

# WARRAWONG HIGH SCHOOL

## Year 10 Learning and Assessment Booklet 2024



Education &  
Communities





# CONTENTS

## Assessment Policy and Procedures

Purpose .....	5
Practices .....	5
Management of Assessment Tasks .....	6
Student Responsibilities .....	7
Supporting Documents and References .....	7
Penalties .....	8
Late Submission and/or Student Absence from Task .....	8
N Warning Procedures .....	9
Assessment Task Appeal .....	9
Special Provisions .....	10
Record of School Achievement (RoSA) .....	10
Confirmation of Entry .....	11
HSC Minimum Standards .....	11
Year 10 Work Experience .....	11
Internal Assessment Overview .....	12
Satisfactory Completion in Each Subject .....	14
Satisfactory Attendance .....	14
Students Online Account .....	14
Students Unique Student Identifier Number .....	15

<b>Vocational Education &amp; Training (VET) Course Assessment .....</b>	<b>16</b>
Assessment .....	16

<b>Glossary of Key Words .....</b>	<b>17</b>
------------------------------------	-----------

<b>Illness/Misadventure/Absence Process .....</b>	<b>18</b>
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<b>Sample Forms .....</b>	<b>19</b>
Student Illness/Misadventure/Absence Application .....	19
Student Appeal Application .....	22
Assessment Task Notification .....	24

<b>Assessment Calendar and Assessment Schedules for Year 10 Courses</b>	<b>27</b>
Calendar of Assessment Tasks .....	28
Sample Calendar of Assessment Tasks .....	29

## Assessment Schedules for Subjects

<b>Mandatory Courses</b>	<b>31</b>
English .....	31
Mathematics 5.1 .....	32
Mathematics 5.2 .....	33
Mathematics 5.3 .....	34
Science .....	35
Geography .....	36
History .....	37
PD/H/PE .....	38

<b>Elective Courses</b>	<b>39</b>
Child Studies .....	39
Critical & Creative Thinking .....	40
Food Technology .....	41
History Elective .....	42
Industrial Technology – Metal .....	43
Industrial Technology – Timber .....	44
Marine & Aquaculture Technology .....	45
Music .....	46
Physical Activity & Sports Studies .....	47
Visual Arts .....	48

# WARRAWONG HIGH SCHOOL

## ASSESSMENT POLICY AND PROCEDURES

### **Purpose**

Warrawong High School's Assessment Principles align to the Department of Education Policy as well as NESA requirements and standards.

Warrawong High School plans assessment so that:

- Teachers can assist students in their learning and continual development.
- Teaching and learning programs are evaluated and improved.
- Students and teachers have evidence of satisfactory completion of a course.
- Teachers can report on the achievement of each student at the end of a course.
- Students can demonstrate achievement of course outcomes.
- Valid and reliable assessment strategies are used.
- The timing, frequency and nature of the assessment processes are efficient and manageable for teachers and students.

Warrawong High School promotes an integrated approach to teaching, learning and assessment. Continuous assessment of student learning takes place throughout the year in formal and informal settings. Teachers use a range of formal and informal assessment to gather evidence about student achievement and to improve student learning. Assessment data is also used for the purposes of reporting to parents, when conferencing with students, and for awarding NESA grades to students.

### **Practices**

School-based assessment programs allow students to demonstrate the breadth and depth of their knowledge, understanding and skills in relation to syllabus outcomes. Achievement of outcomes can be demonstrated through formal and informal assessment throughout each unit of work.

Formal assessment is to be complemented by informal assessment throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Formal assessment tasks for Year 10 must attempt to reflect the assessment expectations of the Stage 5 syllabuses specific to subject areas to increase student skillsets and capability within these task types.

Informal assessment includes activities undertaken in class and evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment.

## Management of Assessment Tasks

Teachers design assessment tasks to confirm students are meeting the course syllabus outcomes. **Assessment Schedules** are developed to provide an overview of the formal assessment expectations for each course and reflect the requirements of the appropriate syllabus. The assessment schedule for each course is accessible in this document (see pages 27 - 48).

The Assessment Schedule for each course includes the number of assessment tasks for each course, type of task, course focus areas, timing for each task, outcomes being assessed, course components, weighting of components, total value of task and total value of components.

For each assessment task:

- Students will be notified in writing, using the school **Assessment Task Notification** proforma, of the:
  - Task title and focus.
  - Outcomes assessed.
  - Weighting.
  - Date issued.
  - Date due.
  - Task Milestones.
  - Task Description; including task type, outline of student expectations, area focuses for study reference.
  - Marking Criteria.
  - Learning Intentions.
  - Success Criteria outlining grading expectations.

Notice will be provided at least three (3) weeks in advance of the task (see page 24).

- Students in years 10-12 will sign and date documentation as part of the Assessment Monitoring Folders to indicate when they:
  - Receive Assessment Task Notification.
  - Submit the assessment task.
  - Receive feedback.
- Students will be expected to meet task milestones, indicated on the Assessment Task Notification, to support them in the development and completion of each task. Students will receive peer, individual or teacher feedback at each milestone.
- Students will be given feedback, including a mark/grade and comment, for each assessment task within two weeks of the submission date. Any concerns surrounding the grading of a task must be raised by the student and resolved with the teacher when the task is returned and/or within 7 school days.
- Students can be compensated under special considerations for extended illness or misadventure that may have affected their performance. Any decision to compensate will depend on whether the student has met their responsibilities to prove that such an allowance is warranted. All such decisions will occur in consultation between the deputy principal, the class teacher and faculty head teacher, and the parent/carer, where necessary (see Illness/Misadventure/Absence Process Years 10 – 12, page 18).
- If a student in Years 10-12 has missed a task or has made a non-serious attempt, the teacher must follow the school's procedures for completing an **N-Warning notification** (outlined on page 9), including verbally notifying parent/caregiver.
- In the event that a student's application for misadventure is denied, they will be awarded a penalty; however, teachers will keep a separate record of the grade the student would have achieved without the penalty for the purposes of reporting and determination of grades.

## Student Responsibilities

The information in this document reflects the **NESA Year 11 – 12 HSC Roles and Procedures Guide** to ensure students meet ROSA expectations and are building an understanding of their roles and responsibilities as senior students.

To ensure students are meeting the student responsibilities outlined in this document:

- Students must submit or complete all assessment tasks on the due date.
- Students must be aware of and follow all school rules and teacher instructions with regard to each task.
- Students must ensure they have the correct resources to undertake the assessment. If the student is unable to access the resources required to complete the assessment, they must consult with their teacher, faculty head teacher or deputy principal as soon as possible, who will provide them with the resources they require.
- Students in years 10-12 will sign and date documentation as part of the 'Assessment Monitoring Folders' to indicate when they:
  - Receive Assessment Task notification.
  - Submit the assessment task.
  - Receive feedback.
- Students must keep track of all assessment task requirements and due dates.
- Students must notify the teacher immediately when an assessment task is handed out, if they feel that they have too many assessment tasks to complete in that week.
- It is the student's responsibility to see their teacher to obtain all assessment task information if a student is absent on the day an assessment task notification is delivered.
- If a student is going to be on leave for any of the reasons listed below, they must apply through the Warrawong High School front office and fill out a **Student Illness/ Misadventure/ Absence Application** and hand it to their deputy principal prior to the due date of the assessment task(s):
  - Family Holiday.
  - Illness.
  - Operation.
  - Family concerns/complications.
  - Other significant reasons for student leave.
- Students must submit all formal assessment tasks before 3pm on the due date unless otherwise directed on the Assessment Task Notification.
- If a student fails to complete an assessment task on the due date, they will receive the relevant penalty if they fail to complete **Student Illness/Misadventure/Absence Application** (page 19) or **Assessment Appeal Application** (page 21) in consultation with their deputy principal within 3 days after the due date of the task (see Illness/Misadventure/Absence Process Years 10 – 12, page 18).

## Supporting Documents and References

- Each course assessment schedule must be read in conjunction with the NESA syllabus outcomes. All students must familiarise themselves with the course outcomes by visiting the NESA website.
- For more detailed information on all aspects of the Stage 5 curriculum, course outcomes, course examination and assessment visit [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au) or approach the relevant Head Teacher at school. In terms of NESA policy and rules, the key reference is the Assessment Certification and Examination Manual (ACE) manual at [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au).

## Penalties

- Tasks not completed on time may receive a zero mark. Whether a student receives a zero mark will depend on whether the student follows the procedures for late submission and/or student absence from a task (see *Illness/Misadventure/Absence Process Years 10 – 12*, page 18).
- Whether a student receives a zero mark or not, they must complete the task, or they will be at risk of N determination.
- If an assessment task involves digital storage, students must make a back-up copy, so they avoid not handing a task in on time due to a technology failure. A technology failure is not a valid reason for not handing in a task.
- A student may be awarded a zero mark if they are involved in cheating, gross disruption, disobedience, copying or submitting work other than their own. Plagiarism is considered cheating. A mark of zero will also be awarded if the submitted assessment task is deemed to be plagiarised.

## Late Submission and / or Student Absence from a Task

- If a student is away, arrives late, or fails to hand in an assessment task on the due date, a zero mark may be issued unless the student can provide appropriate formal documentary evidence of illness or misadventure through the school's appeals process.

Appropriate documentary evidence, may include:

- Evidence from a health professional (medical certificate).
- Another relevant person (eg. counsellor or police officer).
- Application for Leave form approved by the Principal.
- Other documentary evidence deemed relevant by the Assessment Review Panel.

If the school is not initially satisfied with the documentation provided, parents/caregiver will be notified immediately. All appropriate documentary evidence should:

- Be issued during the period of illness, misadventure or absence.
- State the nature of the illness, misadventure or absence.
- State the date the student visited the service/professional.

- On the day of the task or on the first day back at school, the student must see their deputy principal and obtain an accident, illness or misadventure procedures package.
- Appropriate documentary evidence of illness, misadventure or absence must be submitted with a **Student Illness/Misadventure/Absence Application** form within 3 days of the student returning to school (see page 18). It is the student's responsibility to provide the deputy principal with the appropriate misadventure documentation for consideration to be given to the task.
- When illness or misadventure occurs prior to the due date and the student feels that their performance will be affected, a **Student Illness/Misadventure/Absence Application** may be submitted in consultation with the deputy principal. Initial notification to the class teacher (eg. a parent letter or telephone call), must be done prior to the task being due.
- All requests for special consideration are dealt with by the Assessment Review Panel. If the Panel accepts the request then an alternative date or task will be negotiated between the class teacher, faculty head teacher, and the student. If the Panel declines the request, then the student may appeal. The school appeals process is outlined on page 8. The documentation includes a request for appropriate documentary evidence, which is outlined above.



## N Warning Procedures

Teacher is to issue an N Warning if:

- A student fails to complete a formal assessment task on the due date identified on the Assessment Task Notification and does not submit a **Student Illness/Misadventure/Absence Application**.
- A student fails to make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the School, regardless of whether or not these tasks contribute to the final assessment mark.

It is the principal's responsibility to decide if a student is to be issued an N Determination and this decision will be made in consultation with the Assessment Review Panel and the documentation provided by the teacher and relevant faculty head teacher of the course. The decision is made by the principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

## Assessment Task Appeal

Students have the right to appeal if they feel that they have, in any way, been disadvantaged or treated unfairly with regard to an assessment task using the **Student Appeal Application** form (see page 21).

- Appeals must be in writing using the school Student Appeal Application form available from the deputy principal. This must be returned within 3 school days of the issue arising ie. when the task is handed back or a request for special consideration is denied.
- The deputy principal and relevant personnel will convene and make a determination within 7 school days of the appeal being received. The relevant personnel may include the Assessment Review Panel, faculty head teacher and/or relevant teacher.
- A final appeal can be made to the principal if the student feels the appeals process has not been appropriately followed. The student and parent/carer should discuss the issue with the principal who will advise the following steps.
- Matters that may be considered as grounds for appeal include but are not limited to:
  - If a student feels they have been treated differently from other students.
  - If, after discussion with both the teacher and faculty head teacher, the student feels that the assessment mark does not reflect the quality of their performance in the task.
  - Any issue relating to the marking criteria or a computation error in determining the mark.
  - If a student believes the assessment procedures were not followed correctly.
  - Any issues with the administration of the task (eg. timing errors or errors in the task).

## Special Provisions

Students with a disability and/or learning difficulty may request additional support so they can perform successfully and complete all tasks.

Students in Years 10, 11 and 12 who are eligible for disability provisions in formal examinations must be accommodated in the same manner for assessment tasks. Adjustments through differentiation and scaffolds for assessment tasks are required for a student whose learning is impacted by disability and/or learning difficulty, or an EAL/D student. This may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, separate supervision, permission to take medication, or other provisions as judged appropriate.

Parents/carers should notify the school immediately if they wish their child to apply for disability provisions in a formal examination. The Learning and Support Team will co-ordinate the preparation of appropriate evidence and a submission to NESAs for approval.

The Learning and Support Team must work with teachers to identify and implement adjustments and accommodations that can be made for individual students and class groups for specific tasks. It is the responsibility of the Learning and Support Team and class teacher to notify the student and parents/carers of any adjustments and accommodations that have been suggested/implemented to support the student. It is the responsibility of teachers to engage with student support documents (eg. PLaSPs) to ensure they are catering appropriately for the needs of students with a disability and/or learning need.

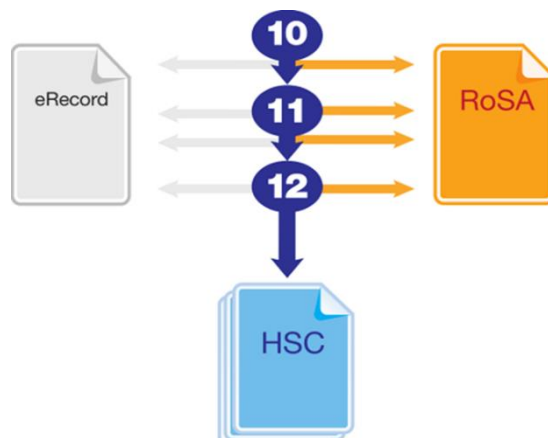
## Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act.



## Confirmation of Entry

Students will receive a NESAs Confirmation of Entry from the school.

Students in years 10, 11 and 12, before signing their Confirmation of Entry each year, should check that they are:

- Enrolled in the correct courses.
- Eligible for an ATAR.
- Eligible for:
  - Year 10: RoSA.
  - Year 11: RoSA.
  - Year 12: HSC Certificate.

The Confirmation of Entry reflects the subjects the student will receive results for at the end of each course. If students have any concerns about their Confirmation of Entry, they must inform the deputy principal or the Head Teacher Secondary Studies as soon as possible.

## HSC Minimum Standards – Reading, Writing and Numeracy

Students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life to meet the HSC minimum standard.

Students get up to six times per year to sit each minimum standard reading, writing or numeracy test.

At least 14 calendar days is required before re-attempting a test in the same domain.

Students can take the tests from Year 10 until up to five years after starting their first HSC course.

Schools will help students decide when they are ready to take each test.

## Work Experience

**All year 10 students will be required to complete work experience during the following weeks:**

- **Mainstream students: Term 2, Week 10 (Monday July 1<sup>st</sup> – Friday July 5<sup>th</sup>)**

**There will be no timetabled lessons for year 10 students during Week 10, Term 2.**

This is a program that supports and allows students the opportunity to investigate a possible career pathway and assist them in finding casual employment.

Students are encouraged to find their own placement. If you have any questions or concerns, please see or contact the Career's Office.

# Internal Assessment Overview – Semester 1

Mandatory Courses	Term 1 - 2024											Term 2 - 2024											
	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10		
English									40%												30%		
Mathematics (5.1, 5.2, 5.3)										30%										35%			
Science											30%										30%	Work	
Geography										25%					25%							Exp	
History																							
Personal Development, Health and Physical Education								30%											40%				
<b>Elective Courses</b>																							
Child Studies											30%										30%		
Critical & Creative Thinking									30%										40%			Yr	
Food Technology									40%										40%			10	
History Elective										35%									30%			Work	
Industrial Technology - Metal											30%											Exp	
Industrial Technology - Timber											30%												
Marine & Aquaculture Technology															40%								
Music										25%					25%						25%		
Physical Activity & Sports Studies									30%										35%				
Visual Arts											30%									30%			
											Fri		Fri										

## Internal Assessment Overview – Semester 2

	Term 3 - 2024										Term 4 - 2024										
Mandatory Courses	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
English									30%												
Mathematics (5.1, 5.2, 5.3)								35%													
Science										30%											
Geography																					
History						25%						25%									
Personal Development, Health and Physical Education								30%													
<b>Elective Courses</b>																					
Child Studies									30%												
Critical & Creative Thinking							30%														
Food Technology		20%																			
History Elective							35%														
Industrial Technology - Metal			40%						30%												
Industrial Technology - Timber			40%						30%												
Marine & Aquaculture Technology								30%			30%										
Music								25%													
Physical Activity & Sports Studies								35%													
Visual Arts												40%									
												N		Fri	Fri						

## Satisfactory Completion of Each Course

A student will be deemed satisfactory in each course if there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA.
- Attended school regularly.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school (ie. classwork, assignments, homework and class tests).
- Made a satisfactory attempt in all examinations and assessment tasks.
- Achieved some or all of the course outcomes.

## Satisfactory Attendance

Students must attend school at least 90% of all school days each year. Students must meet this attendance requirement until the final day of school, as determined by current Department of Education policy relating to student attendance. To ensure the best possible chance of success, students should not be absent from school for an extended period. If a student's attendance has impacted on their ability to demonstrate outcomes due to a lack of work completed, the activities relating to the outcomes need to be identified on the N Warning letters distributed.

School leave may be granted to cover an extended student absence. It is essential that parents contact the school prior to leave taking place to complete the appropriate documentation including the **Student Illness/Misadventure/Absence Application** form and to confirm any alternative arrangements that may be required.

It is the responsibility of the student to collect and complete any relevant assessment tasks and/or schoolwork as determined in consultation with the deputy principal, faculty head teacher and teacher. School leave is only granted by the school if the reason is substantial and the student's progress towards course outcomes will not be unduly affected.

## Students Online Account

Students Online is the students' source for important information about their study from Year 10 to the HSC.

Once students have logged into Students Online:

- check their confirmation of entry to ensure their name, courses, address, email and phone number are correct.
- inform their school of any name changes or course concerns.

Students can change their address, email and phone number in the personal details section.

Students can download their free PDF credentials in the Results Services section.

Students can find helpful information in My Account under Manuals and Guides to support them throughout their HSC.

By activating this account students will be able to receive significant information for their senior years and access their results online after they leave school. If students have not activated their account, they must see their deputy principal or the Head Teacher Secondary Studies as soon as possible.

## Students Unique Student Identifier Number

From 2015, anyone undertaking a Vocational Education and Training course or a White Card/First Aid course (eg: through TAFE or other training providers) is required to have a "Unique Student Identifier" (USI). It is used to identify the student when undertaking any vocational training.

A USI allows students to login into their training account and see all their training records and the results of all courses started and completed. Students can also print out all of their results to take to an employer when they are applying for a job or to any training provider when they are doing any additional courses.

Warrawong High School requests that all students starting Year 11 have a USI account and record this number on the careers website in the student secure area, ([www.warrawonghighcareers.com](http://www.warrawonghighcareers.com)). Students can access this site anywhere.

If students have not yet obtained a USI they can apply for it directly at <http://www.usi.gov.au/create-your-usi/> on computer or mobile device or log on to [www.warrawonghighcareers.com](http://www.warrawonghighcareers.com) and enter secure student area.

If students require assistance they must see their Careers Advisor as soon as possible.

## *Technology Applied Studies Assessment Expectations*

### **Preparation for future VET Studies undertaken in Stage 6.**

#### **Assessment**

VET courses such as Hospitality and Construction are competency-based courses. In a competency-based course, assessment of competencies is standards-referenced. This means that students are judged against a prescribed standard not against the performance of other students.

Demonstrating competency means that students can perform the task or show an understanding to the level required by the industry standards.

When students successfully demonstrate competence against a particular standard they will be judged as 'competent'. There is no pass/fail. Students are either 'competent' or 'not yet competent'.

The units of competency students achieve will be recognised on a vocational qualification.

Students are being continually assessed and attendance in each lesson is extremely important, along with satisfactory completion of mid-course and end of course examinations.

If at any time it appears that a student is at risk of receiving an N determination in any vocational course, the principal must follow the same procedure as for any other HSC course. The student will be given written warning in sufficient time to correct any problems regarding the completion of course requirements.

Where a student receives an N determination in a VET course, that course will not appear on the student's record of achievement. No VET Certificate or Statement of Attainment will be issued to students who receive an N determination.



## Glossary of Key Words

Syllabus outcomes, performance bands and examination questions have key words that state what students are expected to be able to do. The glossary below has been developed to provide a common language and consistent meaning in all NESAs documents. It is designed to help students understand what is expected in responses to examination and assessment tasks.

<b>account</b>	Account for, state reasons for, report on. Give an account of, narrate a series of events or transactions
<b>analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>apply</b>	Use, utilise, employ in a particular situation
<b>appreciate</b>	Make a judgement about the value of
<b>assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>calculate</b>	Ascertain/determine from given facts, figures or information
<b>clarify</b>	Make clear or plain
<b>classify</b>	Arrange or include in classes/categories
<b>compare</b>	Show how things are different or opposite
<b>construct</b>	Make, build, put together items or arguments
<b>contrast</b>	Show how things are different or opposite
<b>critically (analysis/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
<b>deduce</b>	Draw conclusions
<b>define</b>	State meaning and identify essential qualities
<b>demonstrate</b>	Show by example
<b>describe</b>	Provide characteristics and features
<b>discuss</b>	Identify issues and provide points for and /or against
<b>distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>evaluate</b>	Make a judgement based on criteria; determine the value of
<b>examine</b>	Inquire into
<b>explain</b>	Relate cause and effect; make relationships between things evident; provide why and/or how
<b>extract</b>	Choose relevant and/or appropriate details
<b>extrapolate</b>	Infer from what is known
<b>identify</b>	Recognise and name
<b>interpret</b>	Draw meaning from
<b>investigate</b>	Plan, inquire into and draw conclusions about
<b>justify</b>	Support an argument or conclusion
<b>outline</b>	Sketch in general terms; indicate the main features of
<b>predict</b>	Suggest what may happen based on available information
<b>propose</b>	Put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
<b>recall</b>	Present remembered ideas, facts or experiences
<b>recommend</b>	Provide reasons in favour
<b>recount</b>	Retell a series of events
<b>Summarise details</b>	Express concisely the relevant
<b>synthesise</b>	Putting together various elements to make a whole

# Illness/Misadventure/Absence Process Years 10 – 12



**Student does not complete Assessment Task on Due Date**  
Teacher identifies on Assessment Register and class roll that student has not completed formal assessment task on the due date.

## **Student Provides Formal Documentation**

If student provides a doctor's certificate (and/or other appropriate documentation) and completes the WHS Student Appeals Application within 3 days of the due date of the assessment task or on the first day of the student's return to school, teacher is to follow the directions of the Assessment Review Panel.

## **Student Does Not Provide Formal Documentation**

If student does not provide a doctor's certificate or complete the WHS Student Appeals Application within 3 days of the due date of the assessment task or on the first day of the student's return to school, teacher is to complete and issue an N Warning ensuring they notify the students' parent/caregiver.

## **Student Application is Successful**

If students' application is successful, the relevant deputy principal will notify Head Teacher of process to follow.

This could include:

- The rescheduling of the task due on a date negotiated with the Assessment Review panel, head teacher, teacher and student
- An alternate Task to be delivered/completed due on a date negotiated with the Assessment Review panel, teacher and student
- An estimated mark
- Other, if deemed appropriate by the Assessment Review Panel

## **Student Application is Unsuccessful**

If students' application is unsuccessful the student may receive a zero (0) mark and the relevant deputy principal will notify Head Teacher of process to follow.

This will include but is not limited to:

- The rescheduling of the task due on a date negotiated with the Assessment Review panel, teacher and student
- An alternate Task to be delivered/completed due on a date negotiated with the Assessment Review panel, teacher and student
- Complete and issue an N Warning, ensuring they notify the parent/caregiver
- Identify the student is receiving a 0 on Markbook; however, teacher must also notify student of their actual mark
- Other, if deemed appropriate by the Assessment Review Panel

## **Teacher Puts in Place Support for Student**

Head Teacher/teacher is to provide, and document support put in place for the student to aide in the completion of the task.

Support could include but not is limited to:

- Accessing Thursday Homework Club
- Providing time to complete the task during a set period
- Providing further information
- Being available to assist student during breaks
- Head Teacher/teacher requests to meet with the parent/carer and documents outcome of the meeting.
- Teacher calling home to notify parents
- LaST referral is generated in consultation with head teacher

## **Student meets the expectations of 'N' Warning**

When student completes expectations of 'N' Warning, the Head Teacher/teacher immediately (within 24 hours) indicates that the 'N' Warning is "resolved" on Sentral and notifies parents and head teacher.

Although the student may receive a zero (0) mark, teacher is to provide students with feedback and their actual mark.

## **Student fails to meet expectations of 'N' Warning**

If student does not meet the expectations of the 'N' Warning, teacher notifies parents and head teacher. Another letter is sent home. Head Teacher/teacher request a meeting with parent/carer and documents the outcome of the meeting. If the student fails to complete another task, the new 'N' Warning will include all previous course assessment tasks that have not been completed.

### **IMPORTANT NOTE**

In the context of Years 7 – 9, all documentation in relation to the process must be stored in a central location for the remainder of the school year.

In the context of Years 10 – 12, all documentation in relation to the process must be stored in course monitoring folders for at least 12 months after the completion of the course.



## Student Illness/Misadventure/Absence Application

The student is to complete this application if they are going to miss or have missed a formal assessment task due to illness, misadventure and/or absence. The student must:

- Access, complete and submit Student Illness/Misadventure/Absence Application in consultation with the relevant Deputy Principal within 3 days of the due date of a formal assessment task or on the first day of the student's return to school.
- Attach a doctor's certificate (and/or other appropriate documentation) to this application.

### Step 1: Complete the information below and attach the documentation you have identified

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Identify which of the following you are applying for:

- Illness
  Misadventure
  Absence

Outline the reason for your application: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Medical Certificate is attached to this document  Yes  No

Other documentation attached to support my application include: \_\_\_\_\_

\_\_\_\_\_

### Step 2: Identify the formal assessment task(s) under review and see the relevant faculty head teacher(s) and course teacher(s) to complete the information below

In consultation with the faculty head teacher and course teacher, outline where, when and how the identified formal assessment tasks will be completed. The actions outlined must occur unconditional to the application outcome.

Task	Subject	Assessment Task	Due Date
Task 1	Subject: _____ Teacher: _____	Task Title: _____ Weighting: _____ %	___/___/___
Action		Signatures	
When: _____ Where: _____ Instruction: _____		Head Teacher: _____ Course Teacher: _____	



Task	Subject	Assessment Task	Due Date
Task 2	Subject: _____ Teacher: _____	Task Title: _____ Weighting: _____%	___/___/___

Action	Signatures
When: _____ Where: _____ Instruction: _____	Head Teacher: _____ Course Teacher: _____

Task	Subject	Assessment Task	Due Date
Task 3	Subject: _____ Teacher: _____	Task Title: _____ Weighting: _____%	___/___/___

Action	Signatures
When: _____ Where: _____ Instruction: _____	Head Teacher: _____ Course Teacher: _____

Task	Subject	Assessment Task	Due Date
Task 4	Subject: _____ Teacher: _____	Task Title: _____ Weighting: _____%	___/___/___

Action	Signatures
When: _____ Where: _____ Instruction: _____	Head Teacher: _____ Course Teacher: _____

**Step 3: Student Declaration**

- I understand:
- The Assessment Review Panel will determine and indicate if my application is successful.
  - If the Assessment Review Panel does not approve my application, I must follow the actions outlined above and complete the formal assessment task(s) to avoid an N warning.
  - If I wish to appeal the decision made by the Assessment Review Panel, I must notify the Deputy Principal.

Student Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_  
 Parent Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_



**Step 4: Submit Application to relevant Deputy Principal for Assessment Review Panel**

The Assessment Review Panel has met to discuss your application and the following has been decided.

Application Approval:  Yes  No

Reason for Decision: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Responsibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Course Teacher Responsibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Faculty Head Teacher Responsibility: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Document has been copied and distributed to:

- Student and parent/carer
- Course Teacher
- Faculty Head Teacher for Course Faculty Monitoring Folder
- SASS staff for student file



## Student Appeal Application

The student is to complete this application if they are wishing to appeal a decision made by the Assessment Review Panel, faculty head teacher and/or teacher in regard to formal assessment tasks. The student must:

- Access, complete and submit Student Appeal Application in consultation with the relevant Deputy Principal within 3 days of the student being notified of the decision.
- Attach appropriate documentary evidence to support the appeal application.

### Step 1: Complete the information below and attach the documentation you have identified

Student Name: \_\_\_\_\_ Year: \_\_\_\_\_

Identify decision student is appealing:

- Assessment Review Panel decision       Zero Mark being rewarded for a task  
 Other: \_\_\_\_\_

Subject: \_\_\_\_\_ Assessment Title: \_\_\_\_\_

Assessment Task Description: \_\_\_\_\_

Due Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Supporting documentation is attached:       Yes       No

Documentation attached to support my application includes: \_\_\_\_\_

### Step 2: Outline below the reasons for the student appeal

In consultation with the deputy principal outline the reasons why the decision should be reconsidered. Ensure you refer to the documentation you have provided and include dates and conversations/lessons to support your application.

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Student Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Deputy Principal Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**Step 3: Submit Application to Deputy Principal for Review**

The Deputy Principal has met with the relevant personal to discuss your application and the following has been decided.

Application Approval:                       Yes                       No

Reason for Decision: \_\_\_\_\_

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Deputy Principal Signature: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Document has been copied and distributed to:

- Student and parent/carer
- Faculty Head Teacher for Course Faculty Monitoring Folder
- Course Teacher
- SASS staff for student file



# Assessment Task Notification



<b>Year group:</b>	<b>Teacher:</b>
<b>Subject:</b>	<b>Weighting:</b>
<b>Date issued:</b>	<b>Date due:</b>
<b>Submission by:</b>	<b>Teacher email:</b>
<b>Task title:</b>	<b>Head teacher approval:</b>

<b>Type of task:</b>

<b>Focus/question:</b>

<b>Task Instructions</b>

<b>Syllabus outcomes assessed:</b>

<b>Learning intention</b>	<b>Success criteria</b>



## Task Milestones

Week 1

Week 2

Week 3

## Feedback

Individual	Peer	Teacher
<input type="checkbox"/> Individual feedback method  Sign: _____  Date: _____	<input type="checkbox"/> Peer feedback method  Sign: _____  Date: _____	<input type="checkbox"/> Teacher feedback method  Sign: _____  Date: _____

## Marking Criteria

Name: \_\_\_\_\_

Mark Range	A student:
<b>A</b>	
<b>B</b>	
<b>C</b>	
<b>D</b>	
<b>E</b>	
<b>0</b>	<ul style="list-style-type: none"><li>• Non-attempt/non-serious attempt</li></ul>

Comment:



## STUDENT FEEDBACK

Name: \_\_\_\_\_

<b>W</b> What went well?	
<b>I</b> Improvements that can be made.	
<b>N</b> Next steps in my learning	



## STUDENT SELF ASSESSMENT

Name: \_\_\_\_\_

Questions	Response	Comment
1. I had a clear idea of what I was learning about and why	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. I used the teacher and/or peer feedback provided to improve my performance	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. I understood the Marking Criteria and was able to predict the marks I achieved in the assessment task	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. The learning activities in the unit prepared me for the assessment task	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. I found the learning activities in the lessons interesting	<input type="checkbox"/> Yes <input type="checkbox"/> No	



# Assessment Calendar and Assessment Schedules for Year 10 Courses

# MY CALENDAR OF ASSESSMENT

Subject	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
ENGLISH	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:
HSIE	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:
MATHEMATICS	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:
PD/H/PE	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:
SCIENCE	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:
ELECTIVE 1:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:
ELECTIVE 2:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:
ELECTIVE 3:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:	Week:            Weighting:    % Task:

## MY CALENDAR OF ASSESSMENT

(including % weighting of each task)

Subject	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
ENGLISH	Week: 8 Weighting: 20% Task: Speech	Week: 7 Weighting: 20% Task: Portfolio	Week: 6 Weighting: 30% Task: Multimodal	Week: 2 Weighting: 30% Task: Portfolio
MATHEMATICS	Week:    Weighting: % Task:	Week:    Weighting: % Task:	Week:    Weighting: % Task:	Week:    Weighting: % Task:
HSIE				
SCIENCE				
PD/H/PE				
MARINE STUDIES				

# SUBJECT TITLE: Year 10 English

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1, 2024 WEEK: 9	TERM 2, 2024 WEEK: 9	TERM 3, 2024 WEEK: 9	
Course Component	World of War	Literary Value	Adapting Shakespeare	
Nature of Task	Examination	Critical Response	Creative and Reflection	
Outcomes Assessed	EN51A; EN56C; EN57D	EN51A; EN55C; EN58D	EN51A; EN53B; EN54B; EN59E	
Components/Weightings				TOTAL
Knowledge and understanding of course content.	20%	15%	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	20%	15%	15%	50%
<b>Total value of tasks</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

## SUBJECT TITLE: Year 10 Mathematics – Stage 5.1

**ASSESSMENT COMMENCES: TERM 1, 2024**

**HOURS: 100**

All class tests will assess the relevant Mathematics course level (5.1, 5.2, 5.3). Common tests will include assessment of common topics across course levels.

Task Number	Task 1	Task 2	Task 3	
<b>Due Date</b>	<b>TERM 1 WEEK: 10</b>	<b>TERM 2 WEEK: 8</b>	<b>TERM 3 WEEK: 8</b>	
<b>Course Component</b>	Algebraic Expressions Indices Equations and Formulae	Measurement: Perimeter, SA	Right angled triangles Probability Statistics Linear Relationships	
<b>Nature of Task</b>	Common Test	Common Test	Common Test	
<b>Outcomes Assessed</b>	MA4-10NA, MA5.1 - 5NA, MA5.1 - 1WM, MA5.1 - 2WM, MA5.1 - 3WM	MA5.1-9MG MA5.1-8MG MA4- 12MG MA4-13MG MA5.1-8MG MA4-14MG	MA5.1 - 6NA, MA5.1 - 7NA MA5.1- 10MG, MA5.1 - 12SP, MA5.1 - 13SP, MA5.1 - 1WM, MA5.1 - 2WM, MA5.1 - 3WM	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content	30%	35%	35%	<b>100%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>



## SUBJECT TITLE: Year 10 Mathematics – Stage 5.2

**ASSESSMENT COMMENCES: TERM 1, 2024**

**HOURS: 100**

All class tests will assess the relevant Mathematics course level (5.1, 5.2, 5.3). Common tests will include assessment of common topics across course levels.

Task Number	Task 1	Task 2	Task 3	
<b>Due Date</b>	<b>TERM 1 WEEK: 10</b>	<b>TERM 2 WEEK: 8</b>	<b>TERM 3 WEEK: 8</b>	
<b>Course Component</b>	Algebraic Expressions Indices Equations and Formulae Plus Stage 5.2 Supplement	Measurement: Perimeter, SA Plus Stage 5.2 Supplement	Right angled triangles Probability Statistics Plus Stage 5.2 Supplement	
<b>Nature of Task</b>	Common Test	Common Test	Common Test	
<b>Outcomes Assessed</b>	MA5.2 - 6NA, MA5.2 - 7NA, MA5.2 - 8NA, MA5.2 - 1WM, MA5.2 - 2WM.	MA5.1-9MG MA5.1-8MG MA4- 12MG MA4-13MG MA5.2-11MG MA4-14MG MA5.2-12MG	MA5.2 - 9NA, MA5.2 - 13MG, MA5.2 - 15SP, MA5.2 - 16SP MA5.2 - 17SP, MA5.2 - 3WM.	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content	30%	35%	35%	<b>100%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

## SUBJECT TITLE: Year 10 Mathematics – Stage 5.3

**ASSESSMENT COMMENCES: TERM 1, 2024**

**HOURS: 100**

All class tests will assess the relevant Mathematics course level (5.1, 5.2, 5.3). Common tests will include assessment of common topics across course levels.

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1 WEEK: 10	TERM 2 WEEK: 8	TERM 3 WEEK: 8	
<b>Course Component</b>	Algebraic Expressions Indices Equations and Formulae Plus, Stage 5.3 Supplement Indices and Surds	Measurements Plus, Stage 5.3 Supplement	Trigonometry, Probability, Statistics Plus, Stage 5.3 Supplement Quadratics	
<b>Nature of Task</b>	Common Test	Common Test	Common Test	
<b>Outcomes Assessed</b>	MA5.2-6NA MA5.3-5NA MA5.2- 8NA MA5.3-7NA MA5.1- 6NA MA5.2-9NA MA5.3-8NA	MA5.1-9MG MA5.1-8MG MA5.2- 11MG MA5.3-13MG MA5.2- 12MG MA5.3-14MG	MA5.2-17SP MA5.1-10MG MA5.2- 13MG MA5.3-15MG	
Components/Weightings				TOTAL
Knowledge and understanding of course content	30%	35%	35%	<b>100%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

**SUBJECT TITLE: Year 10 Science**

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1 WEEK: 11	TERM 2 WEEK: 9	TERM 3 WEEK: 10	
Course Component	Living World	Working Scientifically	All course components	
Nature of Task	Research task and Writing Task	Student Research Project	Yearly Examination	
Outcomes Assessed	7WS, 8WS, 9WS, 15LW	4WS, 5WS, 6WS, 7WS, 8WS, 9WS	15LW, 17CW, 10PW	
Components/Weightings				TOTAL
Knowledge & understanding	10%	10%	20%	40%
Skills in working scientifically	20%	30%	10%	60%
Total value of tasks	30%	40%	30%	100%

# SUBJECT TITLE: Year 10 Geography

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	
Due Date	TERM 1 WEEK: 10	TERM 2 WEEK: 4	
Course Component	Environmental Change and Management	Human Wellbeing	
Nature of Task	In-class written test	Research Task	
Outcomes Assessed	GE5-4, GE5-5, GE5-7	GE-2, GE5-3, GE5-4, GE5-6	
Components/Weightings			TOTAL
Knowledge and understanding of course content	30%	20%	50%
Apply Geographical tools for inquiry	10%	10%	20%
Develop skills to acquire and communicate geographical information	10%	20%	30%
<b>Total value of tasks</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

**Note:** Geography and History run for 1 semester (2 terms) each, and as a result the total percentage value of each assessment schedule is only 50% of the total HSIE weighting. Example: A 50% History task is worth 25% of the total HSIE weighting.

# SUBJECT TITLE: Year 10 History

ASSESSMENT COMMENCES: TERM 3, 2024

HOURS: 100

Task Number	Task 1	Task 3	
Due Date	TERM 3 WEEK: 6	TERM 4 WEEK: 2	
Course Component	Nazi Germany and the Holocaust	Rights and Freedoms	
Nature of Task	In-class written test	Research Task	
Outcomes Assessed	HT5-2, HT5-6, HT5-9	HT5-2, HT5-3, HT5-6 HT5-9	
Components/Weightings			TOTAL
Knowledge and understanding of course content	30%	10%	40%
Develop skills to undertake the process of historical inquiry	5%	25%	30%
Develop Skills to communicate an understanding of history	15%	15%	30%
<b>Total value of tasks</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

**Note:** Geography and History run for 1 semester (2 terms) each, and as a result the total percentage value of each assessment schedule is only 50% of the total HSIE weighting. Example: A 50% History task is worth 25% of the total HSIE weighting.

## SUBJECT TITLE: Year 10 Personal Development, Health and Physical Education

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
<b>Due Date</b>	<b>Term 1 Week 8-11</b>	<b>TERM 2 WEEK: 8</b>	<b>TERM 3 WEEK: 8</b>	
<b>Course Component</b>	Career's	Boost Your performance	Major Health Issues	
<b>Nature of Task</b>	Resume, Cover Letter, Mock Interview	Research Task	Letter	
<b>Outcomes Assessed</b>	PD5-1, PD5-10	PD5-4, PD5-8	PD5-2, PD5-7	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content	10%	20%	20%	<b>50%</b>
Skills	20%	20%	10%	<b>50%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

# SUBJECT TITLE: Year 10 Child Studies

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
Due Date	<b>TERM 1 WEEK: 11</b>	<b>TERM 2 WEEK: 9</b>	<b>TERM 3 WEEK: 9</b>	
Course Component	Play and the developing child	Health & safety	Newborn Care	
Nature of Task	Toys R US portfolio	Health and safety campaign	Practical Simulation Task	
Outcomes Assessed	CS5-4	CS5-3 CS5-11	CS5-10	
Components/Weightings				TOTAL
Knowledge and understanding of course content	10%	20%	20%	<b>50%</b>
Skills in child studies	20%	10%	20%	<b>50%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

# SUBJECT TITLE: 10 Creative and Critical Thinking

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
<b>Due Date</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	
<b>Course Component</b>	Enterprise Project.	Strategies and Innovations in Sports – Paths to Victory	Conspiracy Theories – Where are the facts	
<b>Nature of Task</b>	Power Point Presentation	Research	Written Response + Research Task	
<b>Outcomes Assessed</b>	CT5-5, CT5-6	CT5-3 CT5-1	CT5-3 CT5-1	
<b>Components/Weightings</b>				<b>TOTAL</b>
Research	10%	20%	20%	<b>50%</b>
Written Communication	20%	20%	10%	<b>50%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>



# SUBJECT TITLE: Year 10 Food Technology

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1 WEEK: 9	TERM 2 WEEK: 6	TERM 3 WEEK: 2	
Course Component	Food Trends	Food Production	All Components	
Nature of Task	Practical Design Task	Practical Design & Production Task	Knowledge & Understanding Quiz	
Outcomes Assessed	FT5-1, FT5-7, FT5-10	FT5-5, FT5-9, FT5-11	FT5-4, FT5-5, FT5-12, FT5-13,	
Components/Weightings				TOTAL
Knowledge & understanding	10%	10%	20%	40%
Skills in Designing, Producing & Evaluating	30%	30%		60%
<b>Total value of tasks</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>	<b>100%</b>

## SUBJECT TITLE: Year 10 History Elective

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1 WEEK: 10	TERM 2 WEEK: 6	TERM 3 WEEK: 7	
Course Component	Constructing History	Ancient, Medieval and Modern Studies	Thematic Studies	
Nature of Task	Research Task	Half Yearly Examination	Research Task	
Outcomes Assessed	HTE5.1, HTE5.6, HTE5.7	HTE5.4, HTE5.7, HTE5.9	HTE5.1, HTE5.6, HTE5.7, HTE5.8	
Components/Weightings				TOTAL
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in History	20%	10%	20%	50%
<b>Total value of tasks</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

# SUBJECT TITLE: Year 10 Industrial Technology - Metal

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
<b>Due Date</b>	<b>TERM 1 WEEK: 11</b>	<b>TERM 3 WEEK: 3</b>	<b>TERM 3 WEEK: 9</b>	
<b>Course Component</b>	Technical Drawing	Practical Project and Design Folio	Emerging Technology Research Task	
<b>Nature of Task</b>	Computer Aided Drawing (CAD)	Practical and Design Management	Research Task	
<b>Outcomes Assessed</b>	5.5, 5.2	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	5.1, 5.9, 5.10	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content.	10%	15%	15%	<b>40%</b>
Skills in designing and producing	20%	25%	15%	<b>60%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

## SUBJECT TITLE: Year 10 Industrial Technology - Timber

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
<b>Due Date</b>	<b>TERM 1 WEEK: 11</b>	<b>TERM 3 WEEK: 3</b>	<b>TERM 3 WEEK: 9</b>	
<b>Course Component</b>	Technical Drawing	Practical Project and Design Folio	Emerging Technology Research Task	
<b>Nature of Task</b>	Computer Aided Drawing (CAD)	Practical and Design Management	Research Task	
<b>Outcomes Assessed</b>	5.5, 5.2	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8	5.1, 5.9, 5.10	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content.	10%	15%	15%	<b>40%</b>
Skills in designing and producing	20%	25%	15%	<b>60%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

**SUBJECT TITLE: Year 10 Marine Studies****2 UNIT****ASSESSMENT COMMENCES: TERM 1, 2024****HOURS: 100**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Due Date</b>	<b>TERM 2 WEEK: 3</b>	<b>TERM 3 WEEK: 8</b>	<b>TERM 4 WEEK: 1</b>	
<b>Course Component</b>	Core 2	Module 36 – Food from the Sea and Module 29 – Fish Biology	Module 47 – Personal Interest Project	
<b>Nature of Task</b>	Core 2 Skills Matrix	Food from the Sea Practical	Personal Interest Project Based Learning	
<b>Outcomes Assessed</b>	MAR5-9, MAR5-11, MAR5-12	MAR5-2, MAR5-10	MAR4-1, MAR4-14	
<b>Components/Weightings</b>				<b>TOTAL</b>
Knowledge and understanding of course content	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>50%</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>20%</b>	<b>15%</b>	<b>15%</b>	<b>50%</b>
<b>Total value of tasks</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100%</b>

# SUBJECT TITLE: Year 10 Music

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	Task 4	
Due Date	TERM 1 WEEK: 10	TERM 2 WEEK: 4	TERM 2 WEEK: 9	TERM 3 WEEK: 8	
Course Component	Song Writing	Music Technology	Music Technology	Performance Skills	
Nature of Task	Composition	Research/Viva Voce	Composition/Recording	Performance	
Outcomes Assessed	5.4, 5.9	5.6, 5.8, 5.10, 5.12	5.6, 5.8, 5.10, 5.12	5.1, 5.2, 5.3, 5.12	
Components/Weightings					TOTAL
Knowledge understanding and skills	25%	25%	25%	25%	50%
<b>Total value of tasks</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

# SUBJECT TITLE: Year 10 Physical Activity and Sport

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1 WEEK: 9	TERM 2 WEEK: 6	TERM 3 WEEK: 8	
<b>Course Component</b>	Australia's Sporting Identity	Lifestyle, Leisure and Recreation	Opportunities and Pathways in Physical Activity and Sport	
<b>Nature of Task</b>	Research Task	Action Plan	Research Task	
<b>Outcomes Assessed</b>	PASS5-1, PASS5-2, PASS5-8, PASS5-10	PASS5-1, PASS5-2, PASS5-7, PASS5-8, PASS5-10	PASS5-5, PASS5-6, PASS5-10	
Components/Weightings				TOTAL
Knowledge and understanding of course content	15%	20%	15%	<b>50%</b>
Skills outcomes and content	15%	15%	20%	<b>50%</b>
<b>Total value of tasks</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

# SUBJECT TITLE: 10 Visual Arts

ASSESSMENT COMMENCES: TERM 1, 2024

HOURS: 100

Task Number	Task 1	Task 2	Task 3	
Due Date	TERM 1 WEEK: 11	TERM 2 WEEK: 8	TERM 4 WEEK: 2	
Course Component	All course components	All course components	All course components	
Nature of Task	Identity	Animalia	The Modernism of Kandinsky & Examination	
Outcomes Assessed	5.1, 5.3, 5.5	5.4, 5.6, 5.9	5.2, 5.7, 5.8, 5.10	
Components/Weightings				TOTAL
Artmaking	30%	20%	10%	60%
Art Criticism and Art History		10%	30%	40%
<b>Total value of tasks</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>



