

ASHFIELD BOYS HIGH SCHOOL

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YEAR 10 2024

ASSESSMENT POLICY AND COURSE SCHEDULES

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Introduction

This Year 10 assessment booklet will assist you to understand the policies and procedures related to the assessment process in order to achieve the credentials of RoSA NSW Record of School Achievement. The following information meets RoSA requirements.

This information guarantees that all members of the school community – staff, students, and parents understand the requirements and **ensures these procedures are fair, consistent, and equitable for all.**

Year 10 is the year where you transition into Senior Students. To ensure consistency, these policies and procedures are the same throughout your Senior years.

You **must complete all assessments** in Year 10 to meet the requirements of the RoSA credential. This is awarded after successfully completing Year 10 by NESAs. Student assessment provides evidence to enable teachers to make informed judgements about individual student achievement.

Attending school and being on time every day, active participation and consistent performance is key to success for attaining the credentials of RoSA.

Ashfield Boys High School provides an environment where you have every opportunity to reach your full potential. With that, there are many people to support you throughout Year 10. These include:

- Your Deputy Principal
- Your Head Teachers
- Your Teachers
- Your Year Adviser
- The Careers Adviser

The Careers Adviser will assist you with planning your career plan. This may be continuing your studies to complete Stage 6 or gaining an apprenticeship/full-time employment.

Not every piece of work completed will be part of the “assessment” mark. Work is set to practise skills so students can see how well they understand the topic. **All set work should be regarded as an essential course requirement**, even when it is not included as an assessment task. You are required to make a serious attempt, be diligent and complete all tasks presented to them.

You put at risk your ability to satisfactorily complete a course if there is sufficient evidence of:

- failure to complete experiences specified in the syllabus, e.g. fieldwork, work experience, oral presentations, assignments, practical work, participation in class.
- non-serious or trivial preparation for exams.
- misconduct or malpractice.

NSW Record of School Achievement (RoSA)

The **RoSA** is attained at the end of Year 10. Grades will be awarded in all subjects based on your achievements across a range of assessment tasks. Successfully completing Year 10 is the minimum requirement for the **RoSA**.

Your achievement will be based on school-based assessment using the NESA developed **General Performance Descriptors (GPD)** that describe five levels of achievement, A to E.

Each subject will use a wide variety of assessment strategies to provide you with opportunities to meet course outcomes. Marking guidelines are attached to each assessment task and are linked to the course outcomes.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist your teachers in making a consistent final judgement of the grade to award you at the end of Year 10. The choice of a particular grade will be made as it relates to the best overall description of your achievement. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

No grades will be awarded for Like Skills courses. These are reported through the achievement of outcomes on the student profile.

Grade	General Performance Descriptors (GPD)
A	Indicates excellent achievement in the course. You have demonstrated an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, you have achieved a high level of competence in the processes and skill of the course and can apply these skills to new situations
B	Indicates high achievement in the course. You have demonstrated a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, you are able to apply the knowledge and skills to most new situations
C	Indicates substantial achievement in the course. You have demonstrated attainment of the main knowledge and skill objectives of the subject and have achieved a sound level of competence in the processes and skills of the course
D	Indicates satisfactory achievement in the course. You have demonstrated an acceptable level of knowledge and understanding of the course content and have achieved a basic level of competence in the processes and skills of the course
E	Indicates elementary achievement in the course. You have demonstrated elementary knowledge and understanding of the course content and have achieved limited competence in some of the processes and skills of the course

The School's Responsibilities

The School's Responsibilities include:

1. To ensure the assessment policy and procedures are **clear, concise and provides you with equal opportunity to achieve your personal best**. This information is the basis to guarantee that procedures are applied consistently, equally and are fair for all.
2. Provide you with written information about Ashfield Boys High School's assessments including mandatory requirements for assessment in each course.
3. **Monitoring to ensure that your pattern of study meets the NESA requirements** for Year 10, the preliminary and HSC courses. This is checked at numerous times throughout Stage 6. You check and sign official confirmation of your pattern of study from NESA. This is kept by the school.
4. Ensuring you complete the **All My Own Work** as **mandated by NESA**. This is completed in Term 4 of Year 10. This program is designed to outline the principle and practices of good scholarship. This includes applying ethical practices. All work submitted throughout **MUST** be your own work.
5. The **marking of assessment tasks** is completed in accordance with the prescribed marking criteria. You will receive clear feedback on your performance in every task that you sign for as part of your assessment notification. This feedback should indicate your attainment in the task relative to the outcomes and suggested ways in which to improve.

The Student's Responsibilities

Students have a range of responsibilities in relation to successfully completing the Preliminary Course and attainment of the HSC credential.

These include:

Familiarity with RoSA Assessment Policy

You must be familiar with the assessment procedures set out in this book for each subject you take. It is up to you to be aware of due dates for assessment tasks and complete tasks on time.

Attendance

You must be present and attend all timetabled lessons the day before and the day of the assessment task. Failure to do so without a valid reason or evidence to support this, will result in a zero. If you are absent from school, you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.

Punctuality

You must be on time with assessment tasks as no extra time can be given. If you have had a misadventure or are sick, please call the school immediately on 9798 6620 to explain your situation to your Deputy Principal or the Head Teacher of the Faculty.

Attendance On Day of the Task

Be present to do all in school assessment task. If you are absent on the day of the task, you must provide a doctor's certificate or other evidence explaining this absence. You must sit for, or submit, over 50% of all assessment tasks on the due day.

Hand In Tasks

You must hand in your own work to the Teacher or Head Teacher of the faculty **ONLY**. If you are absent on the day a hand in task is due, contact your Teacher on 9798 6620 and email a copy of your task to your Deputy Principal and Teacher before roll call. You must then see your Deputy Principal about the need for an illness/misadventure form before roll call on the day you return.

Satisfactory Completion Of Course

You must meet the requirements to satisfactorily complete all courses. This includes applying yourself with diligence and sustained effort to the set tasks and experience provided in the course by the school.

Notification Of Clashes with Other School Business

Notify your Teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with a compulsory VET work placement. You must discuss this situation with the Head Teacher of the faculty. An alternative date or arrangement must be met before you attend other school business.

Illness/Misadventure at Time of Assessment

If you come to school and become ill on the day of an assessment task or have suffered a misadventure immediately prior to or on the day of an assessment task, you must inform the Deputy Principal or Head Teacher on the day of the task prior to the completion of the task. Illness/Misadventure forms must then be submitted to the Deputy Principal, supported by a doctor's certificate stating you are unfit to complete an assessment on the day you return to school.

Known Illnesses/Misadventure

If you are a student with a known illness/misadventure that is documented with your Deputy Principal, you can negotiate an extension at least 48 hours before the task is due.

Checking of Tasks

Check the marking of each task when it is returned to you. Any questions e.g. compiling of marks, must be raised in that lesson. Ensure you check all aspects of the marking.

Communication Is the Key

If there are any issues or problems that may prevent you achieving your best in an assessment task or with course work, you must let your Teacher or Deputy Principal know as soon as possible. Every issue can be worked through. This must be done prior to the due date of the work.

Assessment Task Procedures

Notification of Task

You will be given at least **two weeks' notice in writing** for any assessment task. You must sign that you have received the task notification and then again when you do or submit the task. This is your insurance policy.

Completion of Assessment

Assessment tasks must be submitted, or undertaken, on the due date. A written copy of oral presentations is to be submitted to your teacher as specified on the assessment notification. A zero mark will be awarded for work submitted late or if a student is absent and no exceptional circumstances exist for the late submission or absence.

Work Placement, Knockout Sport and Other Schools Activities

If you are completing a compulsory VET work placement, it is your responsibility to notify your Teacher and the Head Teacher of faculty if a clash occurs. A new date or alternative arrangement must be made by the Head Teacher.

If you are involved in knockout sport or other school-based activity, you must notify your teacher and Head Teacher of the faculty as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of your Deputy Principal. If it is a hand-in task, you must email the task to the Teacher and Head Teacher on the required day by roll call.

Returning of a Marked Task

On the day you receive a marked task back, it is your responsibility at that time to:

- Check marks have been correctly added and match the marks on the assessment task.
- To enquire about the marking of a question if you are concerned or confused.

Appeals

Complaints about assessment procedures should be made in the first place to your teacher. Further appeals may be made to the Head Teacher of the faculty. This must be in writing and submitted to your Deputy Principal within five school days of the returned task.

The way marks were awarded by the teacher for assessment tasks, will not be a subject to review.

The review panel will be made by your Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

A student who feels that they have not been given procedural fairness can lodge an appeal with the Principal.

Computer and Technology Issues

Technology and/or computer equipment failure are not grounds for misadventure. You must keep evidence of your work - use online programs, save to the cloud, print or email as you work on an assessment task. No evidence will mean no consideration of a mark.

Doctor and medical Certificates

Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. They must be issued at the time of appointment either physically or through telephone. Doctor certificates created on an online, e.g. Instant Scripts, will not be accepted. All Doctor certificates will be checked. Certificates that are backdated will not be accepted.

Absence on the Day of Assessment Tasks

1. If you are **ill on the day** of an assessment or have a misadventure occur, contact the school on 9798-6620 **before roll call on that day** and let your Deputy Principal or the Head Teacher of the Faculty know that you will be absent and the reason for this absence.
2. You **must obtain a Doctor's Certificate** or other official documentation to explain the absence. This Doctor's Certificate must be supplied on the day of the task, **not in retrospect**. If you are also absent in the days before or after the task, your Doctor's Certificate must cover these absences as well.

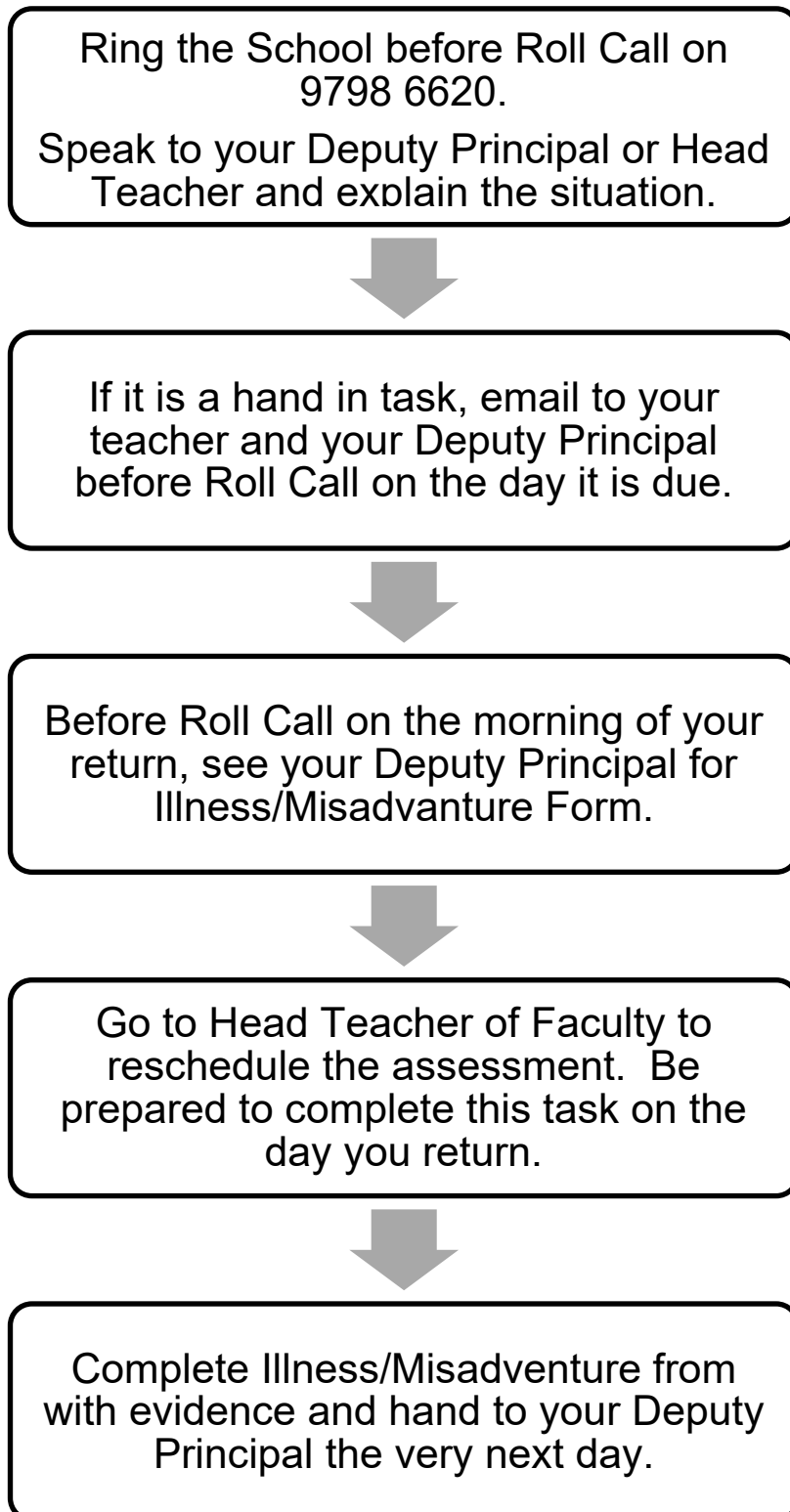
Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist.

3. On the morning of your return to school, **before roll call**, you must see your Deputy Principal with your Doctor's Certificate and complete an **Illness/Misadventure Application form**.
4. The review of this form will be led by the Deputy Principal, who will decide the outcome of your Illness/Misadventure application.
5. You will be required to **complete the missed task** in consultation with the Head Teacher of the faculty. The date and time of this task will be determined by the Head Teacher. This will be on the day of your return unless an alternative has been discussed and arranged with by the Head Teacher of faculty.

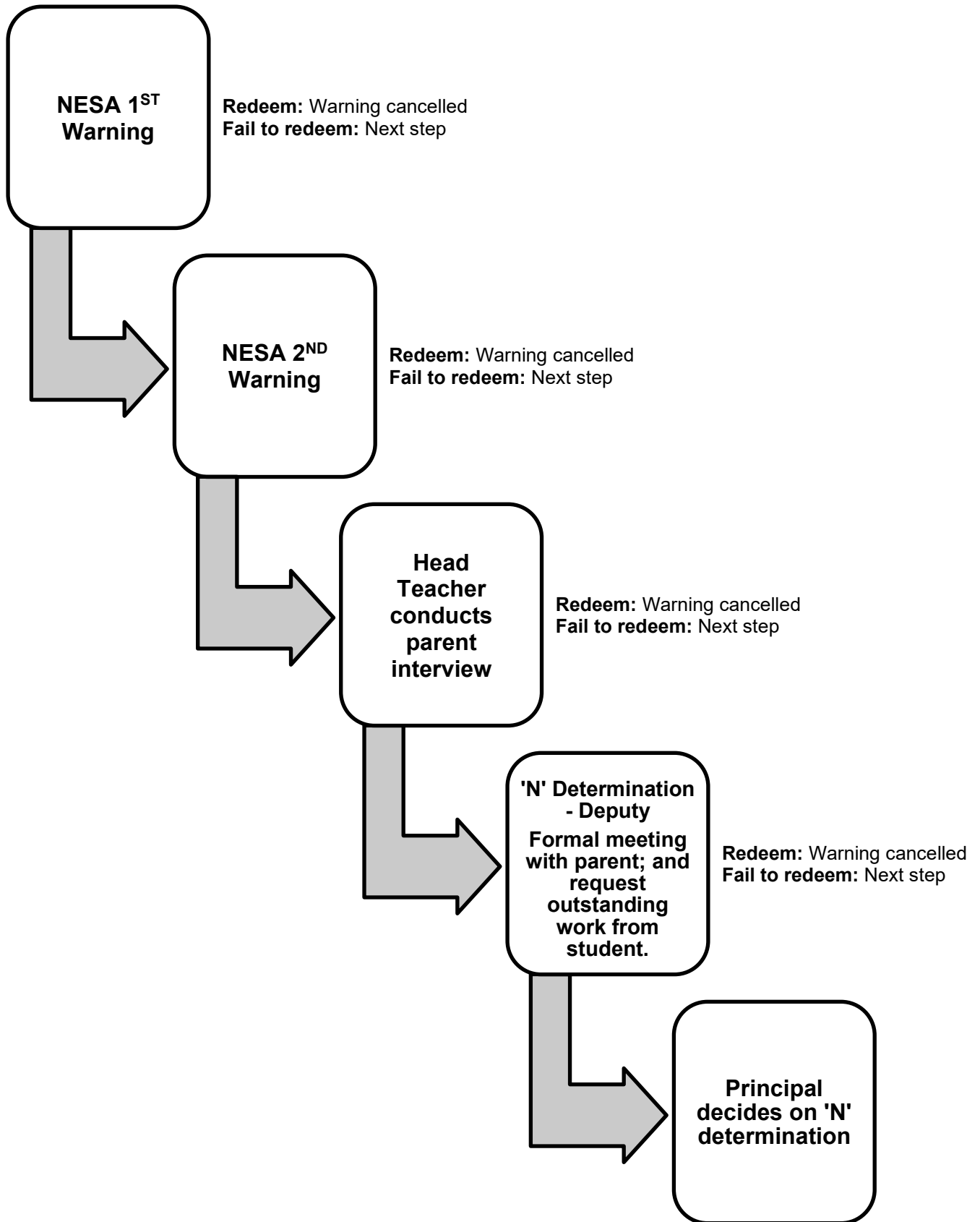
You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

6. You may appeal the outcome of your Illness/Misadventure Application, in writing, to the Principal within **2 days of receiving notification**.
7. If you are ill and your task is a hand-in task, **contact your teacher on 97986620 and email them and your Deputy Principal, a copy of your task before roll call**. You must then see your Deputy Principal about the need for an Illness/Misadventure form before roll call on the **day you return**.

Illness / Misadventure Flow Chart



Year 10/11/12 NESAs 'N' Determination



Completion of a Course

1. For you to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:
 - a. Achieved some or all the course outcomes,
 - b. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - c. Followed the course developed or endorsed by NESAs; and
2. To have successfully “**achieved some or all of the course outcomes**”, you must:
 - Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
 - Have both excellent overall school attendance and subject attendance.
3. To have successfully “**applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school**”, you must:
 - Complete all assessments.
 - Make a genuine attempt for all tasks.
 - Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.
4. To have successfully “**followed the course developed or endorsed by NESAs**”, you must:
 - Have both excellent overall school attendance and subject attendance.
 - Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.
 - A failure to meet these requirements will see a **N Warning letter** sent to your parents/guardians.
 - You will be given **every opportunity to correct the problem** indicated on the N-Warning Letter. Failure to correct the issue will see at least one follow-up warning letter issued.
 - If you have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments, you cannot be regarded as having satisfactorily completed the course and a non-completion determination will be issued.

Disability Provisions

You may wish to apply for disability provisions. If you suffer from a disability which would, in a normal test situation, prevent you from:

- Reading and interpreting the test questions and/or
- Communicating knowledge or understanding to an examiner as effectively as a student without a disability

Please talk to your Deputy Principal about lodging an application with NESA. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions.

Your application must contain recent evidence of your disability and in some cases examples of your work.

Principals have the authority to decide on and to implement Disability Provisions for school- based assessments only.

Serious and Non-Serious Attempts

You should enter an assessment task or examination knowing you **MUST** make a genuine effort at the task or exam. **NESA Rules and Procedures** describe the requirement that students make a serious attempt to answer the examination questions – **failure to do so is called a non-serious attempt or a non-attempt.**

- Your task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam.
- You are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections.
- It is not sufficient to answer multiple choice questions only.
- Merely rewriting the question is not considered to be an adequate attempt at the paper.
- A non-serious attempt includes if you write frivolous or objectionable material in response to the questions.

If you are identified as providing non-serious or non-attempts, you will be asked to justify why you should receive a result in the task or course concerned. The consequences may be significant and may include not receiving an award in that course. This may render you as ineligible for the award of the RoSA, Preliminary or HSC.

Misconduct or Malpractice

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

Misconduct during any in class assessment task or formal examination will lead to a zero for that task.

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice, including plagiarism, could limit your marks for the task or examination, and will jeopardise your Rosa, Preliminary or HSC results.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of your work that has been written, created or developed by others must be acknowledged in accordance with NESA'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.

Malpractice is any activity that allows you to gain an unfair advantage over other students. This includes, but is not limited to:

If you are involved in malpractice in relation to any assessment task will be referred to the Head Teacher and then your Deputy Principal. They will review each allegation of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the principal.

If you are suspected of malpractice, you will be required to demonstrate, that all unacknowledged work is entirely your own. Detected malpractice could jeopardise your **RoSA**, Preliminary or HSC.

If you are involved in malpractice in relation to any assessment task will be referred to the Head Teacher and then your Deputy Principal. They will review each allegation of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal.

If you are suspected of malpractice, you will be required to demonstrate that all unacknowledged work is entirely their own. Detected malpractice could jeopardise your HSC.

All students who are found to have engaged in malpractice will receive zero and be recorded in NESAs Register of Malpractice

- copying someone else's work in part or in whole and presenting it as their own.
- using any form of **Artificial Intelligence** in written, practical or performance tasks
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material.
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.

If you are involved in malpractice in relation to any assessment task will be referred to the Head Teacher and then your Deputy Principal. They will review each allegation of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal.

If you are suspected of malpractice, you will be required to demonstrate that all unacknowledged work is entirely their own. Detected malpractice could jeopardise your HSC.

Review and Appeals

Any complaints about the assessment procedure (that is, assessment procedure does not comply with the guidelines in this booklet), should be made in writing, to the Head Teacher of the relevant faculty. Further appeals may then be made to the school's Review Panel.

The request for review must be made within five days of the issue of assessment marks/ ranks. Marks awarded by the marker for assessment tasks will not be subject to review by the Panel.

The school review panel will consist of the Deputy Principal, the Head Teacher concerned, and one other Head Teacher.

A student who is dissatisfied with the school's review procedures may appeal to the principal.

Information

Information is located:

- NESA website – www.nesa.nsw.edu.au
- Rules and Procedures for Higher School Certificate Candidates - NESA booklet issued to each student
- School Assessment Policy
- **RoSA**, Preliminary or HSC Assessment Policy and Procedures – issued to you at the start of the year, your Year Adviser, Deputy Principal and on school website.

The scientific calculators in the link below are approved for use in the School and Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html

A full list of the equipment required for each subject in exams can be found at this link: [exam equipment list](#).

Instruction booklets or cards (e.g. reference cards) on the operation of calculators are NOT permitted in the examination room. Candidates are expected to familiarise themselves with the calculator's operation beforehand.

Calculators must have been switched off for entry into the examination room.

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

The following glossary provides the meaning of these words as they generally apply across subject areas.

Word	Definition	Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Evaluate	Make a judgement based on criteria; determine the value of
Analyse	Identify components and the relationship between them; draw out and relate implications	Examine	Inquire into
Apply	Use, utilise, employ in a particular situation	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Appreciate	Make a judgement about the value of	Extract	Choose relevant and/or appropriate details
Assess	Make a judgement of value, quality, outcomes, results or size	Extrapolate	Infer from what is known
Calculate	Ascertain/determine from given facts, figures or information	Identify	Recognise and name
Clarify	Make clear or plain	Interpret	Draw meaning from
Classify	Arrange or include in classes/categories	Investigate	Plan, inquire into and draw conclusions about
Compare	Show how things are similar or different	Justify	Support an argument or conclusion
Construct	Make; build; put together items or arguments	Outline	Sketch in general terms; indicate the main features of
Contrast	Show how things are different or opposite	Predict	Suggest what may happen based on available information

Word	Definition	Word	Definition
<i>Critically (analyse/evaluate)</i>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)	<i>Propose</i>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<i>Deduce</i>	Draw conclusions	<i>Recall</i>	Present remembered ideas, facts or experiences
<i>Define</i>	State meaning and identify essential qualities	<i>Recommend</i>	Provide reasons in favour
<i>Demonstrate</i>	Show by example	<i>Recount</i>	Retell a series of events
<i>Describe</i>	Provide characteristics and features	<i>Summarise</i>	Express, concisely, the relevant details
<i>Discuss</i>	Identify issues and provide points for and/or against	<i>Synthesise</i>	Putting together various elements to make a whole
<i>Distinguish</i>	Recognise or note/indicate as being distinct or different from; to note differences between		

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Sample Form: Assessment Task Illness / Misadventure Form

See your *Deputy* to get this form on the **day you return to school**

YOUR NAME: _____ YEAR: _____ DATE: _____

SUBJECT: _____

TEACHER'S NAME: _____

NATURE OF ASSESSMENT: _____

(Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, other.)

DATE OF ORIGINAL TASK: ____ / ____ / ____

NATURE OF ABSENCE: _____

(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

MEDICAL CERTIFICATE FROM: _____ (Name of Doctor)

OR NATURE OF OTHER VERIFICATION (e.g., funeral notice from newspaper etc.)

YOUR SIGNATURE: _____ DATE: ____ / ____ / ____

TEACHER'S COMMENT: _____

TEACHER'S SIGNATURE: _____ DATE: ____ / ____ / ____

HEAD TEACHER'S SIGNATURE: _____ DATE: ____ / ____ / ____

ASSESSMENT COMMITTEE'S RECOMMENDATION (if needed): _____

YOU MUST RETURN THE COMPLETED FORM TO THE DEPUTY PRINCIPAL

DEPUTY PRINCIPAL'S SIGNATURE: _____ DATE: ____ / ____ / ____

DATE TASK WILL BE COMPLETED (This may be as early as the day your return) DATE: ____ / ____ / ____

OFFICE USE ONLY:

Copy of Form to HT _____
Copy of Medical Certificate to office for attendance _____

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**SAMPLE LETTER**

Parent/Guardian Details

Date

OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9-10) Course

Dear

I am writing to advise you that your son, _____ is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in _____.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the first official warning we have issued notifying you that _____ is at risk of not completing the above course.

This course _____ is **mandatory** for the award of the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the Principal to have sufficient evidence that the student has:

- a) -followed the course developed or endorsed by NESA: and
- b) -applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

_____ is not currently meeting one or more of the requirements. In particular a. The table below lists the tasks and or requirements that need to be completed to correct the problem.

Action by parent / guardian

To support _____ in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact the Head Teacher.

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

Yours sincerely,

_____
 Classroom Teacher Head Teacher Principal

Task Name/Course Requirements/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required By Student	Date to be Completed by

.....
 Please detach this section and return to

Acknowledgement of Official Warning-

I have received the letter dated..... advising me that is in danger of not meeting the course completion requirements forand am aware that this is the **first** official warning.

I am aware that this a **mandatory course**. I am aware that any mandatory course not satisfactorily completed appears on the student’s transcript of results as ‘Not Completed’, and that the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian’s Signature: _____ Date: _____

Student’s Signature: _____ Date: _____

Subject Organisation

<p>English Faculty Ms L Finigan Head Teacher</p> <ul style="list-style-type: none"> English 	<p>Creative & Performing Arts Faculty Ms C Morris Relieving Head Teacher</p> <ul style="list-style-type: none"> Drama Music Visual Arts
<p>HSIE Mr M Condon Head Teachers</p> <ul style="list-style-type: none"> History Geography Commerce 	<p>TAS Faculty Mr L Alevizos Head Teacher</p> <ul style="list-style-type: none"> Food Technology Graphic Technology Industrial Technology- Engineering Industrial Technology - Timber
<p>Mathematics/Computing Faculty Ms M Marks Head Teacher</p> <ul style="list-style-type: none"> Mathematics Design and Technology - STEM 	<p>PD H.P.E Faculty Mr W Tyler Head Teacher</p> <ul style="list-style-type: none"> PD/Health/PE Physical Activity and Sports Studies (PASS)
<p>Science Faculty Ms Anju Arya Head Teacher</p> <ul style="list-style-type: none"> Science 	<p>Language Faculty/Secondary Studies Ms E. Wang Relieving Head Teacher</p> <ul style="list-style-type: none"> Language Saturday Language Schools Distant Education NESA

Year 10 Assessment Schedule Summary 2024

Week	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
1				
2		Food Technology	Food Technology	
3				Industrial Technology-Engineering Industrial Technology- Electronics Core
4		PDHPE Physical Activity & Sports Studies Graphics Technology Chinese Industrial Technology-Engineering	PDHPE	I STEM History Visual Arts English Chinese Industrial Technology-Timber Food Technology Physical Activity & Sports Studies Commerce Graphics Technology PDHPE
5	English Food Technology		English Graphics Technology	
6	I STEM	Physical Activity & Sports Studies English	Commerce	
7	Graphics Technology*	Industrial Technology-Timber Industrial Technology-Electronics Core Geography	History I STEM	
8	Industrial Technology -Engineering Industrial Technology-Timber Industrial Technology-Electronics Core Chinese PDHPE	Information & Software Technology	Industrial Technology-Engineering Chinese Physical Activity & Sports Studies	
9	Geography Graphics Technology* Physical Activity & Sports studies	Commerce I STEM		
10	Commerce	Visual Arts	Industrial Technology-Timber Industrial Technology-Electronics Core Visual Arts English	
11	English Visual Arts			

Chinese (Mandarin)

Date	Type of Task	Outcomes	Weighting
Term 1 Week 8	Task 1: Accessing and responding System of language	LCH5-3C, LCH-7U	25%
Reading Listening	Students are required to evaluate and respond to information, ideas in texts using letters and Ads for specific purposes and audiences.		
Term 2 Week 4	Task 2: Interacting System of language	LCH5-1C, LCH5-7U	25%
Speaking	Students are required to use Chinese to sustain interactions, to exchange information ideas and negotiate by using conjunction words.		
Term 3 Week 8	Task 3: Composing System of language	LCH5-4C, LCH5-8U	30%
Writing	Students are required to use a range of formats for a variety of contexts and purposes to experiment with Chinese structures to compose texts in Chinese		
Term 4 Week 4	Task 4: System of language	LCH5-9U	20%
Presentation	Students are required to explain and reflect on the interrelationship between language and culture.		
		Total	100%

Commerce

Assessment Components

Assessment Program					
Term	DATE		TASK	OUTCOMES	WEIGHTING
	Week				
1	10		Focus Area: Law Society and Political Involvement Research Task	COM5-1, COM5-2, COM5-3, COM 5-4, COM5-5, COM 5-6, COM5-7, COM5-8, COM5-9	25%
2	9		Focus Area: The Economic and Business Environment Class Test	COM5-1, COM5-2, COM5-4, COM5-8	25%
3	6		Focus Area: Running A Business Working as a Team/Group Work Activities and Individual Report	COM5-1, COM5-4, COM5-5, COM5-6, COM5-9	25%
4	4		Yearly Examination	COM5-1, COM5-2, COM5-3, COM 5-4, COM5-5, COM 5-6, COM5-7, COM5-8, COM5-9	
				TOTAL	100%

English

Assessment Components

Assessment Program					
Term	DATE	Week	TASK	OUTCOME	WEIGHTING
1		5	Representation Text analysis	EN5-3B, EN5-5C, EN5-7D, EN8D, EN5-9E	10%
1		11	Poetic Voices: Poetry Essay	EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D	20%
2		6	Genre Study: The Gothic Imagination Imaginative writing and reflection	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E	20%
3		5	Different Voices Different Perspectives: Novel Study Essay	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-6C	20%
3		10	Life Writing: Discursive	EN5- 1A, EN5-2A, EN5-3B, EN5-4B, EN5-7D	15%
4		4	Yearly Examination	EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D	15%
TOTAL					100%

Food Technology

Assessment Components

DATE		Assessment Program		
Term	Week	TASK	OUTCOMES	WEIGHTING
1	5	Writing Task (Review)	FT5-3, FT5-4	20%
2	2	Practical Assessment (Portfolio and Practical task)	FT5-1, FT5-2, FT5-5, FT5-10	30%
3	2	Practical Assessment (Portfolio and Practical task)	FT5-8, FT5-9, FT5-11	30%
4	4	Final Exam		20%
			TOTAL	100%

Geography (Mandatory)

Assessment Components

DATE		Assessment Program		
Term	Week	TASK	OUTCOMES	WEIGHTING
1	9	Task 1: Fieldwork - Bays Precinct Environmental Change and Management	GE5-5, GE5-7, GE5-8	50%
2	7	Task 2: Skills Test Environmental Change and Management	GE5-2, GE5-3, GE5-8	50%
			TOTAL	100%

Graphics Technology

Assessment Components

DATE		Assessment Program		
Term	Week	TASK	OUTCOMES	WEIGHTING
1	7	Writing Task Storyboard	GT5-2, GT5-3	20%
2	4	Writing Task Animation	GT5-7, GT5-8	30%
3	5	Writing Task Personal Passion project	GT5-11, GT5-12	20%
4	4	Practical Assessment Graphic design and communication Personal Passion Project	GT5-4, GT5-6	30%
			TOTAL	100%

History

Assessment Components

Term	DATE		Assessment Program	OUTCOMES	WEIGHTING
	Week		TASK		
3	7		Task 1: Focus Week 9- Changing Rights and Freedoms	HT5.2, HT5.3, HT5.6, HT5.8, HT5.9, HT5.10	50%
4	4		Task 2: Yearly Exam Focus Week 4 - The Cold War - source Analysis Writing Task	HT5.1, HT5.4, HT5.7, HT5.9, HT5.10	50%
				TOTAL	100%

Industrial Technology – Electronics Core

Assessment Components

DATE		Assessment Program	OUTCOMES	WEIGHTING
Term	Week	TASK		
1	8	Writing Task	IND5-9, IND5-10	20%
2	7	Practical Project A-Components	IND5-1, IND5-3, IND5-4	20%
3	10	Practical Project B-Circuits	IND5-2, IND5-5, IND5-6, IND5-7 IND-5-8	30%
4	4	Yearly Examination		30%
			TOTAL	100%

Industrial Technology – Timber Specialised**Assessment Components**

DATE		Assessment Program		
Term	Week	TASK	OUTCOMES	WEIGHTING
1	8	Writing Task	IND5-9, IND5-10	20%
2	7	Practical Project A Practical +Folio	IND5-1, IND5-3, IND5-4	10%
3	10	Practical Project B A Practical +Folio	IND5-2, IND5-3, IND5-8	40%
4	4	Yearly Examination	IND5-2, IND5-5, IND5-6, IND5-7 IND5-8	30%
			TOTAL	100%

Industrial Technology – Engineering

Assessment Components

Term	DATE		Assessment Program		WEIGHTING
	Week	TASK	OUTCOMES		
1	8	Hydraulics Challenge - Assignment	IND5-1, IND5-2, IND5-7	25%	
2	4	Writing Task	IND5-9, IND5-10	20%	
3	8	Engineering Report - Alternate Energy	IND5-8, IND5-10	25%	
4	4	Yearly Examination	IND5-4, IND5-6, IND5-7, IND5-10	30%	
			TOTAL	100%	

Industrial Technology – Timber

Assessment Components

Term	DATE		Assessment Program		WEIGHTING
	Week		TASK	OUTCOMES	
1	8		Writing Task	IND5-9, IND5-10	20%
2	7		Practical Project A	IND5-1, IND5-3, IND5-7	20%
3	10		Practical Project B	IND5-2, IND5-3, IND5-8	30%
4	4		Yearly Examination	IND5-1, IND5-2, IND5-3, IND5-4, IND5-8	30%
TOTAL					100%

I STEM

Assessment Components

Assessment Program					
Term	DATE	Week	TASK	OUTCOMES	WEIGHTING
1		6	Design Challenges	ST5-2, ST5-4, ST5-8	20%
2		9	VR: Virtual Room	ST5-1, ST5-4, ST5-10	20%
3		7	VR: Virtual World	ST5-1, ST5-6, ST5-7	25%
4		4	Mechatronics Project & Folio	ST5-3, ST5-5, ST5-9, ST5-10	35%
TOTAL					100%

Marine and Aquaculture Technology

Assessment Components

Semester	DATE		Assessment Program	OUTCOMES	WEIGHTING
	Term		TASK		
1	1		Skills and Problem Solving Core 2 Quiz	MAR5	25%
	2		Knowledge and Understanding Research Task	MAR5	25%
2	3		Skills, Investigation, Communication, Problem Solving Skills Tast	MAR5	25%
	4		Knowledge and understanding Semester 2 Examination	MAR5	25%
				TOTAL	100%

Mathematics Pathway 5.2 & 5.3

Assessment Components

- ALL mathematics students will complete the common assessments as listed below.
- In addition, pathway 5.3 students complete additional assessments in readiness for Year 11 Mathematics Advanced and Year 11 Mathematics Extension 1.

Date	Type Of Tasks	Outcomes	Weighting
2024			
Semester One	Trigonometry Financial Mathematics and Scientific Notation/Surds	Topic Test Topic Test	
	Data Analysis	Assignment	
	Area and Surface Area and Volume.	Topic Test	
		TOTAL	50%
Semester Two	Probability	Topic Test	
	Linear Relationships Similarity	Assignment Assignment	
	Non-Linear Relationships	Assignment	
	Inequations	Topic Test	
		TOTAL	50%
		TOTAL	100%

Physical Activity & Sports Studies

Assessment Components

Term	DATE		Assessment Program	OUTCOMES	WEIGHTING
	Week		TASK		
1	9		Physical fitness (theory + practice)	P5-1, P5-2, P5-6 P5-7 P5-8 P P5-9 P5-10	10%
2	4		Practical test – Volleyball	P 5-5, P 5-7, P5-8, P5-10	10%
	6		Half yearly test	P5-1, P5-2, P5-5, P 5-6, P 5-7 P5-8, P5-10	20%
3	8		Coaching project (theory + Assessment/Research Task)	P5-5, P 5-6, P 5-7, P5-8, P5-9	15%
4	4		Yearly Test	P5-5, P 5-6, P 5-7, P5-8, P5-9	20%
			Ongoing practical Assessment	P5-5, P 5-7, P5-8, P5-10	25%
				TOTAL	100%

Assessment Components		
Component	Tasks	Weighting
Theory	Class Tests, Multiple Choice, Stimulus Based Questions	65%
Practical	Fitness Tests, Self-Assessment, Teamwork, Practical Skills Test, Coaching and Skills Acquisition	35%

Personal Development, Health and Physical Education (PDHPE)

Assessment Components

Assessment Components				
Component	Tasks			Weighting
Theory	Class Tests, Multiple Choice, Stimulus Based Questions			60%
Practical	Fitness Tests, Self-Assessment, Teamwork, Practical Skills Test, Coaching and Skills Acquisition			40%
Assessment Program				
DATE		TASK	OUTCOMES	WEIGHTING
Term	Week			
1	8	Task 1: Wellbeing Assessment	PD5.1PD 5-2, PD5.3, PD 5.9, PD5.10	10%
2	4	Task 2: Half Yearly Examination	PD5.1, PD5.2, PD5.3, PD5.4, PD5.5, PD5.9, PD5.10	20%
		N.B: Participation in PE classes is an ongoing component of PD/H/PE Assessment	PD5.4, PD5.5, PD5.10, PD 5.11	20%
3	4	Task 3: Risk Taking		10%
4	4	Task 4: Yearly Examination	PD5.2, 5.PD5 5.6 PD5.7, PD5.9, PD5.10	20%
		N.B: Participation in PE classes is an ongoing component of PD/H/PE Assessment	PD5.4, 5.5,5.10, 5.11	20%
			TOTAL	100%

Science

Semester	Assessment Activities	Week	Areas of assessment	Weighting
1	Skills Task 1	Term 1	Skills	25%
	Mid -Year Examination	Term 2	Knowledge and understanding (20) Skills (5)	25%
2	Skills Task II	Term 3	Skills I	25%
	End of Year Examination	Term 4	Knowledge and understanding (20) Skills (5)	25%
			TOTAL	100%

Visual Arts

Assessment Components				
Component		Tasks		Weighting
Theory		Research Assignments, Written Responses, Descriptive Responses, Historical Study.		40%
Practical		Art Marking, Minor Works, Major Works		60%
Date		Type of Task	Outcomes	Weighting
Term	Week			
1	11	Major Works and Research Task	5.3,5.6,5.8	30%
2	10	Major Task	5.2	20%
3	10	Major Work and Artist Study	5.5, 5.7	30%
4	4	Examination	5.10	20%
			TOTAL	100%

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