



JINDABYNE HIGH SCHOOL

Rivers of Learning, Mountains of Opportunity



2024 ROSA ASSESSMENT BOOKLET

Edited: September 2023

RESPECT • INTEGRITY • COURAGE





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Welcome to Year 10

Dear Year 10 Parents and Students,

When students successfully complete year 10, that means they qualify for a Stage 5 Record of School Achievement (RoSA). This is their first formal credential, it is also when they enter the senior half of the school. As a Year 10 student expectations increase but so does support. As a leader of the school, we expect students to be a role model for the junior school and earn their RoSA through hard work and dedication. If support is needed it will be provided, all you students need to do is ask.

The first piece of support is this assessment booklet, it aims to:

- assist students in understanding the place of assessment in their Record of School achievement credential
- explain the processes by which assessment marks are determined and the process for requesting a review, if necessary
- assist students in planning and organising their time, by informing them of when assessment tasks are due.

It is **our** responsibility to provide you with these guidelines and explain them to you.
It is **your** responsibility to read and ensure that you understand them.

Students must develop a work ethic that reflects a serious commitment to their studies that will provide a solid foundation to maximise their potential. If you need to discuss any welfare or personal issues, please contact any of the following staff members:

- Gill Hennessy (Year 10 Year Adviser)
- Ms Lauren Sewell (Head Teacher Wellbeing)
- Ms Rayna Green (Careers Adviser)
- Mrs Melissa Phillips (School Counsellor)
- Ms Sheryn West (Deputy Principal)
- Mrs Kelly Henretty (Principal)

If you have a subject specific matter, please contact your classroom teacher or the relevant head teacher:

- Mrs Belinda Bell (Administration/HSIE)
- Mrs Angela Moore (Secondary Studies/Mathematics)
- Mr Michael Kowalewski (PDHPE/CAPA/LOTE)
- Ms Olivia Belshaw and Ms Claire Phillips (Science/TAS)
- Mrs Sharn Stewart (English/History)
- Ms Rachel Hodel (Inclusive Education)

We look forward to a very productive, enjoyable and successful year for all.

Yours sincerely,

Kelly Henretty

Principal



Purpose of Assessment

Assessment is the process of gathering information and making judgements about student achievement. It is useful in:

- Assisting student learning
- Evaluating and improving teaching programs
- Providing evidence of satisfactory achievement
- Providing Stage 5, Year 10 results

Students are required to complete school-based assessment tasks for all Year 9 and 10 Courses. The key reasons for assessment are to:

- Support student learning
- Monitor student learning
- Diagnose student needs
- Evaluate the effectiveness of teaching/learning programs
- Inform the reporting process
- Assist accountability

Disclaimer

The Assessment Policy and the procedures detailed in the Assessment Booklet are intended to ensure that:

- I. each student's school assessment mark is an accurate reflection of the student's work, and
- II. the mark has been derived in a manner that is fair to all students.

At any time the school reserves the right to change any part of this policy and these procedures so that an individual student, or a group of students, cannot gain an unfair advantage over others, due to circumstances that the school is unable to predict and/or change. Every effort has been made to ensure that the task types and assessment dates in your Assessment Booklet are accurate. However, there may be times when it is necessary to make changes to assessments and/or dates.



1. THE RECORD OF SCHOOL ACHIEVEMENT

1.1 The Record of School Achievement (RoSA)

The RoSA is awarded to eligible students after four years of secondary school. In Years 9 and 10, students study a variety of courses to qualify for the award of the RoSA. This document outlines what is required to qualify and how Jindabyne High School determines the grades that students receive.

1.2 Course Requirements

Over the four years leading up to their RoSA, students must satisfactorily study the following to qualify:

- English/Mathematics/Science/HSIE (400 hours each)
- Creative Arts – Music & Visual Arts (100 hours each)
- Technological and Applied Studies – Technology Mandatory (200 hours)
- Personal Development, Health and Physical Education (300 hours)
- Languages Other Than English – Japanese (100 hours)

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort to the set task and experiences provided in the course by the school; and
- achieve the course outcomes

1.3 Additional Studies

The Jindabyne Central School curriculum is designed so that all students meet the requirements outlined in section 1.2. Students also study two electives - with these being recognised as part of your record of achievement.

1.4 The Awards

All eligible students receive two certificates:

- Record of School Achievement Stage 5 - this is a testamur that shows the student's name and school and states that they have met all requirements; and
- Record of Achievement - this lists all courses studied in Stage 5 (Years 9 and 10) and indicates the grades achieved and hours studied for each course. It contains a statement indicating that all other mandatory requirements have been satisfactorily completed.

1.5 Life Skills

A special program of study is a specifically designed course of study for students with special education needs who are unable to meet curriculum requirements for the award of the Record of School Achievement using only Board-developed syllabuses and/or Board Endorsed Courses. These students are still eligible for the award of the Record of School Achievement and their Record of Achievement will reflect the program they have followed. They will receive a Student Profile that reports on those areas where they have followed a Life Skills course.



2. COURSE COMPLETION CRITERIA

2.1 Performance Descriptors

Performance descriptors are a series of statements which summarise the observable and measurable features of student achievement and assist in the awarding of grades to students based on their level of achievement. The grades rank from A-E with each course developing specific Performance Descriptors related to the knowledge and skills relevant to that course. The course performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. Copies of individual course performance descriptors are available from the Head Teacher responsible for each course or from the NSW Education Standards Authority (NESA) website: <http://educationstandards.nsw.edu.au>:

- A:** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
- B:** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
- C:** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
- D:** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
- E:** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

In Mathematics, the grades have been further differentiated to nine levels: A10, A9, B8, B7, C6, C5, D4, D3, E2.

2.2 Assessment Procedures

Each course has a set of procedures that they follow to assess student achievement and to allocate grades based on the Course Performance Descriptors. Assessment tasks set by the school are used to provide data to assist teachers to determine which descriptor best reflects the level of achievement of each student at the end of Year 10. The final decisions are made in relation to the 'standard' reached, not in relation to performance which is relative to other students.

This document outlines the assessment procedures that will be followed in each course.

2.3 General School Procedures

Course assessment programs will be planned in advance and published to enable coordination of the whole year assessment program.

- A variety of assessment tasks will be employed to ensure that a range of outcomes is assessed. Tasks can be designed to assess a number of outcomes.
- Examinations may be part of the assessment program.

2.3.1 Timing of Tasks

Each student will be told what is to be assessed, how and when, with appropriate notice in advance of the initial scheduling of the task (a minimum of 2 weeks). Students will be formally handed their tasks in writing by the teacher, and a record of receipt will be kept for all students by all staff. Tasks, other than in-class tasks, must be submitted no later than the specific subject period time on the due date. PLEASE NOTE that some subjects may stipulate no later than 9.00am on the due date, and when that is the case the teacher will indicate the process for assessment submission / collection.



Assessment is an ongoing and continuous process throughout the year that includes in class work, homework tasks, assessment tasks and examinations.

2.3.2 Illness and Misadventure

Students who are absent due to illness and/or misadventure when a task is due should, where possible, attempt to negotiate an extension prior to the due date. Evidence supporting your case, e.g. doctor's certificate or exemption approved by the Principal, must be supplied to the Head Teacher for approval to be given.

Any extension request must be made in writing via the Illness/Misadventure form (found on page 13 of this booklet). This must be made as early as possible – one week prior is the recommended minimum time - and this form must be submitted to your respective teacher and/or Head Teacher. However, **you cannot apply for an extension if the task is due within 48 hours**, unless extreme circumstances can be evidenced. In such circumstances, the Illness/Misadventure form is handed directly to the Deputy Principal.

2.3.3 Occasions Where Zero Marks will be Awarded

Students who fail to meet deadlines without approval for an extension will **receive zero** marks. The student concerned will be immediately referred to the Head Teacher. The student will be placed on recess or lunchtime detention to complete the outstanding task, and/or, in exceptional circumstances, negotiate an immediate/alternative process of task completion.

2.3.4 'N' Warning Notification (non-completion of course requirements)

Non-completion of course work by a student will result in 'N' Warning notification being sent to the student's parents. In addition, all privileges, including involvement in extra-curricular programs, will be removed until the task is completed. If a student receives more than 2 'N' Warning letters that are not resolved they will receive an N Determination in that subject and may be ineligible for their RoSA.

2.3.5 Absence from a Test

Given the satisfactory completion of the Illness and Misadventure guidelines above, students must meet their classroom teacher as soon as they return to school and negotiate to complete the task within the next five school days. Students who fail to do so will be **awarded zero** marks.

2.3.6 Malpractice

Students will **receive zero** marks if they are found to be involved in malpractice. Malpractice covers a whole range of practices that are aimed at advantaging a student by improper means. Malpractice includes, but is not limited to, the following activities:

- Cheating in an examination situation by copying, using prepared notes, using communication devices, using unapproved calculators and any other technique to secret material into an examination room.
- Deliberately disrupting the conduct of an assessment task.
- Collusion with others to submit similar work or collaborate on tasks that are clearly meant to be done individually.
- Plagiarism - *plagiarism* is defined as 'stealing the words or ideas of another and using them as one's own'. (*Collins English Dictionary*, p 749). This includes:
 1. copying large slabs out of one or more books and presenting it as your own work;
 2. copying smaller portions and not acknowledging from where you got it.

You can avoid plagiarism by including a full list of references at the end of your work, or acknowledging the source of quotations used (further information on page 10). Be doubly careful when using electronic research and writing methods. Ensure that you do not inadvertently leave 'temporarily' copied material in your work.



2.3.7 Non-Genuine Attempts

Where, in the professional judgment of the teacher, a student has not made a genuine attempt at an assessment task, **zero marks** will be awarded.

2.3.8 Appeals

Appeals in relation to assessment grades or procedures should be made at the time of the task. Appeals relating to marks will not be accepted at the end of the course. Students need to be aware that they may apply for a school review, and any subsequent appeal to the Board, only on the basis of the Assessment program and the procedures used in arriving at the final Assessment mark (further information on page 14).

2.4 Satisfying Course Requirements

For the satisfactory completion of a course, students must:

- follow the course developed or endorsed by NESA; and
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieve the course outcomes.

It is the school's responsibility to judge whether students meet these requirements. Satisfactory completion of courses will be judged, among other things, by attendance and level of involvement in class, the proportion of assignments, homework and assessment tasks completed and the student's level of achievement commensurate with their ability.

2.5 'N' Determinations (non-completion of course requirements)

Where, in the judgment of the school, a student has not met the course requirements they will be given an 'N Determination' in that course. This will appear on their Record of Achievement as an 'N' instead of an A – E grade. A student who is given an 'N' determination in a *mandatory course* (English, Mathematics, Science, PDHPE, Australian History or Australian Geography) **will not be eligible** for a Stage 5 Record of School Achievement.

Where a student is in danger of receiving an 'N' determination the school will notify them giving them the opportunity to rectify the situation. If there is no improvement, a second warning is given. If the problem continues an 'N' determination will be made. Students have the right to appeal against 'N' determinations. The principal should be contacted in the first instance. At that stage, the appeal process will be fully explained.



3. STUDENT RESPONSIBILITIES

All students must be able to demonstrate that they have satisfactorily completed requirements for the RoSA. The following is a list of things required to show you have met the course outcomes.

You are responsible for:

- Attending school regularly and attending each timetabled class
- Showing that, through genuine effort and achievement, you have met all requirements of your courses
- Participating actively and co-operatively in all lessons
- Completing all assessment tasks to the best of your ability
- Handing in all assessment tasks by the due date
- Notifying the school if you are unable to attend for an assessment task and submitting an Illness/Misadventure form
- Completing all homework satisfactorily
- Checking with your teachers after an absence to find out what work needs to be completed
- Making sure that any questions you have about the marks awarded for an individual piece of work are resolved at the time the work is handed back
- Asking your teachers to clarify any issues you may have with any of the work you are doing
- Reading the assessment booklet carefully and keeping it as a reference

4. MINIMUM STANDARD TESTING

Students need to pass online reading, writing and numeracy tests of everyday reading, writing and maths skills to show they meet the minimum standard of literacy and numeracy required to receive the HSC from 2020.

Students [planning to leave school before completing their HSC](#) may also take these tests to show their level of literacy and numeracy skills. Some students sitting the tests will be eligible for disability provisions or be exempt from meeting the HSC minimum standard to receive their HSC.

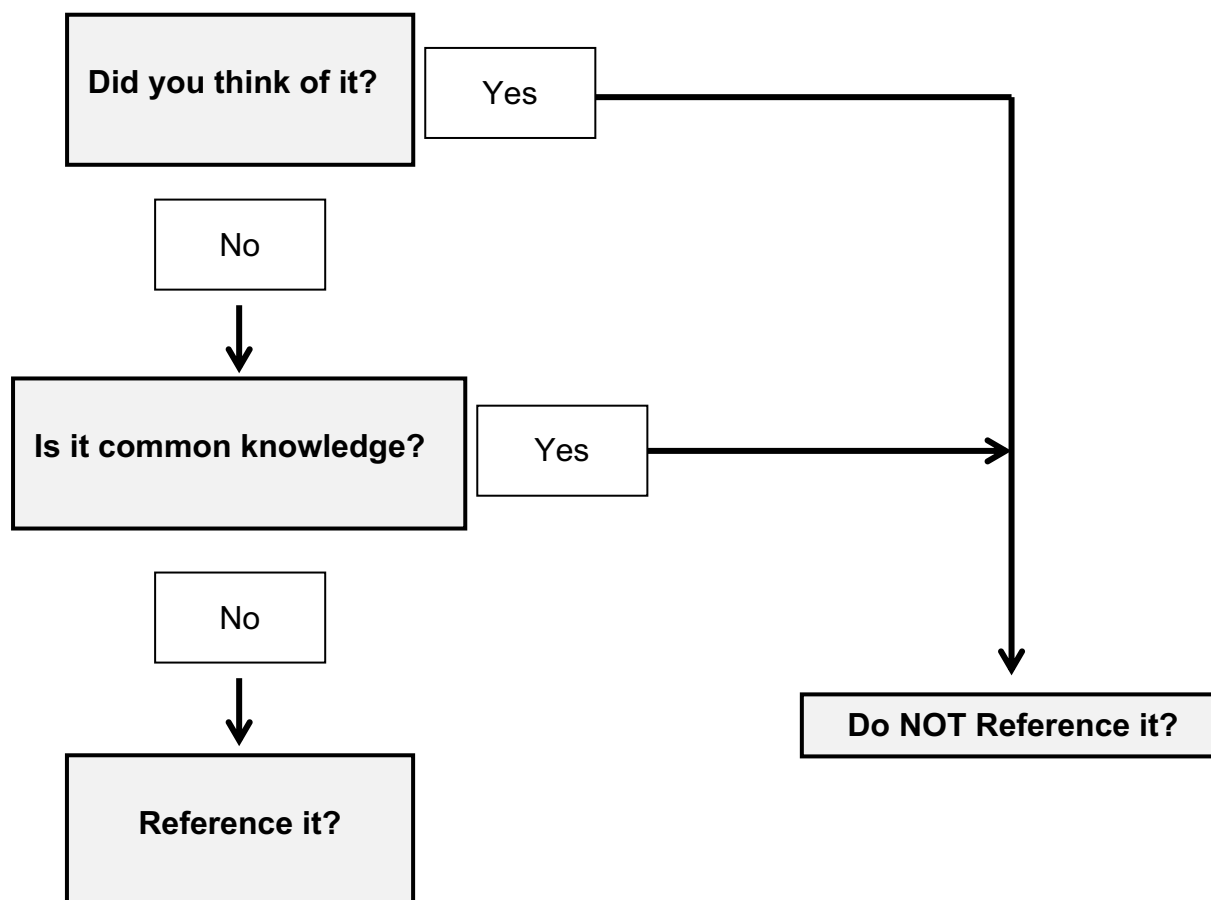
The minimum standard online tests are based on the Australian Core Skills Framework (ACSF). Students are required to achieve **at least Level 3** in each of the three online tests to meet the HSC minimum standard. The school will be providing students with multiple opportunities to conduct Practice Online Testing in Literacy and Numeracy and to re-sit the tests, if required, between Term 4 Year 10 and the end of their schooling.

Students will have many opportunities to meet the HSC minimum standard, even after they finish Year 12. It is important to note:

- Students have five years from the year they start their first HSC course to meet the HSC minimum standard, so can take the online tests after they leave school.
- Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate.
- Students who do not meet the HSC minimum standard will receive a RoSA which contains a student's record of academic achievement up until the date they leave school.
- The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they meet all other ATAR requirements.
- Students who leave school prior to Year 12 can choose to sit the minimum standard online tests.



Referencing – Harvard Style Referencing



What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks outside the classroom.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference** at the end of the assessment task giving full details of all sources referred to in the task.

Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

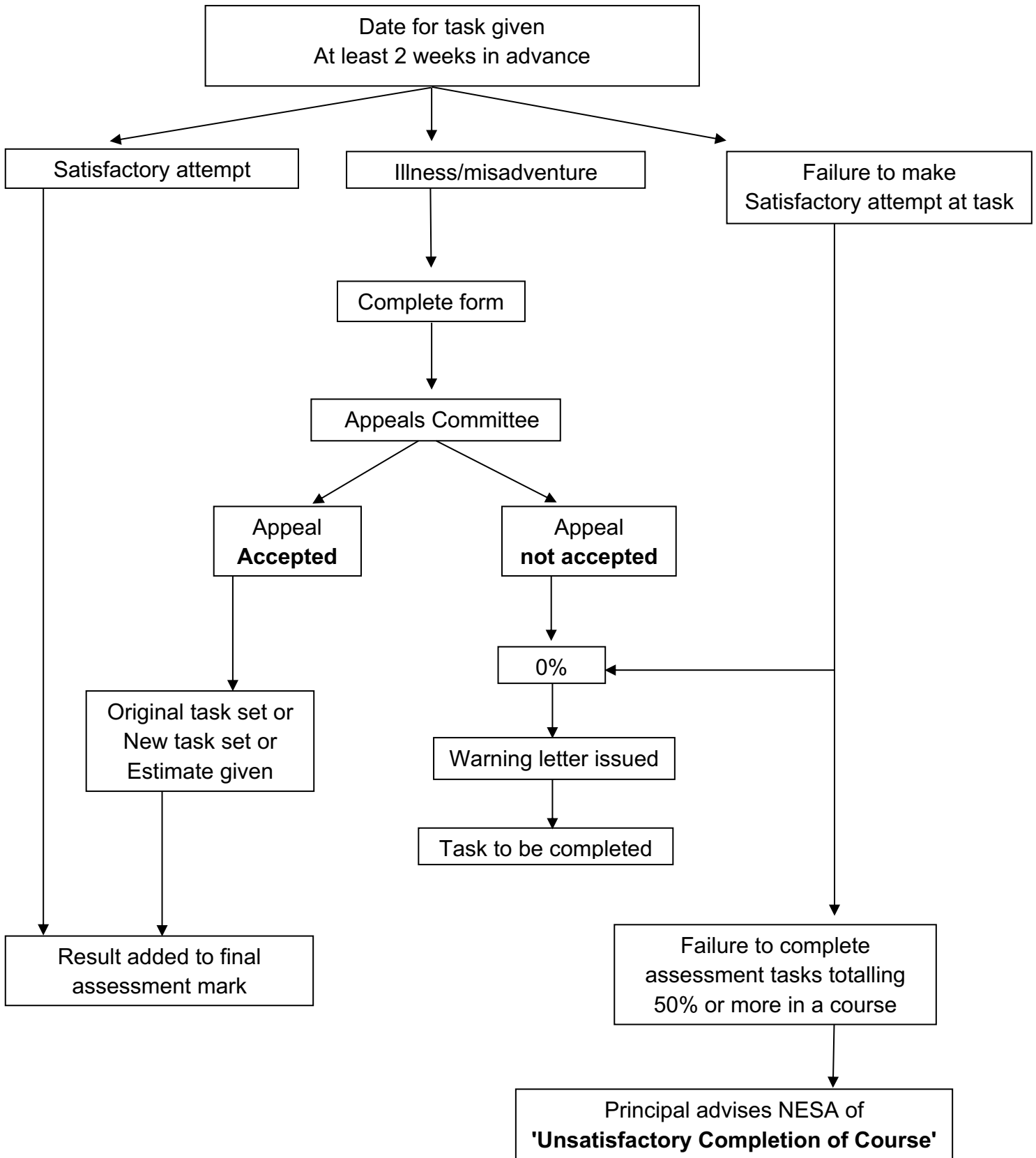
What if you don't reference properly?

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.



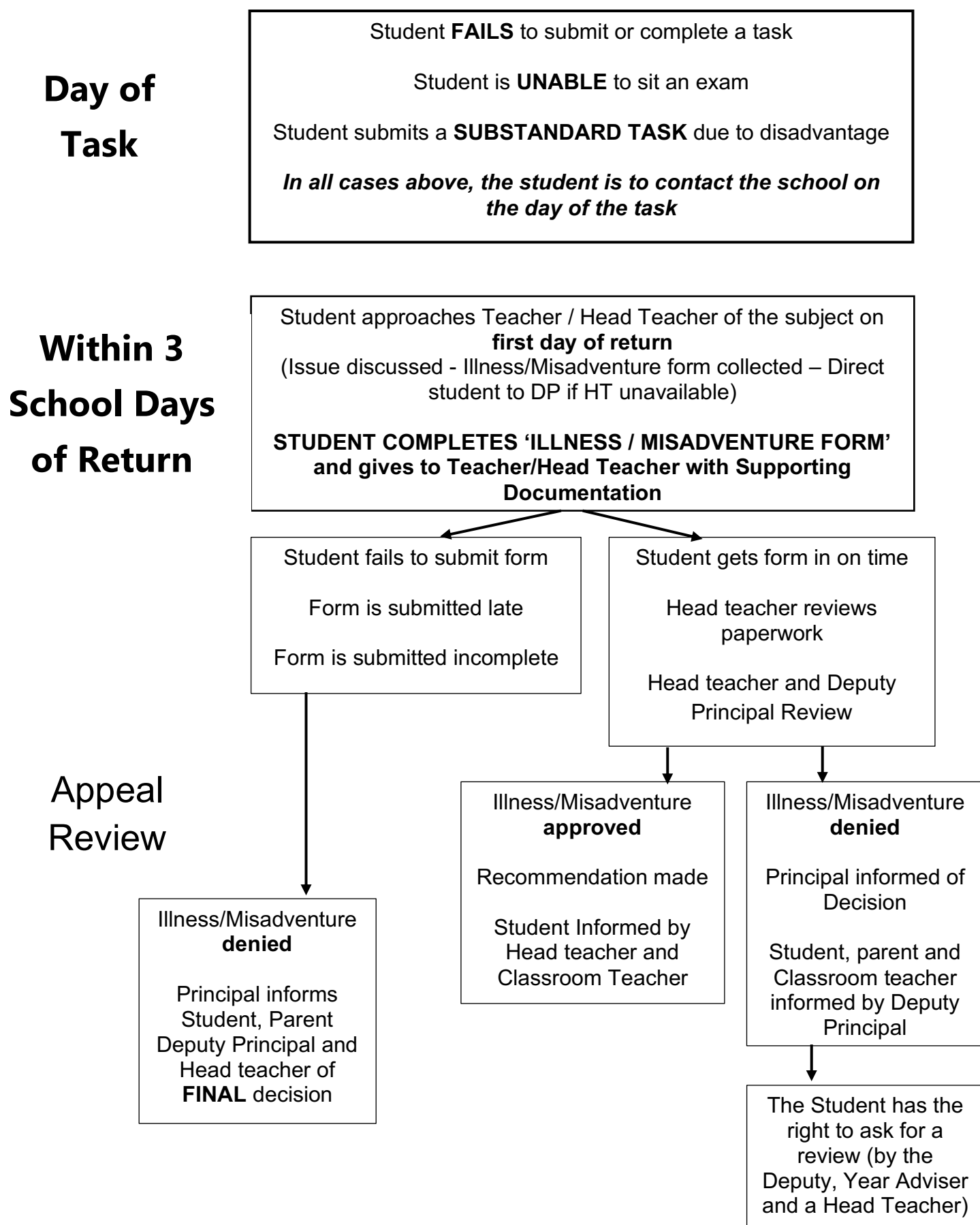
Flow Chart for 'N' Determination

(Unsatisfactory completion of Course)





Illness / Misadventure Process





Jindabyne High School Illness/Misadventure Form

This form should be used when students have missed or are unable to complete an assessment task/examination on the due/scheduled date.

Student's name: _____

Date: _____

Subject: _____

Task No: _____

Class teacher: _____

Date Scheduled: _____

Reasons for Failure to meet Requirements:

Supporting Evidence must be attached e.g. medical certificate

Signature Student: _____

Date: _____

Signature Parent: _____

Date: _____

*Please return to the **Head Teacher** no later than 2 days after the scheduled date of the Assessment Task. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher at least one week beforehand.*

Head Teacher Decision:

Head Teacher Signature: _____

Date: _____

Class Teacher Signature: _____

Date: _____

Deputy Principal Signature: _____

Date: _____

Appeal Panel Decision (where applicable):

Signed: _____

Principal

Year Advisor

HT on Panel



Assessment Mark / Grade Appeal Form

Name: _____ Date: _____

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from your class teacher, Year Advisor or Head Teacher before you complete this form. If the Deputy Principal deems there are grounds for appeal then this form will be forwarded to the Principal/Appeals Committee which will consist of two independent teachers plus a teacher from the faculty involved.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name: _____

Task Number: _____ Task Description: _____

Details of your appeal: _____

Supporting documentation (list the documents that you are attaching to this appeal).

Office Use Only - **Outcome of Appeal**

Declined / Upheld	Reasons:

Name: _____ Signed: _____

The information below is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/guardians should be aware.



What should I be aiming to achieve?

- The award of a Record of School Achievement (RoSA)
- The best possible results for my courses for the Record of School Achievement
- Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Preliminary Certificate (Year 11), and the Higher School Certificate (Year 12).

What are the responsibilities of Year 10 students?

Year 10 students should:

- Complete each assessment task and class work to the best of their ability
- Demonstrate, through effort and achievement, that they have met all course outcomes
- Follow all procedures outlined in this booklet

What will be in my Record of School Achievement Portfolio?

A Record of School Achievement Portfolio comprises:

- The Record of School Achievement Testamur (a certificate without results)
- A Record of School Achievement (with grades)
- The Record of School Achievement is a cumulative record, (a grade), for all Years 9, 10 and 11 courses completed, awarded by the school, indicating the hours of study. Students will also receive a statement on this Record of School Achievement regarding the satisfactory completion of the mandatory course requirements.

What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expect students to have:

- Followed the course developed or endorsed by the Board.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. [This clause will apply to any students who **continually hand in class work late, truant or who are absent without justification**, as determined by the NSW Department of Education and Communities.]
- Achieved some or all of the course outcomes.
- Completed all assessment tasks. However, if you fail to seriously attempt assessment tasks worth 50% or more of the final assessment mark, you will be awarded a zero for that course.

The study of English, Mathematics, Science, Geography, History, and PDHPE, plus the successful completion of 400 hours of electives in Years 9 and 10 are all compulsory elements required for the Record of School Achievement. Failure to achieve a satisfactory level of success in any one of these course may result in a student being ineligible for the ROSA.

What happens if I fail to satisfactorily complete a course?

Where a student has failed to satisfactorily study a course, the Principal will:

- Apply an 'N' determination** and advise the Board of Studies accordingly after they have received two or more 'N' warning letters. Courses which were not satisfactorily completed will not be printed on Records of School Achievement. This may result in a student being ineligible for the award of a ROSA.
- Advise the candidate of the submission to NESA, and the right of appeal.



What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include: tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

How are grades awarded in Record of School Achievement subjects?

NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited, and assigned a grade letter from A to E to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated on nine levels, they being A10, A9, B8, B7, C6, C5, D4, D3 and E2. A number of different assessment tasks are used to accurately determine a student's level of achievement, in all of the knowledge and skills objectives that are being assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's achievement of the syllabus outcomes. Teachers make the final judgement of the grade achieved based on available assessment information, course work, and with reference to the Course Performance descriptors.

Are other class exercises and homework important?

Yes, other exercises, which are not detailed in the RoSA Assessment Schedule, are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades. Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving an 'N' notification.

How much warning will I be given for an assessment task?

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to their teacher and ensure that receipt is noted. If there is a specific way it should be submitted, it will be mentioned on the assessment tasks notification.

What will happen if an assessment task is submitted late?

If you feel you have a legitimate reason for the late submission of an assessment task, then you should approach your teacher, where possible, at least one week prior to the due date, giving your reasons in writing. You are to submit the request on the Illness/Misadventure form which is located on page 12 of this booklet and on the student information desk in the H-Block corridor. Your parent or caregiver must sign this note. Extensions may be granted in legitimate cases.

What happens if I fail to attempt or submit an assessment task?

If you have a valid reason for a non-attempt you may be given the same or a substitute task at a later date. Where this is not feasible, an estimate may be given after discussion with the Deputy Principal and/or Head Teacher. If you do not have a valid reason, you will be awarded a zero for that task. A 'N' Warning ('Non-Completion) official letter will be issued.



What are valid reasons?

Valid reasons may include explanations such as: pre-approved school sporting activities, excursions, sickness, or family crises. It is up to the students to prove that they had a valid reason for the non-attempt or non-submission of an assessment task. The legitimacy of the reason given will be determined by the Head Teacher in consultation with the class teacher based on fairness to all students in the group.

What should I do if I do not understand an assessment task?

Ask your teacher. If you are still in doubt, seek clarification from the appropriate Head Teacher.

What if I am absent when an assessment task is notified?

It is your responsibility to ask your teacher about any class work which may have been missed or any assessment tasks which may have been notified in your absence. You can apply for Illness/Misadventure to have more time to complete the task, if your ability to complete the task was hampered by a valid absence.

What happens if I am absent for an assessment task?

If you know you will be absent, you should notify your teachers at least one week prior to the due date, giving your reasons in writing on the Illness/Misadventure form. If you are attending a school-based activity which will take you out of class, you must consult with your class teacher to make alternate arrangements for the assessment task. Your parent or caregiver must sign this note. Extensions may be granted in legitimate cases.

Do conduct or attendance count for the Record of School Achievement?

Poor school conduct will be harmful to your studies. Any of the following actions, however, will incur a zero mark for any assessment task:

- cheating during an assessment task
- copying from another student and claiming that work as your own
- allowing other students to copy your work
- copying material with no due acknowledgement
- disrupting an assessment task
- truancy or absence from an assessment task without providing a satisfactory explanation.

NESA does not mandate attendance requirements. However, as a guide, if a student's attendance falls below 85% of the school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the course completion criteria have not been met.

What if I don't make a serious attempt at the assessment task?

A non-serious attempt will lead to the student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or the use of obscene language, derogatory remarks, obscene diagrams, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations.

Can I leave an examination or set assessment task prior to the time set for its completion?

No, except with the supervisor's permission for legitimate emergencies.



Am I entitled to a re-assessment of an individual assessment task?

Yes. If you have concerns about the mark/grade/position gained in an assessment task you should initially discuss these concerns with the class teacher when the work is returned, then, if necessary, with the Head Teacher. This must be done within two full school days after results have been received and an Assessment Mark / Grade Appeal Form should be completed. If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher), immediately. An Illness/Misadventure form should be completed and a medical certificate may be required. If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment or an estimate, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

Am I entitled to a review of my final assessment?

Yes, the school has review procedures to examine legitimate cases. An Assessment Mark / Grade Appeal Form should be completed. This will be reviewed by a panel comprised of a member of the Senior School Executive, the relevant Head Teacher and a Year Adviser.

Will I be warned if my certification is at risk?

Yes, you will be warned in writing. Your parents or caregiver will also be advised and you will be required to provide a written acknowledgement of the warning.

What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

This is allowable, but such a change is generally negotiated with the students in that course before it is changed. A minimum of two weeks' notice is required.

Where can I check the schedule of assessment tasks and/or seek advice?

All students will be given a schedule of assessment tasks for each subject and the relevant features of the school's Policy for Record of School Achievement. You should retain this document and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal are all able to provide additional advice. This document is also accessible on the school website.



AGRICULTURE

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Introductory Test (Safety) and Numeracy Task (Poultry)	AG 5.11, AG 5.14 AG 5.1, AG 5.2, AG 5.3, AG 5.7, AG 5.9, AG 5.1 AG 5.12, AG 5.13, AG 5.14	Term 1 Week 4 & 10	25
TASK 2	Rubric Tasks (Sheep meat Production)	AG 5.4, AG 5.5, AG 5.7	Term 2 Week 7	25
TASK 3	Practical including Poster Presentation (Hydroponics)	AG 5.1, AG 5.14	Term 3 Weeks 6	25
TASK 4	Yearly Examination	AG 5.1-5.14	Term 4 Week 4-5	25
				100%

COMMERCE

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Consumer Choice	5.2, 5.5, 5.7, 5.8	Term 1 Week 11	25
TASK 2	Economics Exam	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 2 Week 6	25
TASK 3	Promoting and Selling Marketing Report	5.1, 5.7, 5.8, 5.9	Term 3 Week 9	25
TASK 4	Travel exam	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Term 4 Week 4	25
				100%

DESIGN AND TECHNOLOGY

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Quiz (The Design Process and Workplace Safety)	DT5-1, DT5-9	Term 1 Week 5	10
TASK 2	Design Portfolio (Logo Design and Marketing)	DT5-1, DT5-4, DT5-7	Term 2 Week 2	15
TASK 3	Design Portfolio- Architectural Design	DT5-1, DT5-2, DT5-3, DT5-5, DT5-6, DT5-9	Term 3 Week 4	15
	Practical Project - Architectural Design			20
TASK 4	Design Portfolio – Fashion Design	DT5-2, DT5-3, DT5-4, DT5-8, DT5-9, DT5-10	Term 4 Week 4	20
	Practical Project – Fashion Design			20
				100%



DRAMA

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Commedial Del Arte & Duologue Performance	4.1.2, 5.1.2, 4.1.3, 5.1.3, 4.3.2, 5.3.2	Term 1 Week 6	30
TASK 2	Playbuilding and Group Performance	4.1.4, 5.1.4, 4.2.1, 5.2.1	Term 2 Week 6	30
TASK 3	Design Project	4.2.2, 5.2.2, 4.3.1, 5.3.1	Term 3 Week 6	30
TASK 4	Performance & logbook	4.1.1, 5.1.1	Term 4 Week 5	10
				100%

ENGLISH

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Speaking and Multimodal presentation: Depictions of Poverty	2A, 7D, 8D	Term 1 Week 6	25
TASK 2	Representation and Justification: <i>Macbeth</i> Ambition and Greed	4B, 5C, 7D	Term 2 Week 9	25
TASK 3	Essay: Texts in Time	1A, 3B, 5C	Term 3 Week 8	25
TASK 4	Yearly Exam	3B, 6C, 9E	Term 4 Week 4	25
				100%

FOOD TECHNOLOGY

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Informative Article and Practical Design Task: Food Selection and Health	FT5-3, FT5-7, FT5-8, FT5-11, FT5-12	Term 1 Week 11	25
TASK 2	Research and Design Task: Food Service and Catering	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	Term 2 Week 6	25
TASK 3	Design and Create Task: Food Trends	FT5-1, FT5-3, FT5-4, FT5-9, FT5-12	Term 3 Week 10	25
TASK 4	Yearly examination: All Topics	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12	Term 4 Week 4	25
				100%



GEOGRAPHY

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Changing Places Report	5.2, 5.3, 5.7, 5.8	Term 1 Week 9	25
TASK 2	Biomes Report	5.3, 5.5, 5.7, 5.8	Term 2 Week 6	25
TASK 3	Environmental Management Multimedia Presentation	5.2, 5.3, 5.5, 5.7, 5.8	Term 3 Week 7	25
TASK 4	Wellbeing Exam	5.1, 5.2, 5.6, 5.7, 5.8	Term 4 Week 5	25
				100%

INDUSTRIAL TECHNOLOGY – TIMBER

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	New and Emerging Technologies Research Task	IND5-9	Term 1 Week 10	20
TASK 2	Project and Folio	IND5-1 to IND5-5, IND5-7 to IND5-8	Term 2 Week 7	30
TASK 3	Industrial Issues Research Task	IND5-10	Term 3 Week 8	20
TASK 4	Project and Folio	IND5-1 to IND5-5, IND5-7 to IND5-8	Term 4 Week 5	30
				100%

JAPANESE

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Writing assignment	LJA5-3C, LJA5-4C, LJA-6U	Term 1 Week 9	25
TASK 2	Speaking task	LJA5-5U, LJA5-1C	Term 2 Week 6	25
TASK 3	In Class tasks & homework & Listening Task	LJA5-7U, LJA5-8U, LJA5-9U	Term 3 Week 8	25
TASK 4	Itinerary and oral presentation	LJA5-1C, LJA5-7U, LJA5-5U, LJA5-6U	Term 4 Week 5	25
				100%



MATHEMATICS

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Investigation	MA5.1-9MG, MA5.1-4NA, MA5.2-4NA, MA5.3-4NA	Term 1 Week 10	25
TASK 2	Topic Test (with learning logs)	MA5-1-5NA, MA5.2-6NA, MA5.2-7NA, MA5.3-5NA, MA5.3-6NA, MA5.2-8NA, MA5.3-7NA	Term 2 Week 6	25
TASK 3	Assignment	MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, MA5.3-14MG, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG	Term 3 Week 8	25
TASK 4	Yearly examination	All	Term 4 Week 4	25
Note: MA5.1 for 10MAT.1 / MA5.2 for 10MAT.2 / MA5.3 for 10MAT.3				100%

MUSIC

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Composition & Improvisation	5.4, 5.5, 5.6, 5.10	Term 2 Week 2	35
TASK 2	Listening	5.7, 5.8, 5.9, 5.10	Term 3 Week 10	30
TASK 3	Performance	5.1, 5.2, 5.3, 5.9	Term 4 Week 4	35
				100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL ED

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Decision making matrix & PE performance	5.1, 5.2, 5.4, 5., 5.9, 5.11,	Term 1 Week 9	40
TASK 2	PE performance	5.1, 5.2, 5.4, 5.5, 5.7, 5.8, 5.9	ongoing	10
TASK 3	Song analysis & PE performance	5.1, 5.2, 5.3, 5.4, 5.6, 5.10, 5.11	Term 3 Week 9	40
TASK 4	PE performance	5.1, 5.2, 5.5, 5.6, 5.7, 5.9, 5.11	ongoing	10
				100%



PHOTOGRAPHY AND DIGITAL MEDIA

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Time, Place & Perspective	1, 4, 6	Term 1 Week 8	15
TASK 2	Investigating Location	1, 4, 6, 7	Term 2 Week 2	15
TASK 3	Mini Body of Work, Printed & Mounted	1, 2, 4, 5, 6, 7	Term 3 Week 2	15
TASK 4	Essay	7, 8, 9, 10	Term 3 Week 10	15
TASK 5	Major work – Online Portfolio	1, 2, 3, 4, 5,6	Term 4 Week 5	40
				100%

PHYSICAL ACTIVITY AND SPORTS STUDIES

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Kindy Gross Motor Coaching	4.1, 4.2, 4.3, 4.4	Term 1 Week 2-10	25
TASK 2	Practical	4.1, 4.2, 4.3, 4.4	Term 2 Week 5	25
TASK 3	Research project	4.1, 4,2, 4.3, 4.4	Term 3 Week 3	25
TASK 4	Practical	4.1, 4,2, 4.3, 4.4	Term 4 ongoing	25
				100%

SCIENCE

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Practical and Data Analysis Task: Me and My iPhone	SC5-6WS, SC5-9WS, SC5-10PW, SC5-11PW	Term 1 Week 10	25
TASK 2	Practical & Application Task	SC5-4WS, SC5-5WS, SC56-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Term 2 Week 5	15
	Chemistry Quiz	SC5-8WS, SC5-9Ws, SC5-17CW,	Term 2 Week 10	10
TASK 3	Structured Research Task with in-class component: The Crash Reel	SC5-PW10, SC5-PW11, SC5-LW14, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Term 3 Week 10	25
TASK 4	Yearly examination	SC5-7WS, SC5-8WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	Term 4 Week 4	25
				100%



VISUAL ARTS

TASK #	TASK TYPE	OUTCOMES	TASK DATE	WEIGHT
TASK 1	Body of Work & Visual Arts Process	2, 3, 4, 8	Term 1 Week 10	25
TASK 2	Research/Presentation	1, 5, 7, 9	Term 2 Week 4	25
TASK 3	Case Study, Body of Work & Visual Arts Process Diary	1, 3, 5, 6, 7, 9	Term 4 Week 2	40
TASK 4	Yearly examination	7, 8, 9, 10	Term 4 Week 3/4	10
				100%

Note:

All My Own Work

Year 10 students will undertake a series of 5 modules that make up the mandatory "All My Own Work" component of Stage 6 enrolment with the NSW Education Standards Authority. This program is designed to assist HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

It is conducted at the end of Term 4 and usually takes two lessons to complete. This course **MUST** be completed before students commence Year 11 courses.

Minimum Standard Testing

There are three tests that need to be conducted and they will usually occur in Term 2 and Term 4.

- Students can sit the tests up to twice a year in Year 10, 11 or 12 and even after the HSC.
- The school will notify students of the dates, closer to the testing time.

Assessment Schedule

Year 10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
TERM 1 2023				AGR 10%	DAT 10%	DRA 30% ENG 25%		PDM 15%	GEO 25% JAP 25% PDH 40%	AGR 15% ITT 20% MAT 25% SCI 25% PAS 25% VAR 25%	COM 25% FDT 25%
TERM 2 2023		DAT 15% MUS 35% PDM 15%		VAR 25%	PAS 25% SCI 15%	COM 25% DRA 30% FDT 25% GEO 25% JAP 25% MAT 25%	AGR 25% ITT 30%	STAGE 5 REPORTS TO HT	ENG 25%	SCI 10%	
TERM 3 2023		PDM 15%	PAS 25%	DAT 25%		AGR 25% DRA 30%	GEO 25%	ENG 25% ITT 20% JAP 25% MAT 25%	COM 25% PDH 40%	FDT 25% MUS 30% PDM 15% SCI 25%	
TERM 4 2023		VAR 40%		COM 25% DAT 40% ENG 25% FDT 25% MAT 25% MUS 35% SCI 25% VAR 10%	AGR 25% DRA 10% GEO 25% ITT 30% JAP 25% PAS 25% PDM 40%	NESA RoSA GRADES DUE THIS WEEK	These weeks reserved for: Y10 Alternate Program / Work Experience / Minimum Standard Testing / All My Own Work STAGE 5 REPORTS TO HT				