

Erina High School

Service Crowns Success

YEAR 10 ROSA ASSESSMENT GUIDE

2022



This booklet was published in February 2022 and is subject to change. Students and parents are advised to refer to the school's website for the latest version.



ERINA HIGH SCHOOL

Y10 ROSA COURSE

ASSESSMENT GUIDE 2022

Erina High School Stage 5 Course policy, related information, and teacher and student responsibilities are set out below.

What is assessment?

An important role of assessment is to assist student learning. This is achieved in two ways:

- students know in advance which course outcomes are to be assessed
- following each assessment task, teachers provide meaningful feedback to students. This feedback clearly indicates the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of performance.

When will internal assessment occur?

For each of your subjects an Assessment Schedule has been included in this document. It tells you what form the task will take, which course outcomes will be assessed and in which week of the term it occurs.

What are the responsibilities of the course Teacher?

It is the responsibility of the teacher to:

- Teach the approved NSW Education Standards Authority (NESA) course.
- Notify the students **in writing** of the course assessment requirements.
- Provide students with written notification in reasonable time prior to **each** task (generally two weeks), including exams (refer to sample notification sheet on page 5). This notification will include:
 - date the task is due
 - a description of the task
 - outcomes being assessed
 - method of task submission
 - criteria on which the task will be marked
- Notify students and their parents in writing if a student fails to meet course and/or assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- Ensure that assessment tasks are returned promptly to the student with a grade and explicit feedback to assist improvement in student's performance.

What are the responsibilities of the Student?

To satisfactorily complete each course in which you are enrolled. This will be demonstrated by:

- (1) following the course that has been developed or endorsed by NESAs,
 - (2) applying yourself with diligence and sustained effort to the set tasks and experiences provided by the course and,
 - (3) achieving some or all of the course outcomes.
- Submit work that is totally the work of the student completing the task. A student who is found **guilty of malpractice** (including using a mobile phone to access information during an 'in class' assessment task) will risk being N Determined in their course.

Submission of 'Out of Class' Tasks

- Submit tasks to the teacher in class on the due date.
- Submission of the task will be in the format specified on the Assessment Task Notification Sheet and have an **Assessment Task Cover Sheet** attached in the booklet.
- If a student is unable to submit an assessment task by the due date, because of illness or misadventure, the student must complete and present to the teacher an "Illness/Misadventure Application" form **on the day the student returns to school**. The form is to be collected from a Deputy Principal or front office. The student must have relevant documentation explaining their inability to complete the task by the due date. **It is not the responsibility of the teacher to request the form.**
- It is not to be assumed that an Illness/Misadventure Application will be granted by the class teacher.

Completion of 'In Class' Tasks

- Students are to attend school on the day an 'in class' task is to be completed. All lessons prior to the task must also be attended on the day the task is to be completed.
- If a student is unable to attend lessons on the day the 'in class' task is to be completed but is able to attend the assigned lesson for the task, the student must complete and present to the teacher administering the task an "Illness/Misadventure Application" form. This form is to be collected from a Deputy Principal. The student must have relevant documentation explaining their inability to attend all lessons on the day of the 'in class' task. **It is not the responsibility of the teacher to request the form.**
- It is not to be assumed that an Illness/Misadventure Application will be granted by the class teacher.

General Information

- **Where an absence is known in advance**, the student must approach the teacher **before** the due date of the task (at least a week prior to the task) and negotiate an alternative date or task. Where approval is granted the student may be required to attempt an alternative task or may be assessed on the basis of other evidence. Where leave of absence is denied, absence or non-completion of the task will result in a zero mark.
 - **Where a student is absent on the day of the task (or the day a task is due)** he/she must present to the class teacher a Doctor's Certificate (or certificate from a registered health practitioner) in the case of illness, or a satisfactory explanation in writing in the case of misadventure, **on the day they return to school**. This must be attached to the "Illness/Misadventure Application" form. Retrospective Doctor's Certificates will be considered on an individual basis and will not be accepted automatically.
 - In cases where tasks may be assessed over several days (eg speeches and presentations) and a student is absent, the student must be prepared to present their task on the day they return to school.
 - Students are expected to have a **satisfactory record of attendance**. An unsatisfactory record of attendance may mean that the course completion criteria cannot be met, therefore leading to an 'N' determination.
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What happens if a student fails to fulfil his/her responsibilities?

A student who fails to fulfil his/her responsibilities may risk an unsatisfactory completion of the course.

- : A student is at risk when;
- The student submits assessments that is not totally their own work.
- Tasks are not submitted by the due date.
- Tasks submitted represents a non-serious attempt
- Not been granted consideration due to illness or misadventure.

NON SERIOUS ATTEMPTS

Students who do not make a serious attempt at the examination may not receive an award in the course concerned. A Non Serious attempt is one in which the student fails to demonstrate a reasonable amount of diligence towards their tasks. This is determined at the discretion of the teacher and the Senior School Review Panel. A Non serious attempt will result in a mark of zero and the student will need to resubmit the assessment. Examples of Non serious attempts include;

- Unreasonable amount work submitted for the time that was allocated.
- Frivolous or objectionable material.
- Answers to examination questions in a language other than English (unless instructed to do so).
- Assessments in which less than 50% of the task is attempted.
- Examinations in which only multiple-choice questions are attempted.

Technology Problems

Problems with computers crashing and printers not working **may** be a reason to apply for misadventure. However, it will not be automatic that a student has a misadventure appeal granted due to a technology malfunction. A student will be required to show evidence of their work in order to be considered for a misadventure appeal. This evidence may be in the form of a:

- draft printout of the task
- hand written draft version of the task
- USB handed to the teacher containing an electronic version of the task

A student:

- must keep a back-up copy of tasks in progress. The school recommends this be done through the use of the DEC portal email. Students can email their work (as they progress through it) to their own email address, thereby having it accessible to show their teacher on request.
 - must not expect to be granted a misadventure appeal if they leave the printing of the task until the night before it is due, and then find that they experience technology problems.
 - must be able to supply independent evidence of computer malfunction (eg letter from a computer company).
-

Record of Student Achievement

How are grades awarded?

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

The grades each student earns will be determined by completing the tasks listed in the assessment schedules published in this booklet **and by the completion of course work (classwork and homework), ongoing lesson observations and other informal assessment**. Teachers will be using the course performance descriptors to make a professional on-balance judgment that best match the standard the student has achieved. These will be reported on each student's Record of School Achievement (RoSA).

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Common Grade Scale for Preliminary Courses

The Common Grade Scale shown below should be used to report student achievement in the ROSA Stage 5 year in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

STUDENT APPEAL PROCESS:

1. Accident, Illness and Misadventure

- a) If a student believes that their performance in an assessment task or in the Yearly Examinations has been affected by illness or an unforeseen accident or misadventure they may appeal to the Senior School Review Panel.
- b) Students may also appeal if an accident/illness and/or misadventure prevents them from attending an examination. Failure to attend an examination is serious. The Principal must be informed at once if a student is unable to sit for an examination. (Students/carers should ring the front office and ask for the message to be passed on to the teacher.)
- c) Misadventure appeals include incidents which are outside the students' control but which allegedly affect performance in an examination or the ability to submit an assessment task.
- d) Students must see their teacher **as soon as possible** after returning to school to make arrangements to complete the task and submit an appeal.

2. Special Circumstances

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (eg. representative sporting commitments/performing arts festivals, etc.), then the student must lodge an appeal at least **two days prior** to their departure, via their teacher or Faculty Head Teacher to the Senior School Review Panel for deliberation.

3. The Appeals Process Does Not Cover

- a) Matters relating to long term loss of preparation time.
- b) Matters that could have been avoided eg. Misreading a timetable, missing a bus.
- c) Long-term illnesses such as glandular fever unless there is a "flare up" during the time.
- d) Technology failure such as printer malfunction, internet failure, etc.

4. Evidence

Students must be able to provide evidence that clearly identifies the disadvantage experienced. Supporting evidence must include:

- a) A detailed statement by the student explaining how she/he has been affected.
- b) A detailed medical certificate with dates as well as a statement as to how performance has been affected.
- c) In the case of misadventure a statutory declaration should be provided with dates and times.
- d) Any other evidence the student believes to be appropriate.

Note: Submission of a Medical Certificate does NOT automatically mean that an Appeal will be upheld.

5. Time Frame for Lodging an Appeal:

Appeals relating to:

Assessment Tasks	Principal or Deputy Principal must be notified on or before the due date. Written evidence must be supplied within one week of the due date.
Written Examinations	Principal or Deputy Principal must be notified on the day of the examination. Written evidence must be supplied within one week of the last examination.

Note: Appeals lodged outside these times will only be considered by the Senior School Review Panel in EXCEPTIONAL cases. Appeals lodged AFTER the marks or grades are issued will NOT be considered in ANY CIRCUMSTANCES.

NON-COMPLETION OF Year 10 ROSA COURSES

The Principal can determine, due to unsatisfactory completion of a course, that a student be awarded a Non-Completion of Course or "N-Determination", for a particular course. This will result in the students not progressing to the HSC Course in that subject until the Preliminary requirements are met.

The school is required to warn students and their Parents/Carers in writing, and allow sufficient time for the student to correct the problem which has placed them at risk. In general, a student will receive three warnings before the Principal will recommend to the Board of Studies that a N-Determination be awarded.

First Warning Letter:

This warning will be recommended by the class teacher and issued by the Head Teacher and Principal. The student will be interviewed by the Head Teacher and class teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation. Parents/Carers will be informed in writing.

Second Warning Letter:

This warning indicates that the student must speak immediately with his/her class teacher and make every effort to correct the problem. The student will be interviewed by the Head Teacher and/or Deputy Principal. Parents/Carers may be asked to attend the interview.

Third Warning Letter:

This is the final warning. A student who receives a third warning will be required to explain to the Principal and Senior School Review Panel, as to why she/he should not receive a N-Determination and be excluded from the course. The Principal will explain what actions, if any, student can take to meet requirements. Parents/Carers may be asked to attend an interview.

Formal Assessment Schedules

The following pages outline the Formal Assessment Schedules for each subject. They are listed in alphabetical order.

The schedule should be considered a guide – your teacher will issue you with an updated and detailed assessment notification **at least two weeks before each task** with the exception of examinations falling within the gazetted exam periods.

Informal Assessment

A range of informal tasks that will contribute towards the RoSA grade may include but are not limited to:

- | | |
|--|--|
| <ul style="list-style-type: none">▪ Practical tasks▪ Research or case study reports▪ Multimedia presentation▪ Co-operative learning tasks▪ Investigative and analysis activities | <ul style="list-style-type: none">▪ Class debates and discussions▪ Oral presentations▪ Topic tests▪ Hypothetical interpretation of scenarios▪ Case studies |
|--|--|

ASSESSMENT SCHEDULES

The following pages outline the assessment schedules for each subject. They are listed in alphabetical order. The schedule should be considered a guide – your teacher will issue you with an updated and detailed assessment notification at least two weeks before each task with the exception of examinations falling within the gazetted exam period.

It is the school's intention to ensure that the dates listed in this schedule will be maintained where possible; however, it is sometimes necessary to change the dates due to circumstances beyond the control of your teacher.

To assist with your planning you should fill in the summary calendar on the back page.

Although great effort was made to ensure this document is error free at the time of printing, there may be some typographical errors. Where there is variation between this booklet and the final notification given to you by your teacher - the final notification will stand.

YEAR 10 COURSES IN 2022

- Agriculture
 - Commerce
 - Drama
 - Engineering Studies
 - English
 - Food Technology
 - History / Geography
 - Information Software Technology
 - Mathematics 5.1
 - Mathematics 5.2
 - Mathematics 5.3
 - Multimedia
 - Music
 - PASS / PASS Rugby League
 - Personal Development / Health / Physical Education
 - Photographic and Digital Media
 - Science
 - Timber
 - Visual Arts
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AGRICULTURE -2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
		Animal Enterprise	Farm Safety	Sustainability in Agriculture	Management of Plant Production in Australia
		5.1, 5.2, 5.3, 5.7	5.13, 5.14	5.8, 5.9	5.4, 5.5, 5.6, 5.11, 5.12
		Research Task	Practical Skills	Research report	Practical and Report
Practical	40%	0	20	0	20
Theory	60%	25	0	25	10
Assessment Weighting:		25%	20%	25%	30%
Date Due:		Term 1 Week 9	Term 2 Week 7	Term 3 Week 5	Term 4 Week 2



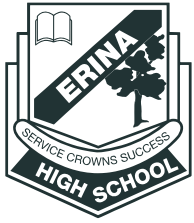


CHILD STUDIES - 2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Childcare Service and Career Opportunities	The diverse needs of children Babysitting 101	Health and Safety/Food and Nutrition in Childhood	Media, Technology and Culture in Childhood
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
5-4, 5-5	5-4, 5-12	5-10, 5-9	5-2, 5-3		
Task Type	Task Type	Task Type	Task Type		
Preschool Lesson	Manipulative Skills Portfolio	Design/Research Project	Yearly Exam		
Knowledge, Understanding and Skills	100%	25	25	20	30
Assessment Weighting:		25%	25%	20%	30%
Date Due:		Term 1 Week 5-10	Term 2 Week 8	Term 3 Week 9	Term 4 Week 1



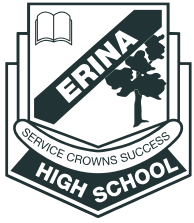


COMMERCE - 2022

Y10 ROSA ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4
Syllabus Components	Topic / Content Law, Society and Political Involvement	Topic / Content Law in Action	Topic / Content Economic and Business Environment	Topic / Content All topics
	Course Outcomes 5-1, 5-2, 5-3, 5-4, 5-7, 5-8, 5-9	Course Outcomes 5-1,5-2,5-3,5-4,5-8	Course Outcomes 5-4, 5-5, 5-6, 5-7,5-8, 5-9	Course Outcomes 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8
	Task Type Research Task	Task Type Examination	Task Type Research Task	Task Type Examination
Assessment Weighting:	25%	20%	25%	30%
Date Due:	Term 1 Week 8	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3



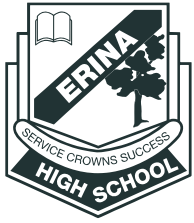


DRAMA - 2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
Making	40%	15	5	10	10
Performing	30%	10		10	10
Appreciating	30%	5	15	10	
Assessment Weighting:		30%	20%	30%	20%
Date Due:		Term 1 Week 8	Term 2 Week 3	Term 2 Week 10	Term 3 Week 10





INDUSTRIAL TECHNOLOGY-ENGINEERING 2022

Y10 ROSA COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4
Syllabus Components	Topic / Content Alternative Energy – Candle Powered Boat	Topic / Content Alternative Energy – Wind Turbine	Topic / Content Transport – Save the Puppy	Topic / Content Transport – Bottle Rockets and Cars
	Course Outcomes IND5-1, IND5-3, IND5-5, IND5-6	Course Outcomes IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-10	Course Outcomes IND5-2, IND5-4, IND5-6, IND5-7, IND5-8	Course Outcomes IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8
	Task Type Practical and Graphical Representation	Task Type Practical and Research Task	Task Type Practical and Portfolio	Task Type Practical and Portfolio
	Assessment Weighting:	Practical 15% Graphical Representation 10%	Practical 15% Research Task 10%	Practical 15% Portfolio 10%
Date Due:	Term 1 Week 10	Term 2 Week 10	Term 3 Week 7	Term 4 Week 4



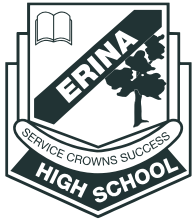


ENGLISH - 2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Poetry	Film	Drama	Novel Study
		Course Outcomes EN5-1A, EN5-3B EN5-6C, EN5-9E	Course Outcomes EN5-2A, EN5-3B EN5-6C, EN5-4B	Course Outcomes EN5-4B, EN5-5C EN5-7D	Course Outcomes EN5-1-A, EN5-3B, EN5-5C, EN5-8D
Task Type	Task Type	Task Type	Task Type		
Narrative and Reflection	Discursive Writing	Speech	Essay Yearly Examination		
Assessment Weighting:	25%	25%	25%	25%	
Date Due:	Term 1 Week 6	Term 2 Week 2	Term 2 Week 10	Term 4 Week 3	





FOOD TECHNOLOGY 2022

Y10 ROSA COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Food for specific needs	Food service and catering	Food product development
		Course Outcomes	Course Outcomes	Course Outcomes
FT5-7, FT5-8, FT5-11	FT5-1, FT5-2, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5		
Task Type	Task Type	Task Type		
Research task + Practical	Restaurant creation + Practical	Product design + Packaging design + Practical		
Assessment Weighting:	30%	40%	30%	
Date Due:	Term 1 Week 9	Term 3 Week 3	Term 4 Week 2	





Geography 2022 Semester 1

Y10 ROSA COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Note: The Geography report for Semester 1 will reflect the results from Task 1 and Task 2. Final results for Geography will be provided in the Semester 2 report, which will include Task 3.

	Task 1	Task 2	Task 3
Syllabus Components	Topic / Content Human Wellbeing	Topic / Content Environmental change and Management	Topic / Content Human Wellbeing Environmental Change and Management
	Course Outcomes GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	Course Outcomes GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	Course Outcomes GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8
	Task Type Research and Extended Response	Task Type Topic Examination	Task Type End of Semester Examination
	Assessment Weighting:	40%	30%
Date Due:	Term 1 Week 8	Term 2 Week 3	Term 2 Week 8





History 2022 Semester 2

Y10 ROSA COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3
Syllabus Components	Topic / Content Rights and Freedoms	Topic / Content The Holocaust	Topic / Content Rights and Freedoms The Holocaust
	Course Outcomes HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	Course Outcomes HT5-1, HT5-6, HT5-7, HT5-8 HT5-9	Course Outcomes HT5-1, HT5-3, HT5-4, HT5-5 HT5-6, HT5-7, HT5-8 HT5-9
	Task Type Research and Extended Response	Task Type Topic Examination	Task Type End of Semester Examination
Assessment Weighting:	40%	30%	30%
Date Due:	Term 3 Week 6	Term 3 Week 10	Term 4 Week 3





MATHEMATICS 5.1 -2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
		Financial Mathematics	Algebraic Techniques, Surface Area	Trigonometry and Geometry	All Topics
		MA5.1-4NA	MA5.1-5NA, MA5.1-8MG	MA5.1-10MG, MA5.1-11MG	All Outcomes
		Class Test	Assignment	Modelled Task	Yearly Examination
Knowledge and Understanding	50%	15%	10%	10%	15%
Working Mathematically	50%	15%	10%	10%	15%
Assessment Weighting:		30%	20%	20%	30%
Date Due:		Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3





MATHEMATICS 5.2 -2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Financial Mathematics	Algebraic Techniques, Ratios and SA and Volume	Trigonometry and Geometry	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
MA5.2-4NA	MA5.2-5NA, MA5.2-6NA, MA5.2-11MG, MA5.2-12MG	MA5.2-13MG, MA5.2-14MG	All Outcomes		
Task Type	Task Type	Task Type	Task Type		
Class Test	Assignment	Modelled Task	Yearly Examination		
Knowledge and Understanding	50%	15%	10%	10%	15%
Working Mathematically	50%	15%	10%	10%	15%
Assessment Weighting:		30%	20%	20%	30%
Date Due:		Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 3



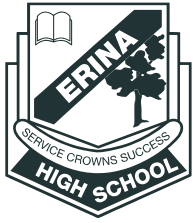


MATHEMATICS 5.3 -2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
		Topic / Content	Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Financial Mathematics	Algebraic Techniques, Ratios and SA and Volume	Trigonometry and Geometry	Harder Trigonometry and Geometry	All Topics
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
MA5.2-4NA	MA.2-6NA, MA5.3-4NA, MA5.3-5NA, MA5.3-6NA, MA5.2-11MG, MA5.2-12MG	MA5.2-13MG, MA5.2-14MG	MA5.3-15MG, MA5.3-16MG	All Outcomes		
Task Type	Task Type	Task Type	Task Type	Task Type		
Class Test	Assignment	Modelled Task	5.3 Examination	Yearly Examination		
Knowledge and Understanding	50%	10%	10%	5%	15%	10%
Working Mathematically	50%	10%	10%	5%	15%	10%
Assessment Weighting:		20%	20%	10%	30%	20%
Date Due:		Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 3 Week 9	Term 4 Week 3





MUSIC -2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
		Classical Music/ Music and Tech	Jazz	Radio, Film, TV and Multimedia	Music of a Culture: Reggae
		5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1 - 5.10	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10
		Composition + Process Diary	Performance	Composition + Process Diary AND Performance	Aural Examination (Yearly)
Performance	35%		20	15	
Composing	35%	20		15	
Listening	30%				30
Assessment Weighting:		20%	20%	30%	30%
Date Due:		Term 1 Week 10-11	Term Week 10	Term Week 10	Term Week 10



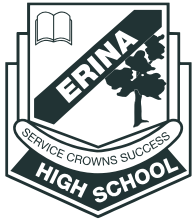


PASS - 2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Technology, Participation & Performance	World & American Sports	Event Management and Officiating	Australian Sports
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
5.6, 5.10	5.7, 5.8, 5.9	5.5	5.7, 5.8, 5.9		
Task Type	Task Type	Task Type	Task Type		
Technology Identification & Analysis	Practical	SEPEP	Practical		
Practical	60%	0%	30%	0%	30%
Theory	40%	20%	0%	20%	0%
Assessment Weighting:		20%	30%	20%	30%
Date Due:		Term 1 Week 10/11	Throughout Semester 1	Throughout Term 3	Throughout Semester 2



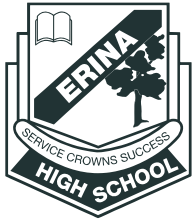


PDHPE - 2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Road Safety	Cross Country Athletics Skills Participation	Health Analysis	Social Dance Skills Participation
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
5.2, 5.6, 5.7	5.4, 5.10, 5.11	5.1, 5.6, 5.9	5.4, 5.10, 5.11		
Task Type	Task Type	Task Type	Task Type		
Project Based Learning	Practical	Online Test	Practical		
Practical	60%	0%	30%	0%	30%
Theory	40%	20%	0%	20%	0%
Assessment Weighting:		20%	30%	20%	30%
Date Due:		Term 1 Week 10/11	Throughout Semester 1	Term 3 Week 9	Throughout Semester 2





PHOTOGRAPHIC AND DIGITAL MEDIA -2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
		Experimental Photography	Portraiture	Exploring the Frames	Stop motion animation
		5.1, 5.4, 5.6, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.6, 5.8, 5.9	5.1, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10
		Portfolio of images and a theory test	Series of Portraits applying different techniques and an exhibition invitation and catalogue of selected work in the style of a chosen portrait photographer including a Biography and artist statement	Self-directed major work exploring The Frame – subjective, Structural, Cultural, Postmodern	Case study: Adam Elliot – Harvie Krumpet
Artmaking	60%	20	10	30	
Art Criticism and Art History	40%	10	20		10%
Assessment Weighting:		30%	30%	30%	10%
Date Due:		Term Week 8 & 9	Term Week 9	Term Week 9	Term Week 3



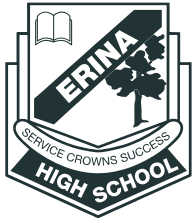


Science -2022

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Chemical Reactions	Science Skills	Investigations	Dangerous Earth, Evolution/DNA, Materials, Skills.
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS	SC5-4WS, SC5-7WS, SC5-9WS	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS.	SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-17CW		
Task Type	Task Type	Task Type	Task Type		
Practical Task	Media Task	Student Research Project	Yearly Exam		
Knowledge and Understanding	40	10		30	
Working Scientifically	60	10	20	30	
Assessment Weighting:		20%	20%	30%	30%
Date Due:		Term 1 Week 6	Term 3 Week 5	Term 3 Week 10	Term 4 Week 3





INDUSTRIAL TECHNOLOGY – TIMBER 2022

Y10 ROSA COURSE ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4
Syllabus Components	Topic / Content Industry Study	Topic / Content Dartboard Cabinet and Portfolio	Topic / Content Coffee Table and Portfolio	Topic / Content All Topics
	Course Outcomes IND5.3, IND5.4, IND5.6, IND5.7, IND5-9, IND5-10	Course Outcomes IND5.1, IND5.2, IND5-3, IND5-5, IND5.7	Course Outcomes IND5.1, IND5.2, IND5.3, IND5.4, IND5.5, IND5-7, IND5-8	Course Outcomes IND5.1, IND5.2, IND5.3, IND5.4, IND5.5, IND5.6, IND5.7, IND5-8, IND5-9, IND5-10
	Task Type Report 10% Practical 10%	Task Type Practical and Portfolio 30%	Task Type Practical and Portfolio 40%	Task Type Yearly Examination 10%
	Assessment Weighting:	Report 10% Practical 10%	Practical 20% Portfolio 10%	Practical 30% Portfolio 10%
Date Due:	Term 1 Week 8	Term 2 Week 9	Term 4 Week 2	Term 4 Week 3





VISUAL ARTS - 2022

Y10 ROSA ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
		Topic / Content	Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type
		Mixed-Media	Surreal Ceramics	Swimming, Creeping, Crawling	Student Directed Project
		5.1, 5.3, 5.4, 5.5, 5.6, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.3, 5.4, 5.6, 5.7, 5.9	5.7, 5.8, 5.9, 5.10
		Portfolio of mixed-media experiments, related theory tasks in VAPD and mixed-media portrait	Creation of ceramic works, accompanied by planning in VAPD	Body of work, accompanied by student reflection statement	Project proposal in relation to Frames and Conceptual Framework
Artmaking	60%	20	20	20	
Art Criticism and Art History	40%	10		10	20
Assessment Weighting:		30%	20%	30%	20%
Date Due:		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 2



Erina High School Academic Integrity Policy

Responsibilities of School

- Provide students with assessment guidelines.
- Provide advice for students on avoiding plagiarism, collusion and collaboration.
- Provide guidance on referencing required.
- Ensure that students are instructed on the academic skills required in all courses.
- Ensure that all students have an understanding of the Academic Integrity Policy.
- Ensure that pertinent school publications (printed and electronic) have statements that:
 - State clearly that plagiarism and collusion are not acceptable;
 - Provide comprehensive rules on what constitutes collaboration;
 - Provide rules and guidelines on group work and assessment.
- Implement suitable procedures on penalties.
- Provide an appeals process.
- Maintain records of academic misconduct.

Responsibilities of Students

- Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity.
- Ensure understanding of the referencing requirements for courses.
- Ensure that original work is submitted, without plagiarising or cheating.
- Understand all aspects of Assessment guidelines.
- Avoid all undertakings that could be considered instances of academic dishonesty.

Actions to be followed when:

Intended Plagiarism is detected:

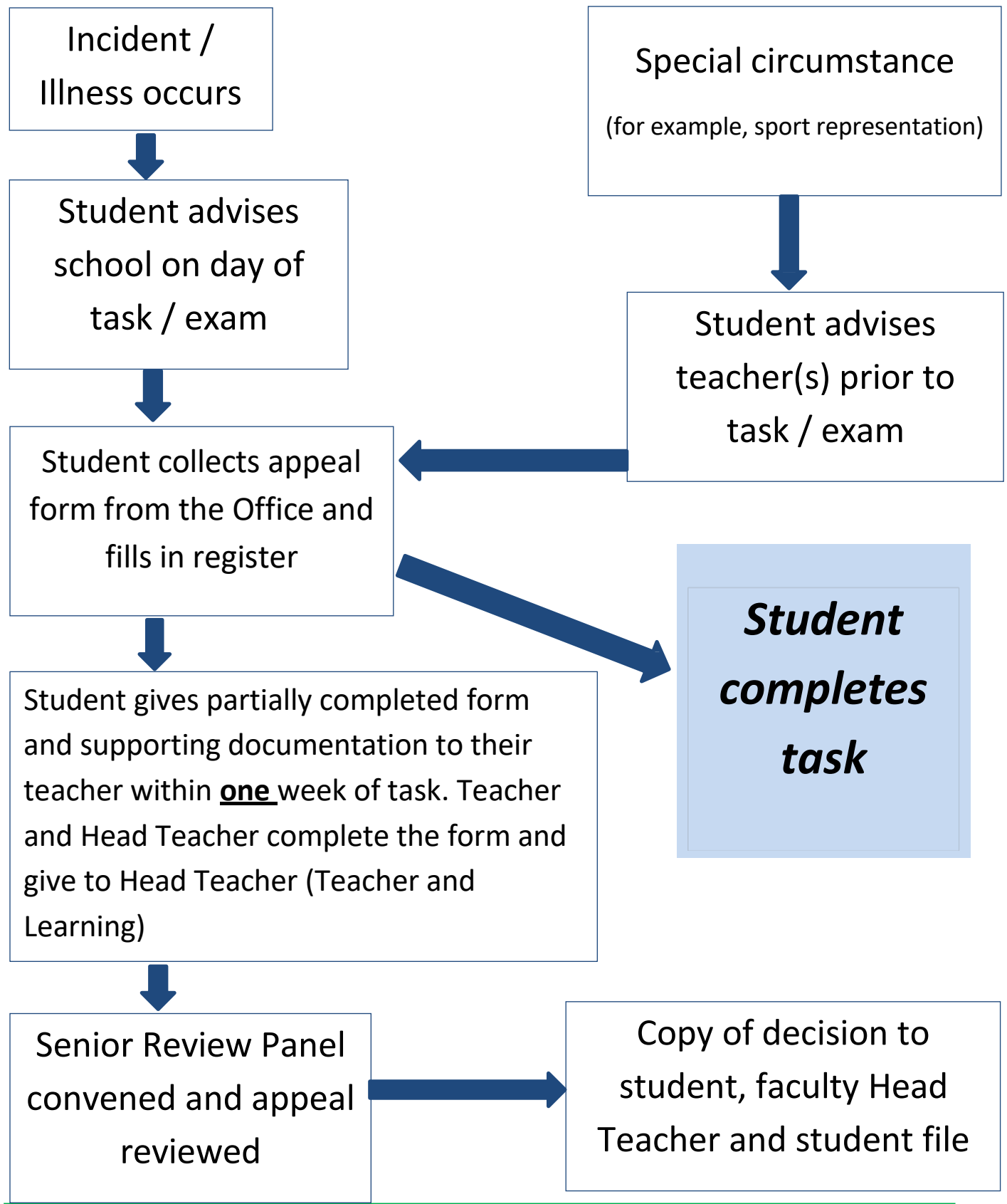
- Review whether the student has received a previous written warning.
- Compare the extent of the plagiarism with the student's original work.
- Review how it will adversely affect other students.
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.
- Where the nature of the plagiarism is *not* considered very serious:
 - Issue a Written warning which refers to the consequences of any further actions of this nature;
 - The Head Teacher may also take the following action:
 - ✓ student must re-submit the work;

- ✓ student must re-submit another form of assessment;
- ✓ give the student a zero mark.
- Where the nature of the Plagiarism *is* considered very serious:
 - Refer the matter to the Principal, who may:
 - ✓ Issue a Written warning which refers to the consequences of any further actions of this nature
 - ✓ Ask the student to re-submit the work
 - ✓ Ask the student to re-submit another form of assessment.
 - ✓ Give the student zero marks for the work
 - ✓ The student may lose that that course from their HSC award (see Board of Studies, HSC Assessments and Submitted Works, Advise o Students)

Appeals Process

- A student may appeal against the Assessment and/or actions taken in cases of Plagiarism or Collusion.
 - The Appeals Committee will consist of: at least two of the Principal, Deputy Principal, Head Teacher - Teaching and Learning, and Year Adviser
 - The student must apply in writing to the Principal.
 - The Appeals Committee will confirm or vary any recommendations that were originally made.
 - The student will be notified in writing of the Committee's decision and their reasons for their decision.
-

Appendix B: Procedure for Submission of Misadventure/Illness Special Circumstance Appeals



Erina High School Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is an expectation that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

Before the examination:

1. Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
2. Ensure that you allow sufficient time for travelling to the examination. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
3. Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
4. Carry your equipment in a clear plastic bag. You will not be permitted to use a pencil case.
5. Do not bring mobile phones into the examination room. Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for that exam.
6. Do not take paper or other written material into the examination.
7. Bags for personal items must be left at the back of the room.

During the examination

1. Enter the examination hall only after instructions from the supervisor.
 2. Sit in your allocated seat quickly.
 3. Do not touch/open the examination paper until instructed.
 4. Complete the attendance slip and place in the top right hand corner of your desk.
 5. Reading time is provided for all examinations. You must not write in this time.
 6. Write your student number on all examination papers. Do not write your name.
 7. Once the examination has commenced you will not talk or communicate with other students in the room/hall.
 8. If you need to go to the toilet, raise your hand and wait for the permission of the supervising teacher.
 9. You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
 10. Wait quietly until you are instructed to leave.
 11. Do not remove any papers from the examination room.
-

Misadventure Form / Assessment Cover Sheet

ERINA HIGH SCHOOL- SENIOR SCHOOL ASSESSMENT 10-12 APPLICATION FOR AN ACCIDENT/MISADVENTURE/ILLNESS/SPECIAL CIRCUMSTANCES

If illness, accident, misadventure or special circumstances prevent you from completing an Assessment Task on or before the due date. On the day of returning to the school this form must be completed and handed to the Head Teacher of the particular course.

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

Student Name:	Course:
Class Teacher:	Date Due:
Nature of Assessment Task (Eg: Essay)	
Reason for Application: Please circle ILLNESS/APPROVED LEAVE/OTHER SCHOOL COMMITMENT/MISADVENTURE/FAILURE MEET THE SUBMISSION TIME/OTHER	
Explanation: _____ _____ _____ _____ _____	
Attach supporting documents (Eg: Medical Certificate) including letter from a Parent/Carergiver	
Student Signature: _____ Date: _____	

Part B: To be completed by the CLASS TEACHER before the application is submitted to the Deputy for consideration.

Recommendation by Class Teacher/Head Teacher

Teachers are requested to write a recommendation concerning this application. Alternatively, the teacher could refer this application to the Head Teacher or discuss this application directly with the Deputy Principal or Principal.

Signature: _____ Date: _____

Part C: To be completed by the HEAD TEACHER.

Recommendation:

Signature: _____ Date: _____

NB: If there is agreement with the staff member's recommendation there may not be a need for you to attend a meeting of the School Assessment Panel.

Part D: Decision at Senior School Assessment Panel (please tick or cross).

- | | |
|--|---|
| <input type="checkbox"/> Estimate based on all other Assessment Tasks | <input type="checkbox"/> Consideration to be given |
| <input type="checkbox"/> Extension of time granted until _____ | <input type="checkbox"/> No consideration to be given |
| <input type="checkbox"/> Estimate based on substitute Task being set and completed | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Show as non-attempt: "U" Award Warning to be issued | |

Signature of Panel Chairperson: _____ Date: _____

Part E:

- | | |
|----------------------------------|-------------|
| 1. Faculty informed of decision. | Date: _____ |
| 2. Student informed of decision. | Date: _____ |
| 3. Entered on data base. | Date: _____ |

ERINA HIGH SCHOOL ASSESSMENT TASK COVER SHEET

Student Name:	Roll Class:
Assessment Task Title	Date submitted
Course	Teacher

Academic Integrity Statement

I _____ declare that this work is my own and
(Your name in block letters)

that any quotes, information or works have been properly acknowledged and cited in the bibliography.

Student signature: _____ Date: _____

Teacher signature: _____

WARNING

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

✂.....✂.....✂.....✂.....✂.....✂.....✂.....

Assessment Receipt (Student Copy)

Name of student: _____ Year: _____ Course: _____

Task Title: _____ Teacher: _____ Due Date: _____

The task was submitted to _____ at _____ on _____
(Teacher) (time) (date)

Student signature _____ Teacher signature _____

- You need to complete and attach this cover sheet to every assessment task that you submit
- Keep the assessment receipt in a safe place as it is your record of submission. Eg staple to your diary page

Fill in your assessment summary here:

	Term 1 - 2022	Term 2 - 2022	Term 3 - 2022	Term 4 - 2022
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4				
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 11				

Remember to change your summary if a task changes.
