractice Policy

[Integrity of HSC school-based assessment and exams | NSW Curriculum | NSW Education Standards Authority](#)

- curriculum.nsw.edu.au/ace-rules/ace10

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of the HSC. Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the HSC and constitutes malpractice.

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice, including:

- [All My Own Work](#) (or its equivalent), and
- [HSC Rules and Procedures Guide](#), and
- [HSC minimum standard: Malpractice and breaches of test rules](#), and
- [HSC practical exams](#).

NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in [NESA syllabus](#) packages including Assessment and Reporting information.

Candidates for the HSC, as well as their teachers and others who guide them, must comply with NESA's requirements for upholding the integrity of HSC school-based assessment and examinations.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC.

Assessment Review Panel is made up of three executive members outside of the faculty in which the case has arisen.

Purpose

The purpose of this policy is to establish clear guidelines for managing cases of academic malpractice, in accordance with the New South Wales Education Standards Authority (NESA) guidelines and the *Assessment and Reporting Examination Manual*. This policy aims to ensure academic integrity, fairness, and transparency in the assessment process.

1. Scope

This policy applies to all students enrolled in Year 10, 11 and 12, as well as teachers, examination supervisors, and administrative staff involved in assessment and reporting processes within the Department of Education schools.

2. Definitions

- **Malpractice:** Any action by a student that gives them an unfair advantage over others in any assessment task or examination. This includes, but is not limited to, plagiarism, cheating, collusion, and other forms of dishonesty.
- **Plagiarism:** The presentation as one's own work, work that has originated from another source, of another person's work, ideas or research without proper acknowledgment. This also includes the use of AI.
- **Cheating:** The use or attempted use of unauthorised materials, information, or devices in an assessment task or examination. This also includes the use of AI.
- **Collusion:** The act of working with others to produce work that is then presented as one's own or assisting another student in such acts. This also includes the use of unauthorised use of artificial Intelligence (AI).

3. Examples of Malpractice

Examples of malpractice include, but are not limited to:

- Copying another student's work during an examination or assessment.
- Using unauthorised notes, electronic devices, or other aids during an assessment.
- Submitting work that has been plagiarised from books, journals, websites, or other sources (such as AI).
- Providing another student with answers or assistance during an examination or assessment.
- Falsifying data or results in any assessment task.
- Submitting work completed by someone else as if it were the student's own work.
- Excessive use of other sources not acknowledged.
- 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 examination from other student or using information secretly brought in.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Paying someone to write or prepare material.
- Using non-approved aides during an assessment task.
- Using online translation tools.
- Contriving false explanations to explain work not submitted by the due date.
- Altering of an assessment task that has already been marked.
- Attempting to alter an assessment task that has already been marked.
- Making up journal entries for a research project.
- Falsifying documents.
- Offering false documents for an appeal.
- Breach of assessment conditions – When assembling for, undertaking, and leaving the examination or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment. See page 9.
- Mocking / Harassing a student within an assessment task.

4. Responsibilities

- **Students:** Must ensure that all work submitted is their own and adhere to the principles of academic integrity.
- **Teachers:** Must provide clear instructions regarding assessments, monitor assessments to detect possible malpractice, and report any suspected malpractice according to the procedures outlined in this policy.
- **School Administration:** Must support teachers in the investigation and resolution of malpractice cases and ensure that all staff and students are aware of this policy.

5. Detection of Malpractice

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.

Teachers and examination supervisors are responsible for identifying and reporting any suspicious behaviour during assessments and examinations.

6. All assessments submitted by students may be subject to scrutiny of plagiarism detection software.

Examples such;

- ai-detector.info/
- quillbot.com/ai-content-detector
- grammarly.com/ai-detector

7. Reporting Malpractice

i. Initial Report:

- If a teacher or examination supervisor suspects malpractice, they must document the incident and report it to the Head of Department or Deputy Principal immediately.
- The teacher must retain any relevant evidence, such as the assessment task, examination materials, or other items related to the incident.

ii. Investigation:

- The Head of Faculty and/or Deputy Principal will conduct a thorough investigation, including interviewing the student involved and any witnesses.
- The student will be given the opportunity to explain their actions and provide any relevant information or evidence.
- The teacher may need to use a variety of formative assessment strategies to check for student understanding, knowledge and skills if any breach of malpractice is suspected.

iii. Outcome:

- Following the investigation, a determination will be made as to whether malpractice has occurred.
- If malpractice is confirmed, appropriate consequences will be applied, as outlined in this policy.

8. Consequences of Malpractice

It is best practice for students to be working in the provided Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

Consequences for confirmed cases of malpractice may include:

- A mark of zero for the affected assessment task or examination and an N warning letter.
- Cancellation of submitted work or examination results.
- A formal warning to the student and a notation of the incident in their school record.
- For repeated or severe cases, further disciplinary action may be taken, including referral to NESAs.

9. Appeals Process

- Students have the right to appeal decisions related to allegations of malpractice within 24 hours of the decision being taken.
- Appeals must be submitted in writing to the Deputy Principal within five school days of the student being informed of the decision.
- The appeal will be reviewed by a panel consisting of senior school staff, who will consider the evidence and provide a final decision within ten school days of receiving the appeal. If malpractice is proven, a mark of ZERO may be awarded.
- Where the teacher responsible for a task has reason to suspect malpractice, this should be brought to the attention of the Head Teacher as soon as possible. If the Teacher and Head Teacher are in agreement, then the student shall be awarded a zero mark for the task and given a full explanation of the decision.

10. Communication of the Policy

- This policy will be communicated to all Year 11 and 12 students at the beginning of each academic year and will be included in the student handbook.
- Teachers will review the policy with students before each major assessment period to reinforce the importance of academic integrity.

11. Review of the Policy

This policy will be reviewed annually or in response to changes in NESAs guidelines or school practices. Any changes to the policy will be communicated to students, parents, and staff in a timely manner. This malpractice policy is designed to align with NESAs guidelines, ensuring that all assessments are conducted fairly, and that academic integrity is upheld throughout the school community.

Schools must record all instances in the register where a student was found to have engaged in malpractice in an HSC school-based assessment task.

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.
- 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.
- Follow processes also outlined on page 9 (Re: Conduct in In-class / Examinations).
- 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. In Year 12 this will result in a non-award of the HSC in that course so that course will not appear on your HSC.

Year 10 - 12 Assessment Task Flowchart



TERM DATES

Term 1	2025	11 weeks	6 February 2025 – 11 April 2025
Term 2	2025	10 weeks	30 April 2025 – 4 July 2025
Term 3	2025	10 weeks	22 July 2025 – 26 September 2025
Term 4	2025	10 weeks	14 October 2025 – 19 December 2025

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MANDATORY SUBJECT

English Year 10 Assessment Schedule 2025

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
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
Topic Area		Between the lines	Exploring interconnections	Representations of Shakespeare
Task Description		Multimodal assessment	Narrative with reflection	Extended response or creative task
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	EN5-ECA-01, EN5-URA-01, EN5-ECB-01	EN5-ECA-01, EN5-RVL-01, EN5-URA-01

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 2025

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 strands. 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
Date of Task		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
Task Description		In-Class Test	In-Class Test	In-Class Test
Understanding, Fluency and Communication	50%	15%	15%	20%
Problem Solving, Reasoning and Justification	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		MAO-WM-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-NET-P-01	MAO-WM-01 MA5-EQU-C-01 MA5-TRG-C-01 MA5-TRG-C-02	MAO-WM-01 MA5-DAT-C-01 MA5-DAT-C-02 MA5-FIN-C-01 MA5-FIN-C-02

Syllabus Outcomes

MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits

MANDATORY SUBJECT

Mathematics HPG Year 10 Assessment Schedule 2025

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 strands. 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
Date of Task		Term 1 Week 8	Term 2 Week 8	Term 3 Week 9
Task Type		In-Class Test	In-Class Test	In-Class Test
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		MAO-WM-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-NET-P-01	MAO-WM-01 MA5-EQU-C-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-EQU-P-01 MA5-EQU-P-02 MA5-TRG-P-01	MAO-WM-01 MA5-DAT-C-01 MA5-DAT-C-02 MA5-FIN-C-01 FIN-C-02 MA5-DAT-P-01 MA5-PRO-P-01

Syllabus Outcomes

MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings

MANDATORY SUBJECT

Science Year 10 Assessment Schedule 2025

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 9	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3
Topic Area		Chemistry		Genetics		
Task Description		Chemistry First-Hand Investigation	Semester 1 Exam	Biotechnology Research Task	Student Research Project	ROSA Exam
TOTAL MARKS	100%	20%	20%	20%	20%	20%
OUTCOMES ASSESSED		SC5-17CW, SC5-4WS SC5-5WS SC5-6WS SC5- 7WS SC5-9WS	SC5-WS4 SC5-WS6 SC5-WS7 SC5-WS8 SC5-WS9 SC5-17CW	SC5-WS7.1e SC5-WS-9 SC5-15LW	SC5-WS4 SC5-WS5 SC5-WS6 SC5-WS7 SC5-WS9	SC5-WS5 SC5-WS7 SC5 9WS SC5-15LW SC-17CW SC-10PW

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 2025

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 2025

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	Yearly Examination
Task Description		Groupwork and Practical Skills	Research and In-Class Written	Composition and Peer Feedback	Yearly Test
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		PD5-4, PD5-10	PD5-6, PD5-7	PD5-5, PD5-11	PD5-1, PD5-2, PD-3, PD5-6, PD5-7, PD5-9

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 10 Assessment Schedule 2025

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
Component		Healthy Practices & Dance Technique	Stimulus Response & Expressing Ideas	Performance Quality & Unity in Dance
Task Type		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%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		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 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
Topic		Political Theatre Play building	Aboriginal Theatre Scripted	Physical Theatre Devising
Task Type		Group Performance & Logbook	Duologue	Group Performance & Reflection
Making	40%	15%	15%	10%
Performing	30%	10%	10%	10%
Critically studying	30%	10%	10%	10%
TOTAL MARKS	100%	35%	35%	30%
OUTCOMES ASSESSED		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 Year 10 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 8	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4
Topic Area		Popular Music	Music for Radio, Film and Multimedia	Original Music	Baroque Music
Task Description		Solo performance	Composition	Ensemble performance	Yearly Listening Test
Performance	40%	20%		20%	
Composition	30%		30%		
Listening	30%				30%
TOTAL MARKS	100%	20%	30%	20%	30%
OUTCOMES ASSESSED		5.1	5.4, 5.5, 5.6	5.2, 5.3	5.7, 5.8, 5.9

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 Year 10 100 Hour Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	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 3
Topic Area		Photograms	Camera Photography	Digital Photography	Photography Studies
Task Description		Case Study #1 Folio #1 & VAPD	Folio #2 & VAPD	Folio #3 & VAPD	Case Study #2
Artmaking	70%	20%	25%	25%	
Critical and Historical Studies	30%	10%			20%
TOTAL MARKS	100%	35%	25%	25%	20%
OUTCOMES ASSESSED		5.1, 5.4	5.2, 5.6	5.3, 5.5	5.7, 5.8, 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 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Date of Task		Term 1 Week 10	Term 2 Week 4	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
Task Description		BOW – Art Movements	Section One style, unseen plate assessment	BOW – Illustrations	Pop Art Artwork	Part A: Street Art Board and Artist Statement Part B: Section Two Style, Extended Response Task
Artmaking	60%	20%		10%	20%	10%
Critical and Historical Studies	40%		20%			20%
TOTAL MARKS	100%	20%	20%	10%	20%	30%
OUTCOMES ASSESSED		5.1, 5.4, 5.6	5.8, 5.9	5.1, 5.6	5.1, 5.2, 5.4, 5.5, 5.6	5.1, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10

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

HSIE

Commerce Year 10 Assessment Schedule 2025

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

PDHPE

Outdoor Education Year 10 100 hour Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 9 & 10	Term 2 Week 9	Term 3 Week 8	Term 3 Week 10
Topic Area		Experiencing the Outdoors	First Aid in Outdoor Environments	Bushcraft and Navigation in the Outdoors	All Outdoor Education Topics
Task Description		Basic Training Task	Practical and In-class Written Task	Practical Assessment	Written Test
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		OE5-1, OE5-7, OE5-8, OE5-9	OE5-4, OE5-6	OE5-4, OE5-8	All Outdoor Education Outcomes

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.

PDHPE

Outdoor Education Year 10 200 hour Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task		Term 1 Week 5	Term 2 Week 9	Term 3 Week 8	Term 3 Week 10
Topic Area		Orienteering	First Aid in Outdoor Environments	Bushcraft and Navigation in the Outdoors	All Outdoor Education Topics
Task Description		Practical Assessment	Practical and In-class Written Task	Practical Assessment	Written Test
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		OE5-1, OE5-7, OE5-8, OE5-9	OE5-4, OE5-6	OE5-4, OE5-8	All Outdoor Education Outcomes

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.

PDHPE

Physical Activity and Sport Studies (PASS) Year 10 100 hour Assessment Schedule 2025

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 7-9	Term 3 Week 9
Topic Area		Nutrition and Physical Activity	Fundamentals of Movement Skill and Development	Sports Coaching	All PASS Content
Task Description		Research Task	Practical Assessment	Coaching Task	Yearly Open Book Test
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		PASS5-1, 5-8, 5-10	PASS5-5, 5-9	PASS5-5, 5-6, 5-7, 5-8, 5-9	All Outcomes

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.

PDHPE

Physical Activity and Sport Studies (PASS) Year 10 200 hour Assessment Schedule 2025

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 7-9	Term 3 Week 9
Topic Area		Nutrition and Physical Activity	Fundamentals of Movement Skill and Development	Sports Coaching	All PASS Content
Task Description		Research Task	Practical Assessment	Coaching Task	Yearly Open Book Test
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		PASS5-1, 5-8, 5-10	PASS5-5, 5-9	PASS5-5, 5-6, 5-7, 5-8, 5-9	All Outcomes

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

Investigating Science (Year 10 Accelerated) Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 3	Term 3 Week 3	Term 3 Weeks 9 & 10
Task Type		Depth Study: Testing Assumptions	Scientific Model	Yearly Examination
Skills in Working Scientifically <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigations • Conducting Investigations • Processing Data and information • Analysing Data and information • Problem Solving • Communicating 	60%	25%	30%	5%
Knowledge and Understanding of Course Content	40%	5%	10%	25%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		INS11- 1,2,3,4,5,7,9	INS11- 1,4,5,6,7,1	INS11 –5,6,8,9, 10, 11

Syllabus Outcomes

INS11-1	develops and evaluates questions and hypotheses for scientific investigation
INS11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11-5	analyses and evaluates primary and secondary data and information
INS11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

SCIENCE

Agriculture Year 10 100 + 200 hour Assessment Schedule 2025

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		Core A: Introduction to Agriculture	Plant Production 1	Animal Production 1	Animal Production 2
Task Description		Practical Farm Skill	Vegetable Brochure	Poultry Booklet	Practical farm Skills
TOTAL MARKS	100%	25%	25%	25%	25%
OUTCOMES ASSESSED		AG5-4, AG5-11, AG5-12, AG5-13	AG5-4, AG5-5, AG5-6, AG5-8, AG5-14	AG5-1, AG5-7, AG509, AG5-10	AG5-4, 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

TAS

Child Studies Year 10 100 hour Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 7	Term 2 Week 10	Term 3 Week 9
Topic Area		Preparing for Parenthood	Newborn Care	Play and the Developing Child
Type of Task		Parenthood Resources	Newborn Care – Simulation Baby	Play Resources
TOTAL MARKS	100%	30%	35%	35%
OUTCOMES ASSESSED		CS5-5, CS5-8, CS5-11	CS5-5, CS5-6, CS5-8, CS5-10	CS5-2, CS5-4, CS5-9

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 Year 10 200 hour Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
Topic Area		The Diverse Needs of Children	Aboriginal Cultures & Childhood	Media and Technology in Childhood
Type of Task		Diverse needs resources	Aboriginal cultures resources	Media and technology in childhood
TOTAL MARKS	100%	30%	35%	35%
OUTCOMES ASSESSED		CS5-4, CS5-8, CS5-11	CS5-2, CS5-5, CS5-9	CS5-3, CS5-4, CS5-5

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

Computing Technology Year 10 Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 2	Term 3 Week 2	Term 4 Week 2
Topic Area		Building mechatronic and automated systems	Creating games and simulations	Designing for user experience
Task Description		Design and build automated systems	Coding folio	Game design and development
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		CT5-DPM-01 CT5-COL-01 CT5-EVL-01 CT5-THI-01	CT5-DPM-01 CT5-COM-01	CT5-DAT-02 CT5-DES-01 CT5-COM-01 CT5-OPL-01

Syllabus Outcomes

CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data
CT5-DES-01	designs and creates user interfaces and the user experience
CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions

TAS

Food Technology Year 10 100 Hour Assessment Schedule 2025

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Date of Task		Term 1 Week 7 or 8	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	Practical Exam: Bush Tomato Burger	Research Task	Design Portfolio
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%
TOTAL MARKS	100%	15%	30%	15%	20%	20%
OUTCOMES ASSESSED		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

Food Technology Year 10 200 Hour Assessment Schedule 2025

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

Industrial Technology – Timber Year 10 100 Hour Assessment Schedule 2025

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task	Term 1 Week 8	Term 2 Week 3	Term 3 Week 9	Term 4 Week 4
Type of Task	Research Task	Practical Project – Step Stool	Design Folio	Practical Project – Designer Box
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

TAS

Industrial Technology – Timber Year 10 200 Hour Assessment Schedule 2025

ASSESSMENT COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
Date of Task	Term 1 Week 6	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

2025 ASSESSMENT CALENDAR FOR YEAR 10

	Term 1	Term 2	Term 3	Term 4
Week 1		Food Technology 100Hr PDHPE (ongoing Term 2)		Science
Week 2		Computing Technology IT-Timber 200Hr	Computing Technology Dance Food Technology 100Hr	Agriculture Computing Technology Dance
Week 3		HSIE – Geography Investigating Science (accelerated) IT-Timber 100Hr	Food Technology 100Hr Investigating Science (accelerated)	Commerce English Food Technology 100Hr HSIE – History Photography 100Hr Science
Week 4		Food Technology 200Hr Music Visual Arts		Food Technology 200Hr IT-Timber 200Hr IT-Timber 100Hr Music Visual Arts
Week 5	HSIE – Geography Outdoor Education 200Hr			
Week 6	IT-Timber 200Hr		Commerce HSIE – History	
Week 7	Child Studies 100Hr Food Technology 100Hr Food Technology 200Hr		PASS 100Hr PASS 200Hr	
	Term 1	Term 2	Term 3	Term 4

2025 ASSESSMENT CALENDAR FOR YEAR 10

	Term 1	Term 2	Term 3	Term 4
Week 8	Agriculture Food Technology 100Hr IT-Timber 100Hr Mathematics Mathematics HPG Music	Agriculture Mathematics Mathematics HPG	Agriculture Food Technology 200Hr Food Technology 100Hr Music Outdoor Education 100Hr Outdoor Education 200Hr PASS 100Hr PASS 200Hr	
Week 9	Commerce Drama English Outdoor Education 100Hr PASS 100Hr PASS 200Hr PDHPE Science	Child Studies 200Hr Commerce Drama English Outdoor Education 100Hr Outdoor Education 200Hr PASS 100Hr PASS 200Hr Visual Arts	Child Studies 100Hr Child Studies 200Hr Drama English Mathematics Mathematics HPG PASS 100Hr PASS 200Hr PDHPE – Yearly Exam Science Investigating Science (accelerated) Yearly IT-Timber 200Hr IT-Timber 100Hr Visual Arts	
Week 10	Child Studies 200Hr Dance Outdoor Education 100Hr Photography 100Hr Visual Arts	Child Studies 100Hr Photography 100Hr Science	Investigating Science (accelerated) Yearly Outdoor Education 100Hr Outdoor Education 200Hr Photography 100Hr Science	
Week 11	Science			
	Term 1	Term 2	Term 3	Term 4

Information above is accurate as at December 2024, but may be subject to change

APPENDIX 1 – ILLNESS/MISADVENTURE/EXTENSION FORM

Illness/Misadventure/Extension forms may be submitted online via the [SchoolBytes](#) parent portal or via the QR Code below.



APPENDIX 2 – STUDENT AGREEMENT FORM

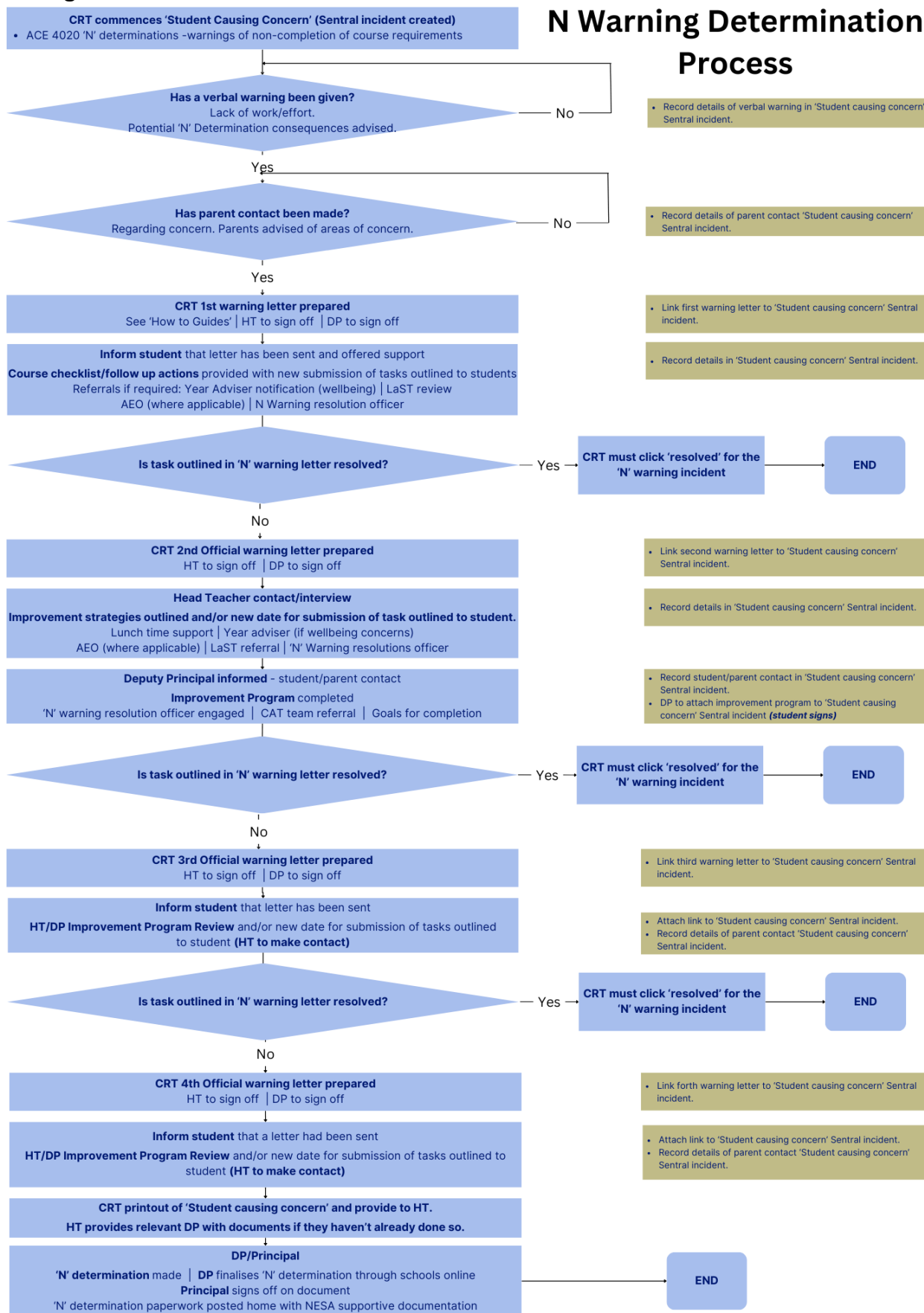
Receipt of Assessment Policy and Procedures

- A copy of this booklet 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 this handbook.

APPENDIX 3 – ‘N’ WARNING’S

‘N’ Warning Determination Process



Sample 'N' Warning Letter

Wadalba Community School

Progress with Pride



Unlocking the Brilliance in Each of Us



Thursday, 27th June 2024

OFFICIAL WARNING - Non-completion of a Higher School Certificate Course

Dear [REDACTED],

I am writing to advise you that [REDACTED] is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course PDHPE (Stage 6). The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as official warning number 5 that we have issued concerning your child's participation in PDHPE (Stage 6). A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

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

- b. Applied yourself 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 course outcomes

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record Of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed. To date, [REDACTED] has not satisfactorily met the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for [REDACTED] to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed/achieved. Please discuss the matter with [REDACTED] and contact the school if further information or clarification is needed.

Yours sincerely,

Mrs Shannon Cameron

Mrs Shannon Cameron

Mrs Deanna Beecroft - Deputy Principal

Class Teacher

Head Teacher PDHPE



Orchid Way, Wadalba NSW 2259 PO Box 294, Wyong NSW 2259 T: 02 4356 2888
Email: wadalba-c.school@det.nsw.edu.au Website: <http://www.wadalba-c.schools.nsw.edu.au/>

Principal: Mrs Carlie Wells
Deputy Principals: Mrs Deanna Beecroft | Mr Matthew Sawyer | Mrs Rebecca Mace (Ret)
Ms Roxanne Sanday | Mrs Samantha Martin



To satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by, [REDACTED]

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Missed Classwork (Attachment provided with links and resources)	0%	12/2/2024	Complete missed coursework	25/3/2024
Missed Classwork (Attachment provided with links and resources)	0%	26/2/2024	Complete Course work	18/3/2024
Missed Classwork (Attachment provided with links and resources)	0%	13/3/2024	Complete tasks and submit to teacher	5/4/2024
Missed Classwork (Attachment provided with links and resources) (outcomes H1 - H5, H14-H16, H8)	0%	13/3/2024	Complete tasks and submit to teacher	29/5/2024

Action by Parent/Guardian

To support [REDACTED] in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact Shannon Cameron.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Please complete and return to Mrs Shannon Cameron.

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE

- * I have received the letter dated 27/06/24 indicating that [REDACTED] is in danger of not having satisfactorily completed PDHPE (Stage 6).
- * I am aware that this course may not appear on her Higher School Certificate Record of Achievement.
- * I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

27/06/24

Parent/Caregiver's signature: _____ Date: _____

Student's signature: _____ Date: _____





Orchid Way, Wadalba NSW 2259 PO Box 294, Wyong NSW 2259 T: 02 4356 2888
Email: wadalba-c.school@det.nsw.edu.au Website: <http://www.wadalba-c.schools.nsw.edu.au/>

Principal: Mrs Carlie Wells
Deputy Principals: Mrs Deanna Beecroft | Mr Matthew Sawyer | Mrs Rebecca Mace (Ret)
Ms Roxanne Sanday | Mrs Samantha Martin



APPENDIX 4 – SAMPLE WCS ASSESSMENT TASK PROFORMA

 <p>WADALBA COMMUNITY SCHOOL</p>	<p style="text-align: center;">202... YEAR ... SUBJECT</p> <p style="text-align: center;">Assessment Task #</p> <p style="text-align: center;">Assessment Task Title</p>		
TASK DESCRIPTION:			
To demonstrate your knowledge and understanding of the <i>TBA</i> unit of work, you will...			
TASK WEIGHTING	TBA %	TOTAL MARKS	TBA
OPTIONAL DRAFT DUE DATE:		FINAL SUBMISSION DUE DATE:	
<ul style="list-style-type: none"> • CLASS1: • CLASS2: • CLASS3: • CLASS4: • CLASS5: • CLASS 6: • CLASS7: • CLASS8: • CLASS9: • CLASS10: 		<ul style="list-style-type: none"> • CLASS1: • CLASS2: • CLASS3: • CLASS4: • CLASS5: • CLASS 6: • CLASS7: • CLASS8: • CLASS9: • CLASS10: 	
<ul style="list-style-type: none"> • MODE OF SUBMISSION DRAFT ASSESSMENT TASK: • MODE OF SUBMISSION FINAL ASSESSMENT TASK: 			
SYLLABUS OUTCOMES ASSESSED:			
<ul style="list-style-type: none"> • • • 			
ASSESSMENT CRITERIA - <i>Student will be assessed on their ability to:</i>			
<ul style="list-style-type: none"> • • • 			
Late / Non-Submission			
<p>Students are expected to submit original work on or before the due date in the mode described above. Neglecting to do so may attract penalties as outlined in the WCS Assessment and Reporting Procedures. The Illness and Misadventure form linked via QR code, may be used if a student becomes sick or experiences a mishap, which impacts assessment submission.</p>			

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: ? / ?	Task Rank: ? / ?		Final Grade: A: ? - ? B: ? - ? C: ? - ? D: ? - ? E: ? - ?		

Marking Criteria Option 3

SYLLABUS OUTCOME:	MARKS
• • •	?-? A
• • •	?-? B
• • •	?-? C
• • •	?-? D
• • •	?-? E

SYLLABUS OUTCOME:	MARKS
• •	?-? A
• •	?-? B
• •	?-? C
• •	?-? D
• •	?-? E

SYLLABUS OUTCOME:	MARKS
•	?-? A
•	?-? B
•	?-? C
•	?-? D
•	?-? E

Total Marks: ??	Task Rank:
Final Grade: A: ?? B: ?? C: ?? D: ?? E: ??	

APPENDIX 5 – ASSESSMENT SIGN-ON SHEET



Assessment Sign-On Sheet ver 2 April 24

Subject:				Teacher:			
Task Number / Task Title:				Due Date:			
Task Weighting:				Year Group / Class:			
Student Name	Task Submission		Task Completion		Change of Assessment Date & or Outcome(s) Notification		
	Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	New Due Date: _____ New outcome(s): _____ DP Approval: _____		
					<i>I have received written notification of the altered / changed date & or outcome(s) for the above assessment task.</i>		
					Student initial	Date / outcome(s) change notification received	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							



Assessment Sign-On Sheet ver 2 April 24

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

APPENDIX 6 – ASSESSMENT TASK CHECK

ASSESSMENT TASK CHECK



SUBJECT: _____

FACULTY: _____

TEACHER: _____

TASK NAME AND NUMBER	ADDED TO CALENDAR	HT CHECK (include date)	DP CHECK (include date) <i>Years 10 - 12 only</i>	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

APPENDIX 7 – REQUEST FOR ASSESSMENT REVIEW/APPEAL

Student Name: _____

Date: _____

Course: _____

Teacher: _____

Task Concerned: _____



I, _____ hereby apply for a review of the above assessment (within 5 school days of receiving marks). My **reasons** for requesting a review are:

Student Signature: _____

Head Teacher Recommendation:

Head Teacher Signature: _____

Fully completed form to be submitted to Deputy Principal

Record of Decision:

I have noted the above request and **HAVE / HAVE NOT granted** the review as per above.

Deputy Principal Signature: _____ Date: _____

Date Student Notified of Outcome: _____

APPENDIX 8 – KEY VERBS

ACCOUNT FOR	State reasons for, report on, explain, give an account of, narrate a series of events or transactions
ANALYSE	Identify components and the relationship between them, draw out and relate implications
APPLY	Use, utilise, employ in a particular situation
ASSESS	Make a judgment of value, quality, outcomes, results or size. Give your opinion with facts.
CLARIFY	Make clear or plain
COMMENT ON	Identify and write about the main issues, give reactions based on what you've read and/or researched
COMPARE	Show how things are similar or different (hint – use a Venn diagram), show the relevance of the similarities / differences
CONTRAST	Show how things are different or opposite
CRITICALLY	(analyse/evaluate) Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
DEFINE	State meaning and identify essential qualities, give the exact meaning of
DEMONSTRATE	Show by example
DESCRIBE	Provide characteristics and features of the item / concept, outline the main events
DISCUSS	Identify issues and provide points for and/or against, investigate or examine by argument, examine the implications
DISTINGUISH	(between) Recognise and indicate as being distinct or different from, to note differences between things
EVALUATE	Make a judgment and give your opinion based on criteria, determine the value of, assess and give your judgment about the merit, importance or usefulness of something
EXAMINE	Inquire into, find out the facts, look closely into something
EXPLAIN	Relate cause and effect, make the relationships between things evident, provide the why and/or how about the item / concept, make clear why something happens
EXPLORE	Examine thoroughly, consider from a variety of viewpoints
HOW DOES	By what means – consider the processes, techniques, steps and ideas behind the issue/s or concept/s
IDENTIFY	Recognise and name
ILLUSTRATE	Make something clear and explicit, giving examples and/or evidence
INTERPRET	Draw meaning from, show the meaning and relevance of data or other material presented
INVESTIGATE	Plan, inquire into and draw conclusions about
JUSTIFY	Support an argument or conclusion with evidence and examples, show why a decision or conclusion/s was/were made
OUTLINE	Sketch in general terms, indicate the main points / features / general principles of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward a point of view, idea, argument or suggestion for consideration or action
RECOMMEND	Specify a path / course / action and provide reasons in favour
RELATE	Show similarities and differences between items / concepts
STATE	Give the main features briefly and clearly
SUMMARISE	Concisely express the relevant details
SYNTHESISE	Putting together the various elements to make a whole
TO WHAT EXTENT	Consider how far something is true (or not true) or contributes to a final outcome
WHY	For what causes, reason or purpose, on what account does/did something happen/occur

For Stage 6 assessment, students should refer to the above HSC verbs to gain a better understanding of how to respond to HSC questions.

