



# HEATHCOTE HIGH SCHOOL

Excellence, Opportunity & Success

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## Year 10 2022 Assessment Booklet

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### What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. Assessment tasks are designed to measure performance against course outcomes through a range of tasks and in a wider range of objectives than may be tested in an examination.

Assessment tasks may include:

- Tests which may take a written, practical and/or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and projects

### What is the purpose of internal school-based assessment?

Assessment results are used to report on a student's progress and achievements. In Year 10, it forms the basis of the award of a RoSA (Record of School Achievement). A RoSA is awarded when a student formally leaves school.

### What is the school's responsibility?

The school is required to provide:

- An assessment task calendar – This outlines the components to be assessed in each course, when the assessment tasks are scheduled and the relative weighting (marks) attached to each assessment task
- Assessment task written notification – This notification will outline a more detailed explanation of the specific nature of each calendared assessment task. This notification will be issued at least TWO weeks before the due date of the task. In exceptional circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing at least two weeks in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.
- A register will be maintained for all assessment tasks that acknowledge the receipt of the assessment written notification and submission of the completed assessment task.
- Assessment task feedback and record of progress - at the completion of each task, students will receive a mark and written feedback concerning areas for development.
- Information regarding student responsibilities in relation to 'Illness or Misadventure' and the appeals process.
- Official NESAs non-completion of a course warning letter - Official letters will be posted home to parents/carers outlining the areas of unsatisfactory completion of the Year 10 course requirements.
- A one week assessment and excursion free period prior to the Yearly Examination period (with the exception of sport knockout teams)

### What are the students' responsibilities?

- Students must attend classes regularly and ensure their attendance does not impact learning.
- Students must complete all set tasks in order to achieve course outcomes.
- Every student has the responsibility to be familiar with the school's assessment and procedures policy handbook. Every student must also be familiar with the course information contained in the handbook
- If a student is absent on the day an assessment task notification is issued then it is their responsibility to contact the class teacher and/or Head Teacher to obtain the task notification.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the subject/course assessment.

- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified on the assessment calendar. Students must ensure any work completed using computer technology is backed up on a memory stick or emailed to their school account.

### Unfair advantage

Unfair advantage on the day of, or week prior, to an assessment task calendared due date.

NESA outlines that no student is to gain an unfair advantage over other students. Causes of unfair advantage include:

- To absent yourself from any lessons or normal school routine on a day that an assessment task is scheduled or a hand-in task is due.
- Arriving late on the day of a scheduled assessment task or hand-in task.

Breaches of this rule will mean the task will not be accepted from the student and a zero will be recorded as the mark.

### Technology Failure

If a student is presenting work produced via a computer, it is the responsibility of the student to ensure adequate backups have been made of the information. Technology failure, including printers, is not an acceptable excuse for failing to submit tasks on the due date.

### Exclusion from extra-curricular activities

A student will be excluded from attending all extra-curricular activities including knockout sporting teams if:

- they have an assessment task that has not been submitted or
- unresolved NESA warning letter or
- they have not responded to a Faculty Letter of Concern (ie, made the necessary improvements)

Once the task has been submitted, the NESA letter has been resolved or improvements have been made it will no longer prevent the student's attendance at extra-curricular activities.

A register will be maintained by the school and updated by the faculty Head Teacher when a NESA warning letter is sent or resolved.

The student will be ineligible to attend if their name is on the register on the last day nominated for payment of an excursion, activity or sporting event.

If the excursion/activity/sporting event does not have a specified payment date, the student will be excluded if the matter has not been resolved at least 2 days prior to the event.

### Student absence

The student must make a genuine attempt at all assessment tasks and exams. If a student knows in advance that they will be unable to complete an assessment task or exam on or by the due date, they **MUST**:

- firstly inform the Deputy Principal as soon as possible
- provide written explanation to the Deputy Principal

***Failure to follow these instructions will result in the awarding of zero marks for that task***

### Non-completion of assessment tasks due to unapproved leave for vacation purposes

From time to time parents request exemption from school for vacation purposes. Some of these occur during Exam and Assessment periods. This is of concern, particularly in the RoSA years – Year 10, Preliminary Year 11 and HSC Year 12.

Exemptions will not automatically be approved as per the following extracts from the Department of Education Attendance Policy:

**6.1. Principals can decline to accept an explanation for an absence and record the absence as 'unjustified'. The parent should be advised that the explanation has not been accepted and a reason for the decision provided.**

**14.1. From the beginning of 2015, family holidays and travel are no longer considered under the *Exemption from School - Procedures*. Travel outside of vacation period is now counted as an absence for statistical purposes**

Should parents still decide to take their children out of school for vacation purposes, the leave is not 'approved' and students will NOT be eligible for misadventure if an assessment task or examination is missed due to non-attendance at school and a zero mark will be recorded.

### Illness or Misadventure

If a student is unable to complete an assessment task or exam due to what is termed 'illness or misadventure', on the due date they MUST:

- firstly inform the Deputy Principal within 24 hours of the assessment due date or exam date
- complete an 'Illness or Misadventure Form'. (Appendix B) and return to the Deputy Principal within 3 days
- if 'illness' a doctor's certificate must be provided to the Deputy Principal within 24 hours of the doctor's certificate expiring
- if applicable, an alternative time for the assessment task or exam must be negotiated with the Deputy Principal within the relevant assessment period

The Deputy Principal will decide if the explanation is satisfactory, and will negotiate an assessment solution.

*Failure to follow these instructions will result in the awarding of zero marks for that task*

#### **Please note:**

Should the Deputy Principal decide that absence or failure to complete the task reasons are unsatisfactory, no mark will be recorded for that task. If a student disagrees with the decision they may appeal. (Appendix C) The appeal must be:

- in writing
- on the official appeals form
- returned to the Deputy Principal with 3 days of the date of issue

An Appeals Committee will be comprised of both Deputy Principals and the Principal. The decision of this committee is final.

### Examination dates and times

If a student arrives after the commencement of an examination, they will be admitted to the examination room. Students will not be given any extra time to complete the exam.

However, students will not be admitted to an examination within one hour of the completion of the exam time.

If a student misses an examination simply because they have misread the timetable, the Deputy Principal is to be contacted immediately. Illness/misadventure applications on these grounds will not be accepted. Under these circumstances the student will be given a mark of zero. However, with the exception of courses for which there is no assessment mark, the student may still be eligible to receive a result in that course.

### Course completion criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; and

- b) **applied** themselves 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 it is determined that a student has not met the Course Completion Criteria a NESA Warning Letter (Appendix A) will be issued. If the warning letters are not resolved the student will place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive and 'N' determination in a mandatory course are not eligible for the award for that course. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

### Malpractice

Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes but is not limited to:

- Making a false claim, such as – copying, buying, stealing or borrowing someone else's work in part or in whole and presenting it as their own.
- Plagiarism – using material directly from books, journals or the internet without reference to the source or building on ideas of another person without reference to the source.
- Tasks/assessments submitted late, including – contriving false explanations to explain work not handed in by the due date.
- Possession of unauthorised notes.
- Use of an electronic device.
- Collusion with other students.
- Unacknowledged assistance –
  - submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially and/or
  - using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgment and/or
  - paying someone to write or prepare material.
- Offensive behaviour.
- Unauthorised access to an exam.
- Unauthorised alteration to a task or marks.
- Non-serious attempt – students are required to attempt a range of questions throughout an examination paper. Attempting multiple-choice questions is not sufficient. This includes the submission of frivolous or objectionable material.
- Missing lessons to prepare for or to complete assessment tasks.
- Other, including – disrupting an assessment task or breaching the school's code of conduct and examination conditions or procedures.

### Consequence of Malpractice

Any suspected malpractice by students will be referred to the school's Assessment Review Panel (consisting of three members of the school's executive). Proven malpractice may result in the awarding of zero marks for the task. Students may appeal the decision of the Assessment Review Panel to the Appeals Committee.

### Can you appeal an assessment mark?

Students may request their teacher to review the marks awarded for any task. Work will be reviewed if a request is made at the time that the work was returned to the student. Work will not be reviewed after a student has taken it from the classroom. If a student is dissatisfied with the outcome of this review they may appeal to the Head Teacher. In cases where the Head Teacher is the classroom teacher then appeals should be directed to the Deputy Principal.

## Disability Provisions

If you have a medical condition which is an ongoing disability that will impact on normal examination situations, or you suffer personal or family situations that prevent you from a normal preparation for assessments, you must obtain a 'Disability Provision's form from the Head Teacher Wellbeing early in Term 1. All students applying for disability provisions must inform the Deputy Principal. If this condition occurs later in the year, it must be registered with the Deputy Principal immediately.

## Record of School Achievement (RoSA) Grading System

At the conclusion of Year 10, each student will be awarded a Grade which will appear on their Record of School Achievement (RoSA), awarded when they complete high school.

The RoSA will record the school's assessment of the students' achievements in each and every subject studied for the RoSA including English, Mathematics, Science, Australian History, Geography, Civics and Citizenship, and Computing Skills. Elective subject results will also appear on the RoSA. Each student's Record of School Achievement will contain a grade of A, B, C, D or E for each subject. A student's grades will be awarded by the school on the basis of sets of standards called "Performance Descriptors" for each subject.

The Performance Descriptors are a series of statements which summarise the observable and measurable features of student achievement and assist in the awarding of grades to students based on levels of achievement. The grades have the following meaning:

### Performance Descriptors - General

<b>Grade</b>	<b>General Performance Descriptors</b>
<b>A</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
<b>N</b>	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: a) followed the course developed by NESAs; b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school c) achieved some or all of the course outcomes

## Performance Descriptors - Mathematics

GRADE	PERFORMANCE DESCRIPTORS
<b>A10</b>	A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.
<b>A9</b>	A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.
<b>B8</b>	A student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.
<b>B7</b>	A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.
<b>C6</b>	A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.
<b>C5</b>	A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.
<b>D4</b>	A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.
<b>D3</b>	A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.
<b>E2</b>	A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.

All students will receive the detailed tasks at least two weeks in advance of the task. This is the second half of Stage 5 work. Some of the Stage 5 outcomes would have been addressed in Year 9.

<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 8	Voices – Film study Analysis of film techniques and extended writing on perspective	<b>20</b>
2	Term 2 Week 6	Poetry - Film interpretation of a poem of own choice plus reflection on composition and ALARM paragraphs on poems	<b>20</b>
3	Term 3 Week 10	Close Study of a Novel: Yearly Examination – Essay	<b>25</b>
4	Terms 1-4	Wide Reading Program - To be completed and submitted throughout the year. Final submission is at the end of Week 3, Term 4.	<b>15</b>
5	Term 4 Week 5	How to Read and Write – Examination <ul style="list-style-type: none"> <li>• Short Answer Responses on language techniques</li> <li>• Extended piece of Creative Writing</li> <li>• Reflection Statement on own writing</li> </ul>	<b>20</b>
<b>TOTAL</b>			<b>100</b>

## Mathematics: 5.3, 5.2 & 5.1 Pathways

Task	To be held	Task Type	Weighting
1	Term 2 Week 4	Half Yearly Examination	20
2	Term 3 Week 4	Common Test for each Pathway	10
3	Term 4 Week 5	Yearly Examination	30
4	Terms 1-4	Class Mark – At least 6 topic tests in class	40
<b>TOTAL</b>			<b>100</b>
<p>The Half Yearly Assessment will use Tasks 1 and 4 with a 3:2 weighting The final grade will be determined using all tasks.</p>			
<p>The final grade for each student will be allocated according to results and determined in conjunction with NESA, Teaching and Educational Standards performance descriptors which identify four areas for assessing students' knowledge, skills and understanding. These are <i>Working Mathematically</i>, <i>Number and Algebra</i>, <i>Measurement and Geometry</i> and <i>Statistics and Probability</i>.</p> <p>The Class Mark listed as Task 4 will be assessed throughout the year. It involves both formal and informal assessment:</p> <ul style="list-style-type: none"> <li>• Formal: class based assessment of knowledge, skills and understanding - eg class tests, homework and assignments.</li> <li>• Informal: teacher's judgement and observation - eg, bookwork, participation</li> </ul> <p>All set tasks must be completed to the standard required by the class teacher.</p>			

## EXAMINATIONS AND TOPIC TESTS

Students will be given two common tests to assist with grading during the year: the Half Yearly Examination and the Yearly Examination. The tests will be set by the Year Coordinator and will include questions based on the Year 10 program of study along with Science skills questions.

Class topic tests will be given at the end of each topic, and will be given equal weighting with examinations.

<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 11	ALARM Science Literacy Task	<b>10</b>
2	Term 1 -4 at end of each topic	Topic Tests – Five short assessments each related to a different topic	<b>25</b>
3	Term 2 Week 1	Student Research Project – Individual practical project	<b>25</b>
4	Term 4 Week 5	Yearly Examination – Knowledge/Skills test	<b>40</b>
<b>TOTAL</b>			<b>100</b>

## Geography

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 5	In class Numeracy Task – Maps, graphs and table analysis	30
2	Term 1 Week 9	In class Topic Test – Sustainable Biomes	30
3	Term 2 Week 6	Research and Literacy Task (ALARM) Urbanisation	30
4	Continual	Coursework	10
<b>TOTAL</b>			<b>100</b>

## History

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 3 Week 7	In class extended response & ALARM scaffold: The Holocaust	<b>45</b>
2	Term 4 Week 5	Yearly Examination	<b>45</b>
3	Continual	Coursework	<b>10</b>
<b>TOTAL</b>			<b>100</b>

## Personal Development/Health/Physical Education

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<b>Special Circumstances</b>			
Students who have special circumstances which affect their ability to complete a task should see Head Teacher PD/H/PE. For example, students unable through injury etc. to complete practical tasks will be given alternative written tasks relating to the unit of work.			
<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 9	Road Safety	20
2	Term 2 Week 2	Football Codes	25
3	Term 3 Week 8	Dance Assessment	25
4	Term 4 Week 5	Yearly Examination	30
<b>TOTAL</b>			<b>100</b>

## Child Studies

Child Studies provides students with a **hands on practical subject** where students learn about childhood development – acquiring knowledge, skills and an understanding of the stages children go through and the impact of internal and external factors on child development.

Task	To be held	Task Type/Details	Weighting
1	Term 1 Week 8	Creating and Communicating Unit 5: Playtime - Finger Puppets	15
2	Term 2 Week 8	Design and Group Work Unit 6: Food and Nutrition - Group Cookbook	15
3	Term 3 Week 8	Analysis and Understanding Unit 7: Special Needs – Book/Movie analysis ‘Wonder’	20
4	Term 4	Cumulative class mark: Includes bookwork, participation in class and homework	20
5	Term 4 Week 5	Yearly Examination: Covers all course work	30
<b>TOTAL</b>			<b>100</b>

## Drama

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 10	Performance Style: Group performance of Australian script. Submission of logbook.	25
2	Term 2 Week 10	Dramatic Form: Group performance of Protest/Political Theatre and/or Street and Environmental Theatre	25
3	Term 3 Week 10	Monologue Performance in a specific dramatic form. Submission of logbook.	25
5	Term 4 Week 5	Yearly Examination	25
<b>TOTAL</b>			<b>100</b>

## Food Technology

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The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. Students will explore food related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regards to food.

<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 2 Week 2	Designing and Producing: Food Product Development	<b>20</b>
2	Term 3 Week 2	Research and Communication: Food for Specific Needs	<b>25</b>
3	Term 4	Cumulative Practical Assessment – Accumulation of the years practical application results	<b>25</b>
4	Term 4 Week 5	Yearly Examination: Covers all course work	<b>30</b>
<b>TOTAL</b>			<b>100</b>

## Forensic Archaeology

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 7	Source-based assessment: Pirates & Shipwrecks	<b>25</b>
2	Term 2 Week 2	ALARM: Weapons & Warfare	<b>25</b>
3	Term 3 Week 7	Research task: Conspiracy Theories	<b>25</b>
4	Term 4 Week 5	Yearly Examination	<b>25</b>
<b>TOTAL</b>			<b>100</b>

## Graphics Technology

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Terms 1 - 4	Practical outcomes – Practical projects (majority of outcomes)	<b>60</b>
2	Term 2 Week 4	Unit Test - Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology.	<b>10</b>
3	Terms 1 – 4	Communication Outcomes - Bases on design documentation, participation in class, evaluation.	<b>10</b>
4	Term 4 Week 5	Yearly Examination - Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology.	<b>20</b>
<b>TOTAL</b>			<b>100</b>

**Note:** Please refer to the milestones chart in workshop rooms for expected practical progress.

## Industrial Technology: Metalwork, Timber

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Terms 1 - 4	Practical outcomes – Practical projects (majority of outcomes)	<b>60</b>
2	Term 2 Week 4	Unit Test - Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology.	<b>10</b>
3	Terms 1 – 4	Communication Outcomes - Bases on design documentation, participation in class, evaluation.	<b>10</b>
4	Term 4 Week 5	Yearly Examination - Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology.	<b>20</b>
<b>TOTAL</b>			<b>100</b>

**Note:** Please refer to the milestones chart in workshop rooms for expected practical progress.

## Marine Science (Marine & Aquaculture Technology)

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
<b>1</b>	Term 1 Week 7	Field Trip Report: Rock platforms mangroves field study. Includes excursion to rock platform and in class research.	<b>25</b>
<b>2</b>	Term 2 Week 5	Digital presentation: Water birds task	<b>20</b>
<b>3</b>	Term 3 Week 8	Digital brochure: Dangerous Marine Creatures and in class ALARM question	<b>15</b>
<b>4</b>	Term 4 Week 3	Practical and knowledge test: Boat licence	<b>15</b>
<b>5</b>	Term 4 Week 5	Yearly Examination: Includes assessment of all completed course	<b>25</b>
<b>TOTAL</b>			<b>100</b>

## Music

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Student assessment will reflect the extent to which each student has achieved the outcomes of the syllabus in each of the learning experiences of Performing, Composing and Listening, Musicology			
<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 7	Aural concepts and analysis task	<b>10</b>
2	Term 1 Week 9	Performance	<b>15</b>
3	Term 2 Week 7	Composition Skills Exam: Topic 1	<b>15</b>
4	Term 3 Week 8	Composition Task	<b>15</b>
5	Term 4 Week 2	Performance: Two pieces	<b>30</b>
6	Term 4	Aural concepts and analysis	<b>15</b>
<b>TOTAL</b>			<b>100</b>

## Photographic and Digital Media

**FORMS:** 2D Digital Photography and 4D Animation, Claymation, Film and Video

Students will develop knowledge, understanding and skills:

- to **make photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames

A grading system is used for the criteria and assessment of outcomes.

**Making:** 60%

**Studying:** 40%

Task	To be held	Task Type/Details	Weighting
1	Term 1 Week 9	Practical Task: Completed artworks, lead up work in VAPD and artist's statement	30
2	Term 2 Week 4	Research Task: Critical and Historical Studies	20
3	Term 4 Week 3	Practical Task: Completed artworks, VAPD and artist's statement	30
4	Term 4 Week 5	Yearly Examination: Critical and Historical Studies	20
<b>TOTAL</b>			<b>100</b>

## Physical Activity and Sport Studies

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<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 1 Week 8	Theory Assessment	25
2	Term 2 Week 5	Nutrition and Physical Activity	25
3	Term 3 Week 9	Sport Coaching Practical/Major Assignment	25
4	Term 4 Week 5	Yearly Examination	25
<b>TOTAL</b>			<b>100</b>

## Science, Technology, Engineering, Mathematics (STEM)

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<b>Task Number</b>	<b>Term</b>	<b>Task Type</b>	<b>Further Details</b>	<b>Weighting</b>
1	Term 1, 2, 3, 4	Practical outcomes	Practical projects (majority of outcomes)	<b>70</b>
2	Term 2 Week 5	Unit Test	Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology.	<b>10</b>
3	Terms 1, 2, 3, 4	Communication Outcomes	Bases on design documentation, participation in class, evaluation.	<b>10</b>
4	Term 4 Week 5	Yearly Examination	Knowledge outcomes: Involves theory assignments showing knowledge and understanding of technology.	<b>10</b>
<b>TOTAL</b>				<b>100</b>

## Textiles Technology

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A study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students will document and communicate their ideas and experiences, making use of contemporary technology in their project work. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques.

<b>Task</b>	<b>To be held</b>	<b>Task Type/Details</b>	<b>Weighting</b>
1	Term 2 Week 6	Practical and Folio – Unit 1	<b>25</b>
2	Term 4 Week 6	Practical and Folio – Unit 2	<b>25</b>
3	Term 4	Class Mark – includes bookwork, participation practical tests and homework	<b>20</b>
4	Term 4 Week 5	Yearly Examination – covers all course work	<b>30</b>
<b>TOTAL</b>			<b>100</b>

## Visual Arts

In art making students are provided with opportunities to explore the conventions, strategies and procedures of making artworks in a range of 2D, 3D and 4D forms.

In critical and historical studies students are provided with opportunities to investigate how and why artists make artworks, and how and why art historians and critics write about artworks.

Students will develop knowledge, understanding and skills:

- to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
- to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames

A grading system is used for the criteria of assessment and outcomes.

**Making:** 60%

**Studying:** 40%

Task	To be held	Task Type/Details	Weighting
1	Term 1 Week 10	Artmaking: Completed artworks, VAPD and artist statement	<b>30</b>
2	Term 2 Week 3	Research Task: Critical and Historical Studies	<b>20</b>
3	Term 4 Week 4	Artmaking: Completed artworks, VAPD and artist statement	<b>30</b>
4	Term 4 Week 5	Yearly Examination: Critical and Historical Studies	<b>20</b>
<b>TOTAL</b>			<b>100</b>

# Appendix A – Example NESA Warning Letter



**HEATHCOTE HIGH SCHOOL**  
**NSW EDUCATION STANDARDS AUTHORITY WARNING LETTER**



Date \_\_\_\_\_

Dear Parent/Guardian,

**OFFICIAL WARNING**  
**Record of School Achievement Non completion of Year 10 Course**

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting Course Completion Criteria for Year 10 in \_\_\_\_\_.(Course name)

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. Please regard this letter as the (eg 1<sup>st</sup>/4<sup>th</sup>) \_\_\_\_\_ **official warning** we have issued concerning the \_\_\_\_\_ course.

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

**Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESA; and
- b) **applied** themselves 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 it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the Year 10 - Record of School Achievement.**

\_\_\_\_\_ is a mandatory course

\_\_\_\_\_  not a mandatory course

To date, \_\_\_\_\_ has not satisfactorily met the Course Completion Criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed.

Task Name/Course Requirements	Date/s task/s course requirement/s initially due (if applicable)	Action Required by student	Date to be completed (if applicable)

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely,

\_\_\_\_\_  
**Class Teacher                      Head Teacher                      Deputy Principal                      Principal**

✂ \_\_\_\_\_

Please detach this section and return to the school

Requirements for the satisfactory completion of \_\_\_\_\_ (Course name) for the Year 10 - Record of School Achievement.

- I have received the letter dated \_\_\_\_\_ indicating that my son/daughter \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_ (Course name)
- I am aware that this course may appear on his/her Record of Achievement Part A with 'Not Complete' indicated.
- I am also aware that the 'N' determination may make him/her ineligible for the award of the Year 10 - Record of School Achievement in this course.

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

EXAMPLE

## Appendix B – Example Illness or Misadventure Application

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Date Issued: \_\_\_\_\_

**Step 1: Read the relevant section of your assessment booklet and obtain a medical certificate or other documentation.**

**Please Note:** Rescheduled assessment tasks will be used to guide the estimate given for missed assessment tasks. The estimate will be determined at the conclusion of the applicable RoSA/Preliminary/HSC Year. Raw scores for rescheduled assessment tasks may not be used.

**Step 2: Complete the relevant information below and attach documentation**

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

Reason for variation (Illness/Misadventure)

\_\_\_\_\_

\_\_\_\_\_

Medical Certificate from:

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

**or** Details of other documentation \_\_\_\_\_

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

Position: \_\_\_\_\_

Signed Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signed Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 3: See the Deputy Principal to discuss your application**

Deputy Principal approval: YES / NO (circle one)

Details: \_\_\_\_\_

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

**Step 4: See the relevant Head Teacher and your class teacher (Complete as required for each assessment to be rescheduled)**

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Assessment Task Details: \_\_\_\_\_

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

\_\_\_\_\_

\_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Assessment Task Details: \_\_\_\_\_

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Assessment Task Details: \_\_\_\_\_

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Assessment Task Details: \_\_\_\_\_

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Assessment**

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Assessment Task Details: \_\_\_\_\_

Original due date: \_\_\_\_\_ Rescheduled Date: \_\_\_\_\_

Details of alternative arrangements for this assessment:

\_\_\_\_\_  
\_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Step 5: Return completed form to Deputy Principal within 3 days of date of issue**





## Student Appeal Form

Tick applicable appeal:

\_\_\_ Appeal against declined illness or misadventure application

\_\_\_ Appeal against a zero mark

Date of Issue: \_\_\_\_\_

Complete the information below and return to the Deputy Principal within 3 days of receiving this form.

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

Subject: \_\_\_\_\_

Assessment Task Description:

\_\_\_\_\_

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

In the space provided below, state the grounds on which you are appealing against a zero mark/declined illness or misadventure application.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date Returned: \_\_\_\_\_ Deputy Principal Signature: \_\_\_\_\_



## Panel Decision Re: Student Appeal

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

Subject: \_\_\_\_\_

Assessment Task Description:

\_\_\_\_\_

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

Panel's decision (tick one outcome):

Apply a zero mark

No penalty applied

Other penalty applied (eg reduction in marks/percentage). Please state:

\_\_\_\_\_  
\_\_\_\_\_

Reasons for the panel's decision:

\_\_\_\_\_  
\_\_\_\_\_

Panel Members:

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

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

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

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

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

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

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

## Appendix E – Assessment Planner

2022							
Week	Term 1	Week	Term 2	Week	Term 3	Week	Term 4
1	(Friday 28/1 Staff Development Day)	1		1		1	
2		2		2		2	
3		3		3		3	
4		4		4		4	
5		5		5		5	
6		6		6		6	
7		7		7		7	
8		8		8		8	
9		9		9		9	
10		10		10		10	
11						11	