

ERINA HIGH SCHOOL



ASSESSMENT DIRECTORY
YEAR 10 2024

TABLE OF CONTENTS

TABLE OF CONTENTS	2
WHAT IS ASSESSMENT?	3
WHAT ARE THE RESPONSIBILITIES OF THE COURSE TEACHER?	3
WHAT ARE THE RESPONSIBILITIES OF THE STUDENT?	4
NON SERIOUS ATTEMPTS	5
TECHNOLOGY PROBLEMS	6
RECORD OF SCHOOL ACHIEVEMENT (ROSA)	6
COMMON GRADE SCALES.....	7
Appendix A: Erina High School Academic Integrity Policy	10
Procedures and Penalties for suspected Plagiarism and Collusion.....	10
Appendix B: Erina High School Examination Procedures	13
Appendix C: Honesty in Assessment	14
Artificial Intelligence and Assessment	15
Appendix D: Illness and Misadventure Form	17
Appendix E: Year 10 Assessment Calendar 2024	19
ASSESSMENT SCHEDULES	22
Y10 COURSES IN 2023.....	22

This booklet was revised in December 2023 and is subject to change.
Students and parents are advised to refer to the school's website for the latest
version.

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.

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' Task

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.

What happens if a student fails to fulfil his/her responsibility?

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 specifically 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 SCHOOL ACHIEVEMENT (ROSA)

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 SCALES

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.

NON-COMPLETION OF Y10 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.

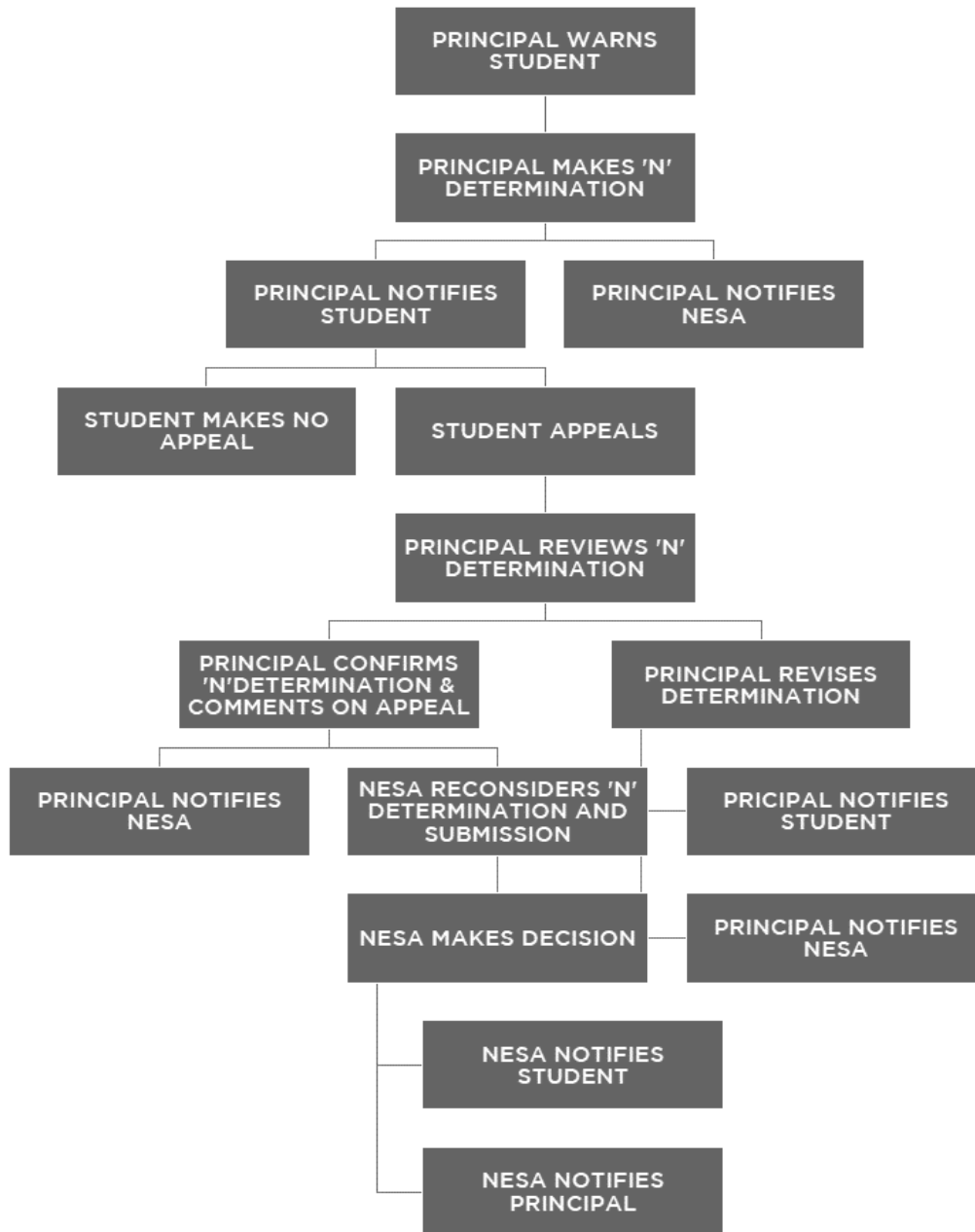
Second Warning Letter:

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.

'N' DETERMINATIONS



Appendix A: 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 HSC 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.

Procedures and Penalties for suspected Plagiarism and Collusion

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

(NESA, HSC Assessments and Submitted Works, Advice to Students, 2006)

‘Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others’ (NESA, HSC: All My Own Work, 2006)

- When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher.
- The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either *Intended* or *Unintended* plagiarism.

Actions to be followed when:

Unintended Plagiarism is detected:

- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them;
- Issue a Written Warning which refers to the consequences of any further actions of this nature.
- Review whether the student has received a previous Written Warning;
- 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 fail mark;

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 fail 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 course from their HSC award (see NESAs, HSC Assessments and Submitted Works, Advice to Students, 2006);

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, and Year 11 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.

References:

- Academic Honesty Policy (*Australian Catholic University*). Retrieved March 29, 2007, from http://my.acu.edu.au/handbook/2006/Ac_Honesty.htm
- Policy: Academic Integrity (*University of Canberra*). Retrieved March 29, 2007, from https://guard.canberra.edu.au/policy/policy.php?pol_id=3003
- Academic Honesty Policy (*University of Sydney*). Retrieved March 29, 2007, from http://www.it.usyd.edu.au/current_students/undergrad/policies/academic_honesty.shtml
- Code of Practice: Students (*University of Wollongong*). Retrieved March 29, 2007, from http://www.uow.edu.au/handbook/codesofprac/cop_students.html
- HSC: All My Own Work (*NESA*).
<https://www.nesa.nsw.edu.au>
- Holmes-Walker, A. (2007) Outline of an Academic Integrity Policy, *Muirfield High School*

Appendix B: 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 assumed 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 centre. 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/sleeve. 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. At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
11. Wait quietly until you are instructed to leave.
12. Do not remove any papers from the examination room.

Appendix C: Honesty in Assessment

The NSW Education Standards Authority have issued a statement in relation to Honesty in the Assessment which includes the All My Own Work program and special rules relating to submitted works such as major works. Y10 students will complete the All My Own Work on completion of Y10, however the development of honesty in assessment is a consistent expectation across all year at Erina High School.

The statement is reproduced below but you should also visit the website and read the attached documents. NESA and the School treat honesty very seriously – do not ignore their warnings.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the Board's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The Board of Studies NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the Board of Studies NSW will report matters to the Independent Commission Against Corruption.

Artificial Intelligence and Assessment

NESA and Erina High School acknowledge the need to uphold academic integrity and prevent plagiarism in light of new technological advancements such as AI systems like Chat GPT.

Teachers are aware that some students are using AI tools to complete course work and assessments. The use of AI tools works against the ethos of public education, where students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning experiences. AI models, such as Chat GPT, are not dependable tools to use in completing assessment tasks. Here are a few reasons why:

- AI systems / Chat GPT generate responses based on training data and algorithms, which may not always be accurate or appropriate for the task at hand. Responses can be vague, repetitive, or irrelevant to the question being asked.
- AI systems / Chat GPT cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.
- Assessment tasks are intended to assess students' independent thinking, critical analysis, and communication skills, which are essential for future academic and professional success. If students rely on Chat GPT or other AI models to complete assessments, they will not develop critical skills to the level needed to complete tests or examinations or handle real-world challenges.
- The use of AI systems / Chat GPT may result in a malpractice determination where students may receive Zero marks for the submitted task.
- The use of Chat GPT has been banned by the NSW Department of Education and is not endorsed for use in schools.
- Relying on AI systems / Chat GPT to complete assessment tasks can also lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.

NESA and Erina High School are committed to maintaining academic integrity and ensuring that all assessments are completed with honesty and integrity. To this end, the following measures will be implemented:

1. *Prohibition of AI-assisted assessments:* The use of AI systems / Chat GPT to complete assessments and generate student writing is strictly prohibited. Any student found to have utilised these systems to complete assessments [or part there of] will be found to have engaged in assessment malpractice, which may result in a mark of Zero being awarded. An alternate task may also need to be completed by the student to show they can demonstrate the completion of course tasks diligently and with a sustained effort.
2. *Clear instructions and expectations:* Erina High School teachers will provide clear instructions to students on the appropriate use of AI systems like Chat GPT in out of school settings. Students will be informed that these systems can only be used for broader research purposes and cannot be used to complete assessments (e.g., to generate student writing). Furthermore, they will be instructed on the consequences of engaging in academic dishonesty, such as Zero marks being awarded for an assessment completed using an AI system.
3. *Mandatory Use of Google Docs:* To prove that their work is their own, students completing research-based assessments will be required to use Google Docs to create their assessments and share this document with their teacher. This will enable teachers to verify that the work was completed by the student by checking the revision history and timestamps of the document. For courses with practical works such as Visual Arts, the use of AI systems like Mid-Journey and Dall-E are also prohibited.

These students will need to demonstrate practical work progression by showing teachers incremental progress and/or portfolio documentation.

4. *Submission of drafts:* For research-based tasks, students can be expected to submit drafts as a requirement. This will enable teachers to verify that the student has completed the work themselves by comparing the draft to the final product. The draft(s) may or may not contribute to the overall assessment mark.
5. *Referencing:* It is expected that, for research-based assessments, in-text citations and a bibliography will be provided. Students need to use in-text referencing and a bibliography in academic writing to give credit to sources, avoid plagiarism, provide a list of consulted sources, enable verification of information, and showcase research and critical thinking skills.
6. *School demonstration of research-based learning:* For students to actively demonstrate their ability to apply concepts, critical thinking and demonstrate understanding of course concepts, teachers may opt to have students complete written responses under test conditions at school. To prepare for these written responses, students may be asked to research designated course material, concepts, texts or case studies. Teachers may also ask students to complete a viva voce (oral discussion / examination) at school after the completion of a research component.
7. *Plagiarism detection:* Teachers and faculties will closely scrutinise completed assessments to ensure they are completed with academic integrity. Such surveillance may take the form of electronic plagiarism protection tools and website reviews.

Appendix D: Illness and Misadventure Form

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: _____ |

Appendix E: Year 10 Assessment Calendar 2024

Term 1 2024	Assessment Task	Term 2 2024	Assessment Task
Week 1	PASS- throughout Semester PDHPE- throughout Semester	Week 1	PASS- throughout Semester PDHPE- throughout Semester
Week 2		Week 2	Photo
Week 3		Week 3	Music Visual Arts
Week 4		Week 4	
Week 5	Science	Week 5	Marine/Aqua
Week 6	Multimedia	Week 6	English Mathematics 5.1 Mathematics 5.2 Mathematics 5.3
Week 7	Agriculture	Week 7	Agriculture Engineering Multimedia
Week 8	Child Studies Engineering Marine/Aqua Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Metal Photo Timber	Week 8	Photo
Week 9	Commerce English Food Technology History	Week 9	Commerce History Science Timber
Week 10	Drama Music PASS PDHPE	Week 10	Child Studies Drama Metal
Week 11			

Term 3 2024	Assessment Task	Term 4 2024	Assessment Task
Week 1	PASS- throughout Semester PDHPE- throughout Semester	Week 1	PASS- throughout Semester PDHPE- throughout Semester Multimedia
Week 2	Photo	Week 2	FORMAL YEARLY EXAMS FOR English Science History Maths 5.1 and 5.2 Maths 5.3 Food Technology Metal Music Timber
Week 3	Food Technology	Week 3	Child Studies Commerce Engineering Timber
Week 4	Engineering Music	Week 4	Visual Arts
Week 5	Science Visual Arts	Week 5	
Week 6		Week 6	
Week 7	Agriculture Mathematics 5.1 Mathematics 5.2 Mathematics 5.3	Week 7	
Week 8	Multimedia Photo	Week 8	
Week 9	Commerce History Marine/Aqua Mathematics 5.3 PDHPE	Week 9	
Week 10	Drama Photo	Week 10	

Appendix F: Fill in your assessment summary here:

	Term 1 - 2024	Term 2 - 2024	Term 3 - 2024	Term 4 - 2024
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4				
WEEK 5				
WEEK 6				
WEEK 7				
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 11				

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 except for examinations falling within the gazetted exam period.

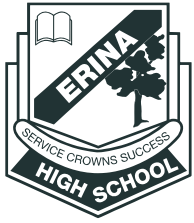
It is the school's intention to ensure that the dates listed in this schedule will be maintained where possible; however, it is sometimes necessary to change the dates due to circumstances beyond the control of your teacher.

To assist with your planning, you should fill in the summary calendar provided in Appendix F.

Although great effort was made to ensure this document is error free at the time of publication, 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.

Y10 COURSES IN 2023

Agriculture	Marine and Aquaculture
Child Studies	Mathematics 5.3
Commerce	Mathematics 5.2
Drama	Mathematics 5.1
English	Music
Food Technology	PDHPE
History	Physical Activity Sports Studies
Industrial Technology Engineering	Science
Industrial Technology Metal	Visual Arts
Industrial Technology Timber	



AGRICULTURE -2024

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type
		Animal Enterprise	Farm Safety	Sustainability in Agriculture
		5.1, 5.2, 5.3, 5.7	5.13, 5.14	5.8, 5.9
		Research Task	Practical Skills	Research report
Practical	30%	0	30	0
Theory	70%	35	0	35
Assessment Weighting:		35%	30%	35%
Date Due:		Term 1 Week 7	Term 2 Week 7	Term 3 Week 7





CHILD STUDIES - 2024

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		The diverse needs of children	Health and Safety in childhood, Food and Nutrition in Childhood	Childcare services and career opportunities
		Course Outcomes	Course Outcomes	Course Outcomes
CS5-4, CS5-9, CS5- 11	CS5-2, CS5- 11, CS5-12	CS5- 7, CS5-8, CS5-9, CS5- 10		
Task Type	Task Type	Task Type		
Portfolio & Research	Research Project	Resume & career opportunities		
Theory- Knowledge	65%	20	15	30
Practical Understanding and Skills	35%	10	15	10
Assessment Weighting:		30%	30%	40%
Date Due:		Term 1 Week 8	Term 2 Week 10	Term 4 Week 3



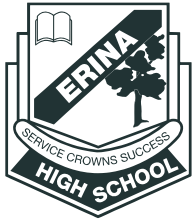


COMMERCE- 2024

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
		Core: The Economic and Business Environment	Core: Law, Society and Political Involvement	Option: Law in Action	Option: Towards Independence
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
COM5-1, COM5-2, COM5-4, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4	COM5-4, COM5-6, COM5-7, COM5-9	COM5-1, COM5-2, COM5-4, COM5-8		
Task Type	Task Type	Task Type	Task Type		
Class Task	Topic Test	Research Task	End of year test		
Assessment Weighting:	25%	25%	25%	25%	
Date Due:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3	





DRAMA - 2024

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type
		Physical Theatre	Political Theatre	Aboriginal Theatre
		5.1.1, 5.2.1, 5.2.3	5.1.2, 5.1.4, 5.2.2, 5.3.2	5.1.3, 5.3.1, 5.3.3
		Group Performance	Group Performance	Individual Project
Making	40%	10	20	10
Performing	30%	20	10	
Appreciating	30%		10	20
Assessment Weighting:		30%	40%	30%
Date Due:		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10





INDUSTRIAL TECHNOLOGY: ENGINEERING - 2024

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
		Racks, Pinions and Rachets (Control Systems)	Fluid Power (Control Systems)	Wind Turbine (School Based)	Mini Pinball Machine (School Based)
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
IND5-1, IND5-3, IND5-5, IND5-6	IND5-1, IND5-2, IND5-3, IND5-6, IND5-7	IND5-1, IND5-3, IND5-4, IND5-5, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8		
Task Type	Task Type	Task Type	Task Type		
Practical and Communication skills	Practical and Research	Practical and Research	Practical, Research and Communication		
Practical	60%	15%	15%	15%	15%
Theory	40%	10%	10%	10%	10%
Assessment Weighting:		25%	25%	25%	25%
Date Due:		Term 1 Week 8	Term 2 Week 7	Term 3 Week 4	Term 4 Week 3





ENGLISH 2024

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Task 1	Task 2	Task 3
	Topic / Content	Topic / Content	Topic / Content
	Representation of Life Experiences	Navigating Media	Novel Study
	Course Outcomes EN5: RVL, ECB	Course Outcomes EN5: URA, ECA, ECB	Course Outcomes EN5: URA, URB, URC
Task Type	Task Type	Task Type	
Imaginative Writing and Reflection	Feature Article	Essay	
Reading, viewing and listening to texts	10%	10%	10%
Understanding and responding to texts	10%	10%	15%
Expressing ideas and composing texts	10%	10%	15%
Assessment Weighting:	30%	30%	40%
	Term 1 Week 9	Term 2 Week 6	Term 4 Week 2



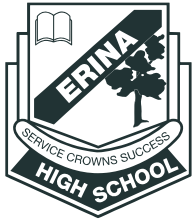


FOOD TECHNOLOGY 2024

Y10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type
		Food for specific needs	Food service and catering	Food product development
		FT5-7, FT5-8, FT5-11	FT5-1, FT5-2, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5
		Research task + Practical	Restaurant creation + Practical	Product design + Packaging design + Practical
Food properties and preparation	10%		10	
Food, nutrition, and society	5%			5
Food hygiene and safety	30%	10	10	10
Researching and communicating	35%	15	10	10
Designing, producing, and evaluating	20%	5	10	5
Assessment Weighting:		30%	40%	30%
Date Due:		Term 1 Week 9	Term 3 Week 3	Term 4 Week 2



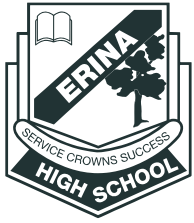


HISTORY- 2024

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Task 4
Syllabus Components	Topic / Content Industrial Revolution	Topic / Content Australians at War	Topic / Content Holocaust	Topic / Content All Topics
	Course Outcomes HT5-2, HT5-4, HT5-9, HT-10	Course Outcomes HT5-1, HT5-5, HT5-7, HT5-9	Course Outcomes HT5-3, HT5-6, HT5-8, HT5-10	Course Outcomes HT5-3, HT5-4, HT5-6, HT5-9
	Task Type Research Task	Task Type Topic Test	Task Type Historical Investigation	Task Type Yearly Examination
	Assessment Weighting:	20%	30%	20%
Date Due:	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 2





MARINE & AQUA STUDIES -2024

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Saving Water Environments	Deep Ocean	Marine Ecology- Rock Platforms
		Course Outcomes	Course Outcomes	Course Outcomes
5.1.1, 5.1.2, 5.2.1, 5.4.1, 5.4.2	5.1.1, 5.7.2	5.5.1, 5.5.2, 5.7.2, 5.7.1, 5.4.2		
Task Type	Task Type	Task Type		
Research and practical task	Research and Presentation	Practical and Theory Assessment		
Assessment Weighting:	35%	30%	35%	
Date Due:	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9	



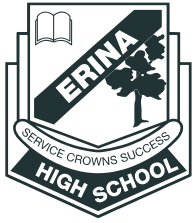


MATHEMATICS STAGE 5.1 -2024

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 + in-class test	Class test	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 2



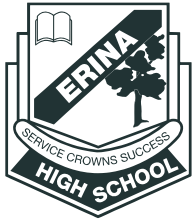


MATHEMATICS STAGE 5.2 -2024

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, Ratios and SA and Volume	Trigonometry and Geometry	All Topics
		MA5.2-4NA	MA5.2-5NA, MA5.2-6NA, MA5.2-11MG, MA5.2-12MG	MA5.2-13MG, MA5.2-14MG	All Outcomes
		Class Test	Assignment + Class Test	Class Test	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 2





MATHEMATICS STAGE 5.3 -2024

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
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
		Task Type	Task Type	Task Type	Task Type	Task Type
		Financial Mathematics	Algebraic Techniques, Ratios and SA and Volume	Trigonometry and Geometry	Harder Trigonometry and Geometry	All Topics
		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
		Common Test	Assignment + In-class Test	Common Test	5.3 Examination	Yearly Examination
Knowledge and Understanding	50%	15%	10%	10%	10%	15%
Working Mathematically	50%	15%	10%	10%	10%	15%
Assessment Weighting:		10%	30%	10%	30%	20%
Date Due:		Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 3 Week 9	Term 4 Week 2





INDUSTRIAL TECHNOLOGY: METAL - 2024

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content Industry Study	Topic / Content Workshop Roller Stool	Topic / Content Jaffle Iron
		Course Outcomes IND5-5, IND5-9, IND5-10	Course Outcomes IND5-2, IND5-3, IND5-4, IND5-5	Course Outcomes IND5-2, IND5-3
		Task Type Research	Task Type Practical and Communication	Task Type Practical and Research
Practical	60%		30%	30%
Theory	40%	20%	10%	10%
Assessment Weighting:		20%	40%	40%
Date Due:		Term 1 Week 8	Term 2 Week 10	Term 4 Week 2





INDUSTRIAL TECHNOLOGY: MULTIMEDIA - 2024

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
		Film Production	Social Media and Podcasts	Game Design	Yearly Exam
		IND5-1, IND5-3, IND5-5 and IND5-6,	IND5-2, IND5-4, IND5-7 and IND5-10	IND5-8, IND5-9 and IND5-10	All Outcomes
		Project/Folio	Project/Folio	Project/Research	Examination
Practical	70%	25%	20%	25%	0%
Theory	30%	5%	10%	5%	10%
Assessment Weighting:		30%	30%	30%	10%
Date Due:		Term 1 Week 6	Term 2 Week 7	Term 3 Week 8	Term 4 Week 1





MUSIC - 2024

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
		Australian Music	Australian Music	Art Music of the 20th and 21st Centuries	Popular Music
		5.7	5.1	5.4, 5.5	5.3, 5.8
		Viva Voce	Performance	Composition	Listening Exam & Performance
Performance	40%		20		20
Composing	30%			30	
Listening	30%	15			15
Assessment Weighting:		15%	20%	30%	35%
Date Due:		Term 1 Week 10	Term 2 Week 3	Term 3 Week 4	Term 4 Week 2





PASS - 2024

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	Skills Teamwork Participation	Event Management and Officiating	Skills Teamwork Tactical Awareness
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
5.6, 5.10	5.5, 5.7, 5.9	5.5	5.5, 5.7, 5.9		
Task Type	Task Type	Task Type	Task Type		
Technology Identification & Analysis	Practical	SEPEP	Practical		
Practical	60%	30%		30%	
Theory	40%	20%	20%		
Assessment Weighting:		20%	30%	20%	30%
Date Due:		Term 1 Week 10/11	Throughout Semester 1	Throughout Term 3	Throughout Semester 2





PDHPE - 2024

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	Valuing Diversity	Social Dance Skills Participation
		Course Outcomes	Course Outcomes	Course Outcomes	Course Outcomes
5.2, 5.6, 5.7	5.4, 5.10, 5.11	5.3, 5.9	5.4, 5.10, 5.11		
Task Type	Task Type	Task Type	Task Type		
Project Based Learning	Practical	Letter	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 - 2024

Y10 ROSA ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Topic / Content	Topic / Content	Topic / Content
		Miniature Worlds	Self-Portraiture	Experimental Photography
		Course Outcomes	Course Outcomes	Course Outcomes
5.1, 5.2, 5.4, 5.8	5.3, 5.7, 5.10	5.5, 5.6, 5.9		
Task Type	Task Type	Task Type		
Portfolio of images Artist research task exploring how the conceptual framework influences artist practice.	Portfolio of images with a presentation outlining how practice and the frames explore different interpretations of art.	Development of a body of work. Including a project proposal detailing their understanding of the conceptual framework and how art criticism and art history construct meaning.		
Artmaking	60%	20	20	20
Art Criticism and Art History	40%	10	20	10
Assessment Weighting:		30%	40%	30%
Date Due:		Term 1 – Week 8	Term 2 - Week 8	Term 3 - Week 8
Part A -		Research Task	Presentations	Project Proposal
Part B -		Term 2 - Week 2	Term 3 – Week 2	Term 3 - Week 10
		Portfolio of Images	Portfolio of Images	Body of work



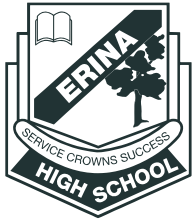


SCIENCE -2024

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
		Reactions	Media Task	Investigations	DNA/Evolution
		SC5-CW3 SC5-6WS SC5-7WS	SC5-4WS SC5-7WS SC5-9WS	SC5-4WS SC5-5WS SC5-6WS SC5-7WS	SC5-13ES SC5-14LW SC5-15LW
		Practical	Media Task	Investigation	Yearly Exam
Practical	60%	20%	10%	30%	
Theory	40%				40%
Assessment Weighting:		20%	10%	30%	40%
Date Due:		Term 1 Week 5	Term 2 Week 9	Term 3 Week 5	Term 4 Week 2





INDUSTRIAL TECHNOLOGY: TIMBER - 2024

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
		Industry Study	Bedside Table and Portfolio	Dartboard Cabinet and Portfolio	Theory Exam
		IND5.3, IND5.4, IND5.6, IND5.7, IND5-9, IND510	IND5.1, IND5.2, IND5.3, IND5.4, IND5.5, IND5-7, IND5-8	IND5.1, IND5.2, IND5-3, IND5-5, IND5.7	All Outcomes
		Practical and Report	Practical and Portfolio	Practical and Portfolio	Yearly Examination
Practical Work	60%	10	20	30	-
Theory Work	40%	10	10	10	10
Assessment Weighting:		20%	30%	40%	10%
Date Due:		Term 1 Week 8	Term 2 Week 9	Term 4 Week 2	Term 4 Week 3





VISUAL ARTS -2024

YEAR 10 ASSESSMENT INFORMATION & ASSESSMENT SCHEDULE

Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
		Contemporary Still Life	Urban Environments – Luna Park and surrounds	Self-directed Body of Work
		Course Outcomes 5.3, 5.6, 5.9, 5.10	Course Outcomes 5.1, 5.2, 5.7, 5.8	Course Outcomes 5.1, 5.5, 5.6
		Task Type Artmaking & VAPD Critical & Historical Studies	Task Type Artmaking & VAPD Critical & Historical Studies	Task Type Self-directed Body of Work Artmaking and VAPD
Artmaking	60%	20%	20%	20%
Critical and Historical studies	40%	20%	20%	
Assessment Weighting: 100%		40%	40%	20%
Date Due:		Term 2 Week 3	Term 3 Week 5	Term 4 Week 4

