

Year 10 Assessment Booklet 2022

Address for correspondence:

117 Liverpool Road, Ashfield, 2131

Ashfield Boys High School

Telephone: (02) 97986620

Email: ashfieldbo-h.school@det.nsw.edu.au

Website: www.ashfieldbo-h.schools.nsw.gov.au

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INTRODUCTION

Student assessment provides evidence to enable teachers to make informed judgements about individual student achievement.

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 NESA.

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 completed a course if there is sufficient evidence of:

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

NSW RECORD OF SCHOOL ACHIEVEMENT

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 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 their 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** of both 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 program is designed to outline the principals 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
1	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
2	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
3	You must be on time to assessment tasks as no extra time can be given. If you have had a misadventure or are sick, please call the school immediately on 97986620 to explain your situation to your Deputy Principal or the Head Teacher of the Faculty.
	Attendance On Day Of Task
4	Be present to do all in-school assessment tasks. 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.
	Attendance Day Before The Task
5	Be present to do all in-timetabled lessons the day before a task . If you are absent the day before a task must complete an Illness/Misadventure form , and provide a doctor's certificate explaining this absence. This includes when absent on a Friday when a task is completed on the following Monday.
	Hand In Tasks
6	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 97986620 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
7	You must meet the requirements to satisfactorily complete all courses . This includes applying yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

THE STUDENT'S RESPONSIBILITIES (CONTINUED)

	Notification Of Clashes With Other School Business
8	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
9	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, on the day you return to school.
	Known Illnesses/Misadventure
10	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
11	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.
	Positive RAT Test
12	If you are unable to confirm the positive RAT test with the results of PCR test, you must send a screen shot of the reporting of your positive RAT test on the Service NSW App.
	Communication Is The Key
13	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
1	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
2	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
3	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
4	On the day you receive a marked task back, It is your responsibility at that time to: <ul style="list-style-type: none">▪ 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
5	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 and 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 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
6	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.

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 97986620 **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 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.
- 3 Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist.
- 4 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**.
- 5 The review of this form will be led by the Deputy Principal, who will decide the outcome of your Illness/Misadventure application
- 6 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 the Head Teacher of faculty.
- 7 You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.
- 8 You may appeal the outcome of your Illness/Misadventure Application, in writing, to the Principal within **2 days of receiving notification**.
- 9 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

Ring the School before Roll Call on 9798 6620
Speak to your Deputy Principal or Head Teacher and explain the situation

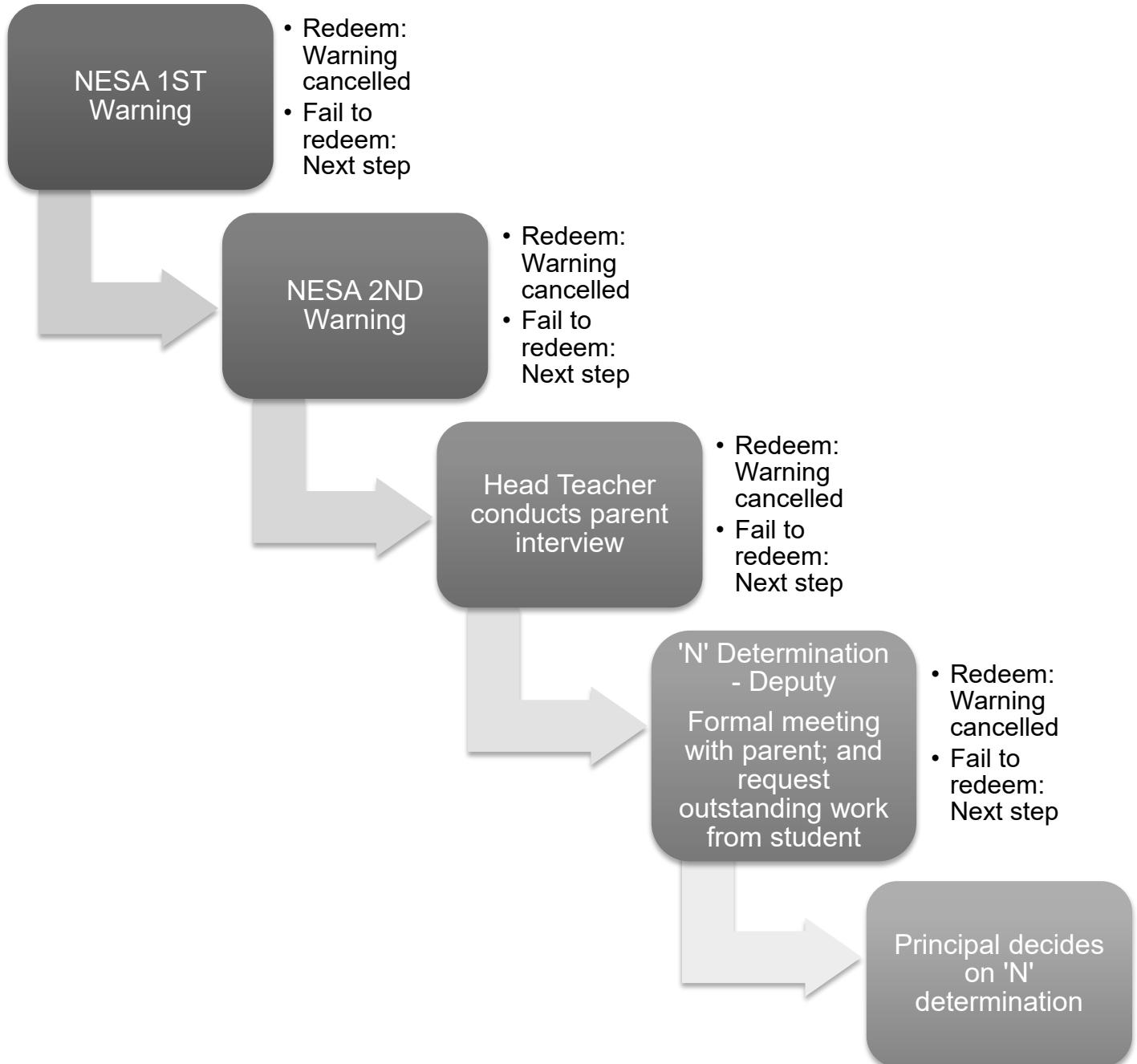
If it is a hand in task, email to your teacher and your Deputy Principal before Roll Call on the day it is due

Before Roll Call on the morning of your return, see your Deputy Principal for Illness/Misadventure form

Go to Head Teacher of Faculty to reschedule the assessment. Be prepared to complete this task on the day you return

Complete Illness/Misadventure form with evidence.
and hand to your Deputy Principal the very next day.

YEAR 10/11/12 NESA 'N' DETERMINATION



COMPLETION OF A COURSE

1

For you to satisfactorily complete a course, NESA 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 NESA; 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 NESA**”, 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.

5

- 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 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:

- copying someone else's work in part or in whole, and presenting it as their own
- 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. This includes; falsifying a positive Covid result.
- 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 will be required to demonstrate that all unacknowledged work is entirely their own. Detected malpractice could jeopardise your RoSA, Preliminary or HSC.

All students who are found to have engaged in malpractice will receive zero and be recorded in NESA's Register of Malpractice.

REVIEWS AND APPEALS

Any complaints about 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 (*This is for your HSC only*)
- 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 HSC 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 the exams can be found at this link: [exam equipment list](#).

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

SCHOOL ASSESSMENT TASK ILLNESS / MISADVENTURE FORM



Ashfield Boys High School

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 a suspension.)

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 ASAP

DEPUTY PRINCIPAL'S SIGNATURE: _____

DATE TASK WILL BE COMPLETED (This may be as early as the day you return)

OFFICE USE ONLY:

Copy of Form to HT: _____

Copy of Medical certificate to office for attendance _____

YEAR 10 ASSESSMENT SCHEDULE SUMMARY 2022

Week	Term 1 2022	Term 2 2022	Term 3 2022	Term 4 2022
1	▪	▪	▪	▪ Australian History
2	▪	▪ Geography	▪	▪ English ▪ Food Technology ▪ Physical Activity & Sports Studies
3	▪	▪ Food Technology	▪	▪ Geography ▪ Industrial Technology - Timber
4	▪ English	▪ Commerce ▪ PDHPE ▪ Physical Activity & Sports Studies	▪	▪ Industrial Technology – Engineering ▪ Information & Software Technology ▪ iSTEM ▪ PDHPE ▪ Visual Arts
5	▪	▪	▪ English	▪ Drama ▪ Music (Task 4 and 5)
6	▪	▪ Physical Activity & Sports Studies	▪ Commerce ▪ Drama ▪ iSTEM ▪ PDHPE	▪
7	▪ PDHPE	▪ Australian History ▪ Industrial Technology – Engineering ▪ Industrial Technology - Timber	▪ Information & Software Technology ▪ Music	▪
8	▪ Geography ▪ Industrial Technology – Engineering ▪ Industrial Technology - Timber	▪ English ▪ Information & Software Technology	▪ Geography ▪ Industrial Technology - Engineering	▪
9	▪ Australian History ▪ Commerce ▪ Drama ▪ Information & Software Technology ▪ iSTEM ▪ Music ▪ Physical Activity & Sports Studies	▪ Drama ▪ iSTEM ▪ Music	▪ Physical Activity & Sports Studies	▪
10	▪ Visual Arts	▪ Visual Arts	▪ Drama ▪ Industrial Technology – Timber ▪ Visual Arts ▪ English	▪
11	▪ English	▪	▪	▪



ASHFIELD BOYS HIGH SCHOOL

T 9798 6620 | A Liverpool Road Ashfield NSW 2131 | E ashfieldbo-h.school@det.nsw.edu.au | W ashfield-h.schools.nsw.gov.au

Sample Letter: Official Letter of 'N' Determination (Stage 5)

[Date]

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

Dear [Parent/Carer]

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

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 before a final non-completion of course determination being made.

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

This course [Subject] 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 in 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 of 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.

Chi Wai is not currently meeting one or more of these requirements. In particular a, b and c.

The table overleaf lists the tasks and/or requirements that need to be completed to correct the problem.

Action by parent/guardian

To support [Name] 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 acknowledgment below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely,

Classroom Teacher _____

Head Teacher _____

Mr D Hopwood
Principal _____

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due [Date]	Action Required by Student	Date to be Completed by
Assessment Task _____	___ %		Complete and submit part ___ of Assessment Task ___ to the google classroom, as per the submission guidelines	[Date]

.....
Please detach this section and return to [Head Teacher]

Acknowledgement of Official Warning - [Name]

I have received the letter dated [Date] advising me that [Name] is in danger of not meeting the course completion requirements for [Subject] and am aware that this is the **first** official warning.

I am aware that this is 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

Address any questions or concerns regarding a subject to the relevant Head Teacher

English Faculty <i>Ms L Finigan – Head Teacher</i> <ul style="list-style-type: none">▪ English Advanced	Science Faculty <i>Ms D Scandurra – Head Teacher</i> <ul style="list-style-type: none">▪ Science
Mathematics/Computing Faculty <i>Ms M Thomas – Head Teacher</i> <ul style="list-style-type: none">▪ Mathematics Pathway 5.2 & 5.3▪ Information & Software Technology▪ iSTEM	Creative & Performing Arts Faculty <i>Ms C Morris Head Teacher (Relieving)</i> <ul style="list-style-type: none">▪ Drama▪ Music▪ Visual Art
HSIE Faculty <i>Mr M Radojevic Head Teacher</i> <i>Mr C Zaczek Head Teacher</i> <ul style="list-style-type: none">▪ History▪ Commerce▪ Geography	PD.H.PE Faculty <i>Ms Jen Summers Head Teacher</i> <ul style="list-style-type: none">▪ PD/Health/PE▪ Physical Activity and Sports Studies (PASS)
Admin/ Languages Faculty <i>Ms J Skelton Relieving Head Teacher</i> <ul style="list-style-type: none">▪ Chinese	TAS Faculty <i>Mr L Alevizos Head Teacher</i> <ul style="list-style-type: none">▪ Food Technology▪ Industrial Technology-Engineering▪ Industrial Technology-Timber



Ashfield Boys High School

**SUBJECT: AUSTRALIAN HISTORY
RECORD of SCHOOL ACHIEVEMENT 2022**

ASSESSMENT COMPONENTS	
Topics:	Core Study: Rights and Freedoms and Civil Rights Movement Cold War Australia and the Vietnam War Post war period – Popular Culture Historical Investigations
Outcomes:	HTS 1, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

Date	Type of Task	Weighting
2022		
Term 1	Task 1: Focus Week 9 – Changing Rights and Freedoms	30%
Term 2	Task 2: Focus Week 7 - The Cold War	35%
Term 4	Task 3: Focus Week 1 - Yearly Examination	35%
	Total	100%



Ashfield Boys High School

SUBJECT:	COMMERCE
	RECORD of SCHOOL ACHIEVEMENT 2022

Date	Type of Task	Weighting
2021		
Term 1	Semester One	
Week 9	Task 1: Focus Area: Law Society and Political Involvement Research Task	20%
Term 2		
Week 4	Task 2: Focus Area: Our Economy Class Test	20%
Term 3	Semester Two	
Week 6	Task 3: Focus Area: Running A Business Working as a Team/Group Work Activities and Individual Report	30%
Term 4		
Assessment Week	Task 4: Yearly Examination	30%
	Total	100%



Ashfield Boys High School

**SUBJECT: DRAMA
RECORD of SCHOOL ACHIEVEMENT 2022**

ASSESSMENT COMPONENTS		
Component	Tasks	Weighting
Making Drama	Tasks 1, 2 & 5	40%
Performing Drama	Tasks 1, 2	30%
Appreciating Drama	Tasks 3, 4 & 6	30%

Date	Type of Task
2021	
Term 1	<u>Improvisation/Playbuilding</u>
Week 9	Task 1: Group Devised Performance & Writing Task/s: 35%
Term 2	<u>Character Study</u>
Week 9	Task 2: Monologue Performance Writing Task/s – 25%
Term 3	<u>Study of a Text</u>
Week 6	Task 3: Critical Analysis of an HSC Group Performance 10%
Week 10	Task 4: Design task 20%
Term 4	<u>Theatre Style</u>
Weeks 5	Task 5: Quiz/Writing Task 10%



Ashfield Boys High School

**SUBJECT: ENGLISH
RECORD of SCHOOL ACHIEVEMENT 2022**

Date	Type of Task	Outcomes	Weighting
Term 1			
Week 4	Representation Text analysis	EN5- 3B,5C,7D	10%
Week 11	Poetic Voices: Poetry Essay	EN5-1A, 3B, 4B, 5C, 6C, 7D	20%
Term 2			
Week 8	What If? Speculative Fiction: Imaginative writing and reflection	EN5-1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D,9E	20%
Term 3			
Week 5	Different Voices Different Perspectives: Novel Study Essay	EN5-1A, 2A, 3B, 5C, 6C	20%
Week10	Life Writing: Discursive	EN5- 1A, 2A, 3B, 4B, 7D	10%
Term 4			
Week 2	Yearly Examination	EN5-1A, 3B, 4B, 5C, 6C, 7D	20%
		Total	100%



Ashfield Boys High School

**SUBJECT: FOOD TECHNOLOGY
RECORD of SCHOOL ACHIEVEMENT 2022**

Date	Type of Task	Weighting
	Semester One	
2022		
Term 1 Week 3 or Week 5	Task 1: Writing Task	20%
Term 2		
Week 3	Task 2: Practical Assessment	30%
	Semester Two	
Term 3		
Week 3 or Week 5	Task 3: Writing Task	20%
Term 4		
Week 2	Task 4: Practical Assessment	30%
	Total	100%



Ashfield Boys High School

**SUBJECT: GEOGRAPHY (Mandatory)
RECORD of SCHOOL ACHIEVEMENT 2022**

Date	Unit and Task	Outcomes	Weighting
Semester One	Environmental Change and Management		
Term 1			
Week 8	Task 1: Fieldwork – Bays Precinct	GE5-5 GE5-7 GE5-8	25%
Term 2			
Week 2	Task 2: Skills Test	GE5-2 GE5-3 GE5-8	25%
Semester Two	Human Wellbeing		
Term 3			
Week 8	Task 3: Report/Skills Task Human Wellbeing	GE-5 GE-6 GE-8	25%
Term 4			
Week 3	Task 4: Yearly Exam	GE1-GE8 (all)	25%
		Total	100%



Ashfield Boys High School

**SUBJECT: INDUSTRIAL TECHNOLOGY - ENGINEERING
RECORD of SCHOOL ACHIEVEMENT 2022**

Date	Type of Task	Weighting
2022		
Term 1 Week 8	Task 1: Hydraulics Challenge - Assignment	25%
Term 2 Week 7	Task 2: Writing Task	20%
Term 3 Week 8	Task 3: Engineering Report - Alternate Energy	25%
Term 4 Week 3	Task 4: Yearly Exam	30%
	Total	100%



Ashfield Boys High School

**SUBJECT: INDUSTRIAL TECHNOLOGY - Timber
RECORD of SCHOOL ACHIEVEMENT 2022**

Date	Type of Task	Weighting
2022		
Term 1 Week 8	Task 1: Writing Task	20%
Term 2 Week 7	Task 2: Practical Project A	20%
Term 3 Week 10	Task 3: Practical Project B	30%
Term 4 Week 3	Task 4: Yearly Exam	30%
	Total	100%



Ashfield Boys High School

**SUBJECT: INFORMATION & SOFTWARE TECHNOLOGY
RECORD of SCHOOL ACHIEVEMENT 2022**

Date	Type of Task	Outcomes	Weighting
Semester One			
Term 1 Week 9	Task 1: Authoring and Multimedia project	5.2.1, 5.2.2, 5.2.3, 5.5.2	25%
Term 2 Week 8	Task 2: Digital Media project	5.1.1, 5.2.1, 5.2.2, 5.2.3	25%
Semester Two			
Term 3 Week 7	Task 3: Software Development and Programming - Classwork	5.2.1, 5.2.2, 5.2.3	20%
Term 4 Week 4	Task 4: Software Development and Programming - project	5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.5.2, 5.5.3	30%
		Total	100%



Ashfield Boys High School

**SUBJECT: iSTEM
RECORD of SCHOOL ACHIEVEMENT 2022**

ASSESSMENT COMPONENTS

Students undertaking the iSTEM Course will be assessed in the areas of:

- Mechatronics
- CAD/CAM
- Motion

Date	Type of Task	Outcomes	Weighting
Term 1 Week 9	Task 1: Design By Request	5.1.1, 5.2.2, 5.6.1, 5.8.1	20%
Term 2 Week 9	Task 2: Tipping Point	5.1.2, 5.4.1, 5.4.2, 5.6.2	30%
Term 3 Week 6	Task 3: Use of CNC for Enterprise	5.2.2, 5.5.2, 5.6.1	20%
Term 4 Week 4	Task 4: Virtual Reality	5.2.1, 5.3.1, 5.3.2, 5.6.2	30%
		TOTAL	100%



Ashfield Boys High School

**SUBJECT: MARINE AND AQUACULTURE TECHNOLOGY
YEAR 10 2022**

ASSESSMENT COMPONENTS

Areas to be assessed:

Knowledge and Understanding

Students develop:

- Knowledge and understanding of marine and aquatic environments
- Knowledge and understanding of the economic sustainability of aquaculture
- Knowledge and understanding of the role of aquaculture in the preservation of wild seafood stocks and the marine environment
- Knowledge, understanding and skills that promote ethical and sustainable practices in the use, management and protection of the marine environment
- Knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities
- Knowledge and understanding of the industries and organisations using, managing and regulating aquaculture and the marine environment
- Knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts.

Skills - Investigation

Students demonstrate:

- Swimming and water rescue competencies and techniques
- Safe and responsible use of aquaculture equipment e.g. fishing gear, aquariums
- Safe and responsible maintenance of aquariums and live aquatic animals
- Ability to conduct first-hand investigation safely
- Collaboratively and individually investigate questions and problems to develop evidence-based arguments and conclusions, using first-hand and secondary sourced data
- Communication of data in appropriate format using scientific language and conventions
- Interpretation and presentation data using secondary sources to identify trends and patterns

Semester	Assessment Activities	Week	Areas of assessment	Weighting (%)
1	Core 2 Quiz	Term 1	Skills: ● Problem Solving	25
	Research Task	Term 2	Knowledge and understanding	25
2	Skills Task	Term 3	Skills: ● Investigation ● Communication ● Problem Solving	25
	Semester 2 Examination	Term 4	Knowledge and understanding	25
			Total:	100



Ashfield Boys High School

**SUBJECT: MATHEMATICS PATHWAY 5.2 & 5.3
RECORD of SCHOOL ACHIEVEMENT 2022**

- 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.

Area of Learning - Topic	Type of Assessment	Weighting
Semester One		
Trigonometry	Topic Test	10%
Financial Mathematics	Topic Test	10%
Data Analysis	Project/Assignment	10%
Probability	Topic Test	10%
Semester Two		
Area and Surface Area	Topic Test	10%
Volume	Topic Test	10%
Linear Relationships	Assignment	5%
Similarity	Assignment	10%
Non-Linear Relationships	Assignment	5%
Inequations	Topic Test	10%
Yearly Examination	Exam – Multiple topics	10%
	Total	100%

- Students are assigned grades of Outstanding, High, Sound, Basic or Limited and given feedback in terms of the outcomes they have achieved within their pathway 5.2 or 5.3 for the Semester 1 and Semester 2 School Report
- Students will also be given an overall grade of E2, D3, D4, C5, C6, B7, B8, A9, A10 according to the NESA Standards



Ashfield Boys High School

**SUBJECT: MUSIC
RECORD of SCHOOL ACHIEVEMENT 2022**

ASSESSMENT COMPONENTS

Students undertaking the Stage 5 Music Course will be assessed in the areas of:

- Listening
- Composition
- Performance

Date	Type of Task	Weighting
2022		
Term 1	Art Music of the 20th and 21st Centuries	
Week 9	Task 1: Group Performance	25%
Term 2	Popular Music	
Week 9	Task 2: Performance/Listening (Writing Task)	25%
Term 3	Music of a Culture	
Week 7	Task 3: Composition / Performance	25%
Term 4	Topic: Student Choice	
Week 5	Task 4: Individual/Group Performance	15%
Week 5	Task 5: Listening Exam / Writing Task	10%
	Total	100%



Ashfield Boys High School

**SUBJECT: PD/HEALTH/PE
RECORD of SCHOOL ACHIEVEMENT 2022**

ASSESSMENT COMPONENTS			
Component	Tasks	Weighting	
Theory	Class Tests, Multiple Choice, Stimulus Based Questions	60%	
Practical	Fitness Tests, Self-Assessment, Team Work, Practical Skills Test, Coaching and Skills Acquisition	40%	

Date	Type of Task	Outcomes	Weighting
2022			
Term 1			
Week 7	Task 1: Wellbeing Assessment	PD5.1, 5.2, 5.3, 5.9, 5.10	10%
Term 2			
Week 4	Task 2: Half Yearly Examination	PD5.1, 5.2, 5.3, 5.4, 5.5, 5.9, 5.10	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%
Term 3			
Week 6	Task 3: Risk Taking	PD5.2, 5.9, 5.10	10%
Term 4			
Week 4	Task 4: Yearly Examination	PD5.2, 5.5 5.6 5.7, 5.9, 5.10	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%



Ashfield Boys High School

**SUBJECT: PHYSICAL ACTIVITY & SPORTS STUDIES
RECORD of SCHOOL ACHIEVEMENT 2022**

ASSESSMENT COMPONENTS			
Component	Tasks	Weighting	
Theory	Half-yearly and yearly test, research assignment, coaching, training principles	60%	
Practical	Skill acquisitions, training principles, ball games	40%	

Date	Type of Task	Outcome s	Weighting
2022			
Term 1			
	Assessment Task 1	1.1	10%
Week 9	Physical fitness (theory + practice)		
Term 2			
Week 4	Practical test – Volleyball	4.1, 4.3	15%
Week 6	Half-yearly test	1.1, 2.1, 2.2	20%
Term 3			
Week 9	Assessment Task 2		
	Coaching project (theory + Assessment/Research Task)	4.1, 4.3	10%
Term 4			
Week 2	Yearly test	1.1, 2.1, 2.2, 4.4	20%
Terms 1 - 4	Ongoing practical Assessment		25%
		Total	100%



Ashfield Boys High School

SUBJECT: SCIENCE RECORD of SCHOOL ACHIEVEMENT 2022

ASSESSMENT COMPONENTS

Areas to be assessed:

Knowledge and Understanding

- Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.
- Develop knowledge, understanding of and skills in applying the processes of Working Scientifically

Skills

- Conduct first hand investigation safely, by applying the scientific method
- Collaboratively and individually investigate questions and problems to develop evidence-based arguments and conclusions, using first-hand and secondary sourced data
- Communicate data in appropriate format using scientific language and conventions
- Interpret and present data using secondary sources to identify trends and patterns
- Apply scientific understanding and critical thinking to produce solutions to problems

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



Ashfield Boys High School

**SUBJECT: VISUAL ARTS YEAR 10
RECORD of SCHOOL ACHIEVEMENT 2022**

ASSESSMENT COMPONENTS		
Component	Tasks	Weighting
Theory	Research Assignments, Written Responses, Descriptive Responses, Historical Study	40%
Practical	Art making, Minor Works, Major Works	60%

Date	Type of Task	Outcomes	Weighting
2022			
Term 1			
Week 10	Major Work and Research Task	5.1 – 5.8, 5.10	30%
Term 2			
Week 10	Major Work	5.1 – 5.6	20%
Term 3			
Week 10	Major Work and Artist Study	5.1 – 5.6, 5.8-5.10	30%
Term 4			
Week 4	Examination	5.7 – 5.10	20%
	Total		100%