

Heathcote High School
YEAR 10
ASSESSMENT BOOKLET
2018



Excellence, Opportunity and Success for all our students

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Year 10 Record of School Achievement (RoSA) Assessment Policy

What is assessment?

Assessment is an attempt to measure achievement over a period of time. Achievement can be measured through examinations, practical tests, fieldwork, assignments, classwork and in other ways.

What is the purpose of 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 develop an assessment program for each course. The guiding principle for these processes is to ensure fairness and equity and that no student gains an advantage.

This program must:

- identify the assessment tasks which will be used and the outcomes being assessed
- identify the term/week that the assessment task is due in the assessment booklet
- provide a minimum of two weeks written notice of the specific date that the assessment task is due including task requirements (in class, hand-in etc)
- specify the 'task weighting' including syllabus components (where appropriate)
- explain the nature of each assessment task (assignment, test etc)
- inform students about their responsibilities in relation to 'Accident, Illness or Misadventure'
- inform students about the appeals process
- ensure a one week assessment and excursion free period prior to examination periods (with the exception of sport knockout teams)

What are the students' responsibilities?

- complete assessment tasks, assignments and projects to the best of their ability
- seek assistance from the teacher when they are struggling to complete assigned tasks
- check with classroom teachers for work and assessments issued whilst on leave
- ensure tasks are submitted by the due date
- ensure any work completed using computer technology is backed up on a memory stick or emailed to their school account

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 NESAs warning letter (Years 9-12) or
- they have not responded to a Faculty Letter of Concern (ie, made the necessary improvements – HT's discretion)

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

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 may result in the awarding of zero marks for that task

Unfair Advantage – Attendance on the day of Assessable Tasks (excluding illness or approved leave)

So that no student will be given an unfair advantage over others, students must attend ALL timetabled lessons on any day they have an assessable task or substitute task scheduled. Breaches of this rule will mean the task will not be accepted from the student and 'NS' (No Submission) will be recorded as the mark.

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 10, 11 and HSC 12.

Exemptions will not automatically be approved as per the following extracts from the DEC 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.

Accident, Illness or Misadventure

If a student is unable to complete an assessment task or exam due to what is termed 'accident, 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 'Accident, 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 may 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 of the Year 10 – Record of School Achievement.

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, CDs 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 which is also reported by supervisors of marking in the HSC examination
- 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 (consisting of 2 members of the school executive who were not part of the Assessment Review Panel).

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.

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

Grade	General Performance Descriptors
A	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	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.
C	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.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	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.
N	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 NESA; 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
A10	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.
A9	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.
B8	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.
B7	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.
C6	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.
C5	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.
D4	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.
D3	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.
E2	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.

English

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.

Task Number	Term	Task Type	Weighting
1	Term 1 Week 8	Poetry Viewing and Representing plus class tasks on ALARM self-reflections	25
2	Term 2 Week 4	Half Yearly Examination - Voices Film Study - Writing on Perspective	15
3	Term 3 Week 8	Close Study of a Novel – Critical Essay	25
4	Term 4 Week 5	Yearly Examination - Drama – Script Creative Writing	15
5	Terms 1-4	Wide Reading Program	15
6	Terms 1-4	Word Flyers	5
TOTAL			100

Mathematics: 5.3, 5.2 & 5.1 Pathways

Task Number	Term	Task Type	Weighting	Further Details (If required)
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	40	At least 6 topic tests in class
TOTAL			100	
		The Half Yearly Assessment will use tasks 1 and 4		
		The final grade will be determined using all tasks.		
<p>The final grade for each student will be allocated according to results and determined in conjunction with NESAs, 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"> • Formal: class based assessment of knowledge, skills and understanding - eg class tests, homework and assignments. • Informal: teacher's judgement and observation - eg, bookwork, participation <p>All set tasks must be completed to the standard required by the class teacher.</p>				

Science

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.

Task Number	Term	Task Type	Weighting	Further Details (if required)
1	Term 1 -4 at end of each topic	Topic Tests	25	Five short assessments — one each related to a different topic
2	Term 2 Week 4	Half Yearly Examination	20	Knowledge test
3	Term 3 Week 2	Student Research Project	25	Individual practical project
4	Term 4 Week 5	Yearly Examination	30	Knowledge test
TOTAL			100	

History

Stage 5 History is completed throughout Year 10, with Stage 5 Geography having been completed during Year 9 the previous year.

Task Number	Term	Task Type	Weighting
1	Term 1 Week 8	Empathy Writing Task: <ul style="list-style-type: none"> Industrial Revolution 	20
2	Term 2 Week 4	Half Yearly Examination: <ul style="list-style-type: none"> Stage 5 Historical Skills Movement of People – Slaves, Convicts, Free Settlers 	30
3	Term 3 Week 7	In-class extended response: <ul style="list-style-type: none"> Australia at War 	20
4	Term 4 Week 5	Yearly Examination: <ul style="list-style-type: none"> Stage 5 Historical Skills Rights and Freedoms – Freedom Rides, Stolen Generation, Reconciliation Movement 	30
TOTAL			100

Personal Development/Health/Physical Education

In the subject of PD/H/PE students will be required to complete eight tasks that will be considered for the allocation of their grades. NESA's General Performance Descriptors will be considered when allocating the students final grade. PD/H/PE assessment tasks are in the table below.

Special Circumstances

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.

Task Number	Term	Task Type	Weighting	Further Details (If required)
1	Term 1 Week 9	Theory Assessment Task: Driver Education	15	
2	Term 1/2	Athletics	10	
3	Term 2 Week 4	Half Yearly Examination	15	
4	Term 3	Gymnastics	10	
5	Term 3 Week 3	Theory Assessment Task: Drug Education	15	
6	Term 3	Dance	15	
7	Term 4 Week 5	Yearly Examination	20	
TOTAL			100	

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 Number	Term	Task Type	Weighting	Further Details (If required)
1	Term 1 Week 8	Investigation	15	The diverse needs of children
2	Term 2 Week 6	Analysis	15	Play
3	Term 3 Week 2	Research and Communication	20	Family Interactions
4	Term 4	Class Mark	20	Class Mark includes bookwork, participation, unit tests and homework.
5	Term 4 Week 5	Yearly Examination	30	Covers all course work
TOTAL			100	

Commerce

Task Number	Term	Task Type	Weighting
1	Term 2 Week 1	Research Task	20
2	Term 2 Week 4	Half Yearly Examination	30
3	Term 3 Week 7	Research Task	20
4	Term 4 Week 5	Yearly Examination	30
TOTAL			100

Food Technology

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.

Task Number	Term	Task Type	Weighting	Further Details (If required)
1	Term 2 Week 2	Research and Communication	15	Food for Special Needs
2	Term 3 Week 2	Designing and Planning	15	Food Service and Catering
3	Term 4	Class Mark	20	Class mark includes bookwork, participation, unit tests and homework.
4	Term4	Cumulative Practical Assessment	20	Accumulation of the years practical application results
5	Term 4 Week 5	Yearly Examination	30	Covers all course work
TOTAL			100	

Forensic Archaeology

Task Number	Term	Task Type	Weighting
1	Term 1 Week 10	Research Task	20
2	Term 2 Week 4	Half Yearly Examination	30
3	Term 3 Week 7	Research Task	20
4	Term 4 Week 5	Yearly Examination	30
TOTAL			100

French

Student assessment in French will reflect the extent to which each student has achieved the outcomes of the syllabus in each of the skill areas of reading, writing, listening and speaking in addition to moving between cultures.

Task Number	Term	Task Type	Weighting	Other Details
1	Term 1 Week 9	Assignment	15	
2	Term 2 Week 4	Speaking Assessment	5	Individual testing held during the Half Yearly Examination period
3	Term 3 Week 3	Assignment	15	
4	Term 4 Week 5	Speaking Assessment	5	Individual testing held during the Yearly Examination Period
5	Term 1 - 4	Topic Knowledge Tests	50	Short in-class tests held at the end of each topic
6	Term 1 - 4	Class mark	10	Based on bookwork, participation and homework
TOTAL			100	

Graphics Technology

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

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

Industrial Technology: Art Metal, Mechatronics, Metalwork, Timber

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

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

Marine Science (Marine & Aquaculture Technology)

Task Number/Name	Term	Task Type	Weighting	Further Details (if required)
1. Rock platforms mangroves field study	Term 1 Week 7	Field Trip Report	20	
2. Water Birds task	Term 2 Week 5	Digital Presentation	15	
3. Dangerous Marine Creatures task	Term 3 Week 8	Brochure	20	
4. Boat Licence	Term 4 Week 2	Knowledge test	15	
5. Yearly Examination	Term 4 Week 5	Formal Examination	30	Includes assessment of all completed course
TOTAL			100	

Music

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

Task Number	Term	Task Type	Weighting	Further Details (if required)
1	Term 1 Week 10	Performance	25	
2	Term 2 Week 10	Composition Theory Assignment	25	
3	Term 3 Week 10	Aural Exam	25	Aural analysis
4	Term 4 Week 3	Performance	25	
TOTAL			100	

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 Number	Term	Task Type	Weighting	Further Details (If required)
1	Term 2 Week 2	Practical making	30	Completed artworks, lead up work in VAPD and artist's statement
2	Term 2 Week 4	Critical and Historical studies	20	Half yearly examination
3	Term 4 Week 6	Practical making	30	Completed artworks, VAPD and artist's statement
4	Term 4 Week 5	Critical and Historical studies	20	Yearly examination
TOTAL			100	

Physical Activity and Sport Studies

In the subject of PASS students will be required to complete six tasks that will be considered for the allocation of their grades. NESA's General Performance Descriptors will be considered when allocating the students final grade.

Task Number	Term	Task Type	Weighting	Further Details (If required)
1	Late Term 1	Fitness Assessment 1	15	
2	Term 2 Week 4	Half Yearly Examination	20	
3	Term 2	Practical Assessment 2	15	
4	Term 3 Week 9	Sport Coaching Practical/Major Assignment	25	
5	Term 4 Week 5	Yearly Examination	25	
TOTAL			100	

Textiles Technology

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.

Task Number	Date or Term	Task Type	Weighting	Further Details (If required)
1	Term 2 Week 6	Practical and Folio	25	Unit 1
2	Term 3 Week 10	Practical and Folio	25	Unit 2
3	Term 4 Week 5	Class Mark	20	Class Mark includes bookwork, participation, unit tests and homework.
4	Term 4 Week 5	Yearly Examination	30	Covers all course work
TOTAL			100	

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 Number	Term	Task Type	Weighting	Further Details (If required)
1	Term 2 Week 2	Art making	30	Completed artworks, VAPD and artist statement
2	Term 2 Week 4	Critical and Historical Studies	20	Half Yearly Examination
3	Term 4 Week 3	Art making	30	Completed artworks, VAP and artist statement
4	Term 4 Week 5	Critical and Historical Studies	20	Yearly Examination
TOTAL			100	

Appendix A – NESA Warning Letter



HEATHCOTE HIGH SCHOOL
NSW Education Standards Authority Warning Letter



Date _____

Dear [Parent/Guardian]

OFFICIAL WARNING

NON COMPLETION OF YEAR 10 COURSE

I am writing to advise that your son/daughter _____ *student name* _____ is in danger of not meeting the Course Completion Criteria for Year 10 in _____ *course name* .

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____ *course name* .

A minimum of two course-specific warnings must be issued prior to a final non-completion of course 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 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, they place themselves at risk of receiving 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*

_____ *Is not a mandatory course*

To date _____ *student name* _____ 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 _____ *student name* _____ to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed.

Task Name/Course Requirement	Date/s task/s course requirement/s initially due (if applicable)	Action required by student	Revised date to be completed by (if applicable)

Please discuss this matter with _____ student name _____ and contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher/Head Teacher

Principal

✂.....

Please detach this section and return to the school.

Requirements for the satisfactory completion _____ course name _____ for the Year 10 – Record of School Achievement.

- I have received the letter dated _____ indicating that _____ student name _____ is in danger of not having satisfactorily completed _____ course name _____.
- I am aware that this course may appear on his/her Record of School 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.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

Appendix B – Accident, Illness or Misadventure Application



HEATHCOTE HIGH SCHOOL

Wilson Parade, Heathcote

Ph: 9520 9488

Fax: 9520 8609



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

Step 2: Complete the information below and attach documentation

Name: _____ Year: _____

Subject: _____

Assessment Task: _____

Date Due: _____

State which one you are applying for: Illness, Accident or Misadventure _____

Please Note:

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

Reason for your application: _____

Medical Certificate from:

Name: _____ Signature: _____

or other verification _____

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)

Reason: _____

Deputy Principal Signature: _____ Date: _____

Step 4: See the relevant Head Teacher and your class teacher

Action: _____

Head Teacher Signature: : _____ Date: _____

Class Teacher Signature: _____ Date: _____

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

Appendix C – Student Appeal Form



HEATHCOTE HIGH SCHOOL

Wilson Parade, Heathcote

Ph: 9520 9488

Fax: 9520 8609



STUDENT APPEAL FORM

Place a tick alongside the appropriate appeal:

___ Appeal against declined accident, illness or misadventure application

___ Appeal against a zero mark

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, accident or misadventure application.

Date of issue: _____

Deputy Principal Signature: _____

Appendix D – Panel Decision Re: Student Appeal



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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

Assessment Planner							
2018							
Week	Term 1	Week	Term 2	Week	Term 3	Week	Term 4
1		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							