

NOWRA HIGH SCHOOL

**YEAR 10
ASSESSMENT
BOOKLET
2019**



WISDOM THROUGH KNOWLEDGE

**RESPECT
RESPONSIBILITY
SAFETY
LEARNING**

Year 10 Assessment Booklet

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Record of School Achievement (RoSA)

In 2011, it was announced that there will be no more state wide School Certificate tests in NSW. While there will be no state wide tests at the end of Year 10, schools will still provide grades for students at the end of the year based on assessment practices within each school.

Since 2013, the NSW Education Standards Authority (NESA) has developed a new credential to replace the School Certificate, the Record of School Achievement (RoSA). This new credential has been created for students who leave school after completing Year 10, but before receiving their HSC at the end of Year 12.

Students will need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC will receive a RoSA.

The Record of School Achievement (RoSA) will:

- Provide an ongoing, cumulative record of student achievement. It will record grades for courses students complete in Year 10 and in Year 11 based on School Assessment.
- A to E grades are currently awarded for courses completed in Year 10. This system will be extended to include courses completed after Year 10 up to the time a student receives an HSC result.
- Students will be required to complete assessment tasks developed by their school. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit these grades to the Board of Studies NSW for inclusion on the RoSA.

The NSW Education Standards Authority (NESA) has:

- Introduced an optional online literacy and numeracy testing for school leavers.
- Provide the opportunity for students to incorporate extra-curricular achievements by uploading to NESA evidence of their achievements while at school. (e.g Sport, Volunteering and Work Experience).

For information on the development of the Record of School Achievement parents and students can access material at the following web address:

<http://www.boardofstudies.nsw.edu.au/rosa>

The Record of School Achievement will be issued to those students who have fulfilled the NESA mandatory requirements. Students must have studied four core subjects: English, Mathematics, Science and History / Geography, plus two electives and PD.H.PE. At some time during Years 7-10, students are also required to study courses in [Creative Arts](#), [Technology and Applied Studies](#) and [Languages](#). All courses MUST be studied satisfactorily. This means that students:

- follow the courses developed or endorsed by NESA
- have a pattern of attendance that supports achievement of some or all of the course outcomes
- apply themselves with diligence and sustained effort to achieve some or all of the course outcomes
- make a serious attempt in all school based assessment activities.

Grades

Students are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of [Course Performance Descriptors](#) developed by NESA. Information about the course descriptors can be viewed at:

http://www.boardofstudies.nsw.edu.au/schoolcertificate/sc_cpd.html

Broadly, grades are based on the following levels of achievement

Grade	Level of Achievement
A	Outstanding
B	High
C	Satisfactory
D	Basic
E	Limited
N	Not satisfactorily completed

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and level of achievement. Failure to meet one or more of these requirements may lead to an 'N' or 'Non-completion' determination for that course. An 'N' determination for a course may result in the student being ineligible for the RoSA. They will be issued with a Transcript of Study (TOS).

Life Skills

Courses based on Life Skills outcomes and content are available in each syllabus. They are for students with special education needs, particularly those with an intellectual disability. Grades are not awarded.

Thinking of Leaving School at the end of Year 10?

From 2010, all NSW students must complete Year 10.

After Year 10 and until the age of 17 students must be:

- in school, or registered for home schooling OR
- in approved education or training OR
- in full-time, paid employment (average 25 hours/week) OR in a combination of these.

What to do if leaving school.

If a student wants to leave school at the completion of Year 10, **evidence** that s/he is undertaking one or more of the above options must be provided to the school in writing.

Employment Requirements for School Leavers

At the end of Year 10, **Full-time paid employment** (an average of at least 25 hours or more per week) is recognised as a legitimate alternative after the completion of Year 10 provided the student is 15 years old. **Part-time** employment, by itself, **is not recognised** as an alternative to school but it could be included as part of a mix of employment and education or training provided the student is 15 years old.

Information for parents and school leavers can be found at

<http://www.schools.nsw.edu.au/leavingschool/schoolleaveage/index.php>

The schools nsw website covers questions you may have about

- [Leaving age aims](#)
- [Student choices](#)
- [Employment](#)
- [Alternatives & exceptions](#)
- [Allowances](#) (Youth Allowance)
- [Curriculum](#)
- [Full time apprenticeships and traineeships for students who have completed Year 9.](#)

ASSESSMENT TASKS

In order to accurately assess students on the basis of Course Performance Descriptors, students will be required to complete assessment tasks in each course. These tasks are listed at the end of this booklet. Student assessment relates to the student's overall achievement in a course. Assessment in a course should relate to the stated objectives and outcomes of the course. It can be formal or informal. Everyday class work may be included in the formulation of a course grade. When assessment tasks are scheduled students will receive at least 5 school days notice before the task.

SATISFACTORY COMPLETION OF A COURSE

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- a. *followed the course developed or endorsed 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.*

For the satisfactory completion of a course, NESA does not mandate attendance requirements. As a guide, however, if a student's attendance falls below 85% of a school's programmed lesson time for a course, a Principal may determine that, as a result of absence, the above course criteria have not been met.

Any student in danger of not satisfying a course will receive a warning letter. These may be sent in Year 9 or Year 10. Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the requirements of the course. The Principal will then apply the N determination. The school will enter an 'N' on the Grading Recommendation Schedule.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on the RoSA of Transcript of Study.

If a student has been given an 'N' determination in a mandatory course, they will not be eligible for a Record of School Achievement. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words "Not completed" will appear next to each 'N' determined course.

ACCIDENT / ILLNESS MISADVENTURE

If you miss an assessment task or you are unable to submit a task on the due date because of illness, accident or misadventure, then you must:

- Report to the subject Head Teacher immediately upon your return to school.
- Bring valid documentation to support your inability to attend or submit the task. This means, for example, a Doctor's Certificate if you were unwell, which states you were not fit to complete a task, or a signed validated letter of explanation from your parent/s. You must have a **valid** reason.
- The Head Teacher will provide you with an Application for Illness / Accident / Misadventure form to fill in and will explain the process to you. The Head Teacher will determine the validity of submissions.

A valid reason could include a serious illness, accident or misadventure (for example severe family problems) that would prevent you from doing the task on the scheduled date. If, for family reasons or severe illness, you will be away from school for an extended period, you must let the Head Teacher know **in advance** so that alternative arrangements can be made for you.

Overseas trips, extended holidays, dental appointments, RTA appointments or meeting relatives, etc. are **NOT valid reasons** for missing an assessment task. Sleeping in or attending a social function are also not valid reasons.

Representing the school at sport or a cultural event may be valid but you **must** have written evidence from the organising teacher.

If your reason for missing an assessment task is considered valid (AND you have followed the correct procedure) the choice of either doing the original task or, completing an alternative or similar task will be made by the Head Teacher of that subject.

If you **miss an assessment task without a reason, a zero mark will be awarded** and an N-warning letter issued.

NHS YEAR 7-10 ACADEMIC MALPRACTICE POLICY

The following policy is to be read in conjunction with supporting documents in the ACE Manual.

<http://ace.bostes.nsw.edu.au/>

Nowra High School is committed to providing an educational approach to academic integrity through support and guidance to develop students' academic skills. Student academic integrity means acting in accordance with the core values of honesty, fairness, respect and responsibility in learning. It is imperative students act in a truthful way, are accountable for their actions, and show fairness in every aspect of their work.

All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. If academic malpractice is detected during the marking process, this will result in students **receiving a zero mark for the task**.

To prevent academic malpractice, students are encouraged to utilise free plagiarism software to check their work prior to submission. Suggested software includes <https://searchenginereports.net/plagiarism-checker/> or <http://smallseotools.com/plagiarism-checker/>

1. Malpractice Definition

Academic malpractice undermines the core values of honesty, fairness, respect and responsibility in academic integrity. Breaches of academic integrity can occur by either inadvertent or intentional conduct.

Academic malpractice incorporates but is not limited to dishonest behaviour carried out for the purpose of gaining an unfair advantage in the assessment process. Malpractice in any form is unacceptable.

Academic malpractice includes but is not limited to the following:

1.1 Cheating in Examinations, inclusive of in-class tests and assessments by either;

- a) Behaving in a dishonest manner during an examination which includes possessing and or accessing prohibited equipment such as mobile phones and notes;
- b) Communicates or attempts to communicate with peers;
- c) Copies or attempts to copy from peers;
- d) Falsifying explanations to explain work not handed in (including medical certificates).

1.2 Fabrication of results includes student misrepresentation of having conducted research, experiments, surveys, or observations, which have not occurred, and/or submits results not supported by evidence.

1.3 Plagiarism occurs when the work of another, for example (ideas, designs, words, sounds or images) is represented, either inadvertently or intentionally, as one's own original work and without appropriate citation of the author or the source. Unless advised otherwise by the Faculty issuing the Assessment Task, students should use the Harvard Referencing Guide. For correct citation guidelines see Appendix 6. This category of academic malpractice includes but is not limited to;

- a) collusion; preparing work with one or more students or in a group and presenting this work as their own which can include;
- Preparing a piece of work together;
 - Determination of methods/approach to an assessment task;
 - Distribution of questions and/or answers for completed assessment tasks.
- b) obtaining or requesting a piece of work, which is not a student's own and representing it as if it were, by:
- Engaging the use of commercial services including the internet for pre-written or specially prepared work;
 - Use of another person's work for example a peer or person who is not a member of the school.
- c) self-plagiarism, reusing your own work previously submitted in another assessment task;
- d) paraphrasing a paper either in electronic or printed form, without appropriate citation; See Appendix 6 for citation guidelines;
- e) direct copying of material, cutting, pasting or piecing information from single or multiple sources and presenting the information as original work;
- e) submission of a peer's work either partially or completely as one's own work, even with the student's knowledge or consent.

2. Inadvertent or intentional academic malpractice

On occasion, students that plagiarise may do so inadvertently as a result of inadequate study skills and/or lack of familiarity with academic writing skills. In response to an incident of unintentional plagiarism detected during the marking process, Nowra High School may require the students to seek assistance from staff or the Learning Support Team.

On the first occasion of plagiarism, students will be required to resubmit the task and will be eligible to receive half the value of the original assessment task. If the student fails to resubmit the task, they will receive **a mark of zero**. Repeated incidents of plagiarism detected during the marking process will result in the student **receiving a zero mark for the task**.

Some students that plagiarise do so intentionally, with the aim to deceive. This constitutes a cognisant and pre-meditated form of academic malpractice and demonstrates a significant breach of the core values of academic integrity. Students who are found to repeatedly engage in academic malpractice conduct will be subject to the consequences outlined below.

3. Consequences of Academic Malpractice

- a) If you are guilty of academic malpractice, you will get **zero** for the entire assessment task and receive an N warning for that task. Continued instances of malpractice may result in you getting an N determination for the subject.
- b) Although you will receive no marks, you will need to resubmit the task in order to meet NESAs requirements for the satisfactory completion of the course
- c) Your parents/carers will be informed.
- d) Repeated instances of academic malpractice will be dealt with using the school's discipline policy and may result in suspension or possible expulsion for continued disobedience.

This policy was created in consultation with NESAs and various university policies on academic malpractice.

HOW TO SUCCEED AND AVOID STRESS AT THE SAME TIME

This is your final year in the Junior School. The work habits you develop and refine this year will not only help determine the quality of your School Certificate and end of year school report, they will also be invaluable in the Senior School when you are studying for the HSC. For those few who leave school at the end of this year, your efforts this year will help determine your chances of finding a job or apprenticeship or getting a place with another education provider, eg. TAFE. Whatever pathway you choose, it is more important than ever this year to take your responsibilities as a student seriously.

GETTING ORGANISED

- Buy a diary and **USE** it. Write in all your homework and other tasks.
- Write all your assessment tasks on a large wall calendar and refer to it often.
- Set up a proper, well-organised workspace in a quiet, airy, well-lit area.
- Decide on a regular homework / study time and stick to it.
- Turn off the radio and music. Consider moving the TV out of your room permanently.

Consider your personal study preferences. Do you:

- work better early in the morning or in the evening?
- like to eat before or after you do your homework?
- like to be warm or cool?
- prefer a strong or soft light?
- like it to be quiet or to have some noise? No loud music or fast beats though!

SOME STUDY SUGGESTIONS

- Keep your school books tidy, well organised and up to date. You need to be able to find and read those notes.
- Start your homework time by looking over all your class work for that day. Try to remember classroom discussions, practise a few of those class tasks again.
- Break up big assignments into “chunks” and work through them one at a time.
- Write summaries at the end of units or create mind maps linking concepts.
- Put summary notes and study cribs up on your walls, the door, the ceiling.....
- Tape your notes and listen to them.
- Get mum, dad or a sibling to “hear” what you need to memorise.
- Find a “study buddy”. Work with a friend who wants to do well too.
- Do a little often, don’t leave anything to the last minute.
- Start preparing for examinations several weeks beforehand. Make a study timetable.

MANAGING STRESS

Get good at organization and time management! These skills come with practice.

Prioritise and make plans!

Be positive! Expect to succeed! Imagine how good you will feel as you are handing in your work.

Listen for and block negative self-talk. You can do it! You do deserve success!

Eat well and get plenty of exercise!

Remember to schedule in some “me” time. Do things you enjoy and spend time with friends.

Keep a good balance between school, your social life, family and job commitments.

Feeling overwhelmed? You won’t be the first! Talk to someone you trust!

Work at keeping relationships good at home. It’s amazing how understanding and helpful parents can be if you let them.

Promise yourself a reward when you complete a difficult task. It doesn’t have to be big!

Not all stress is bad. Managed properly, it can help you reach greater heights.

If you need help, ask for it! Remember that your teachers, your Year Adviser and your Deputy are all there to help you achieve your goals.

AGRICULTURE TECHNOLOGY

Year 10 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1. Beef Assignment	Report on an issue in beef management	1	6	20%
Task 2. Practical Test	Beef and Poultry management skills	1	10	10%
Task 3. Half Yearly Examination	Knowledge & Understanding of beef and poultry production	2	4	20%
Task 4. Experimental report	Scientific report on a plant nutrition trial	3	10	20%
Task 5. Practical Test	Horticulture and experimental design skills	4	3	10%
Task 6. Yearly Examination	Knowledge & Understanding of experimental design, fruit production and winter crops	4	3	20%
TOTAL				100

CHILD STUDIES

Year 10 Course Assessment

Assessment Schedule

Assessment Task and Name	Component	Due		Task Value
		Term	Week	
Task 1 Practical Applications	Food & Nutrition in Childhood; Media and Technology in Childhood; Children and Culture; The Diverse Needs of Children	1 – 4	Ongoing	50%
Task 2 Bookwork; classwork activities; homework	Food & Nutrition in Childhood; Media and Technology in Childhood; Children and Culture; The Diverse Needs of Children	1 – 4	Ongoing	20%
Task 3 Research Task, Pamphlet and Practical Task	Food & Nutrition in Childhood	2	2	10%
Task 4 Research Task, Pamphlet and Practical Task	Media and Technology in Childhood	3	6	10%
Task 5 End of Course/Unit Examination	Food & Nutrition in Childhood; Media and Technology in Childhood; Children and Culture; The Diverse Needs of Children	4	4	10%

Components/Areas of Study

Food and Nutrition in Childhood
Media and Technology in Childhood
Children and Culture
The Diverse Needs of Children

DANCE

Year 10 Course Assessment

Assessment schedule

Assessment Task and Name	Component	Due		Total Task Value
		Term	Week	
Task 1	Cry Analysis Task	1	10	25%
Task 2	African Dance Performance and Composition Task	2	3	25%
Task 3	Jazz Dance Performance and Composition Task	3	3	25%
Task 4	Musical Theatre Performance Task	4	3	25%

DRAMA

Year 10 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Melodrama Play building	1	511	20%
Task 2	Shakespeare	2	9	30%
Task 3	Australian Drama	3	9	25%
Task 4	Commedia del Arte	4	4	25%

ELECTIVE COMMERCE

Year 10 Course Assessment

Assessment Schedule

Assessment Task and Name	Component	Due		Task Value
		Term	Week	
Task 1 Skills x 3	<ul style="list-style-type: none">• Financial Skills• Bookwork• ICT Tasks	1 - 4	various	30%
Task 2 Employment Issues/Towards Independence	<ul style="list-style-type: none">• Knowledge and Understanding• Research• Communication	2	3	35%
Task 3 Travel Portfolio	<ul style="list-style-type: none">• Knowledge and Understanding• Research• Communication	4	2	35%

ENGLISH

Year 10 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	The Power of Image a) Draft Submission b) Short Story	1	7 9	5% 15%
Task 2	Half-Yearly Examination Unseen Textual Analysis	2	4	30%
Task 3	Cultural Study Differentiated Extended Response	3	8	30%
Task 4	Yearly Examination Unseen Textual Analysis	4	4	20%

FOOD TECHNOLOGY

Year 10 Course Assessment

Assessment Schedule

Assessment Task and Name	Component	Due		Task Value
		Term	Week	
Task 1 Service with a Smile; Days for Celebrating; Trendsetters Practical Work	Food Preparation & Processing, Nutrition & Consumption, Food Selection & Health, Food Service & Catering; Food for Special Occasions; Food Trends	Ongoing throughout Terms 1 - 4		50%
Task 2 Service with a Smile; Days for Celebrating; Trendsetters Bookwork & Homework	Food Preparation & Processing, Nutrition & Consumption, Food Service & Catering;	Ongoing throughout Terms 1 - 4		20%
Task 3 Service with a Smile; Days for Celebrating; Trendsetters Assessment Task and Practical Task	Food Preparation & Processing, Nutrition & Consumption, Food Service & Catering; Food for Special Occasions	2	4	10%
Task 4 Service with a Smile; Days for Celebrating Unit Tests	Food Preparation & Processing, Nutrition & Consumption, Food Service & Catering; Food for Special Occasions	3	6	5%
Task 5 Days for Celebrating Negotiated Group Research Task and Presentaion	Food Preparation & Processing, Nutrition & Consumption, Food Service & Catering;	3	10	10%
Task 6 End of	Food Preparation & Processing, Nutrition & Consumption, Food Service & Catering; Food for Special Occasions; Food Trends	4	4	5%

Components/Areas of Study

CORE
Food Preparation & Processing
Nutrition & Consumption
FOCUS AREAS
Food Service and Catering
Food for Special Occasions
Food Trends

GEOGRAPHY

Year 10 Course Assessment

Assessment Schedule

Assessment Task and Name	Component	Due		Task Value
		Term	Week	
Task 1 Human Wellbeing Research Task	<ul style="list-style-type: none">• Knowledge and Understanding• Geographical Skills• Communication	1	9	40%
Task 2 Cumulative Skills Task One: Comparative Study	<ul style="list-style-type: none">• Knowledge and Understanding• Geographical Skills• Communication	2	4	10%
Task 3 Cumulative Skills Task Two: Geographical Skills Quiz	<ul style="list-style-type: none">• Knowledge and Understanding• Geographical Skills• Communication	4	2	10%
Task 4 Environmental Change and Management Essay	<ul style="list-style-type: none">• Knowledge and Understanding• Geographical Skills• Communication	3	5	40%

GLOBAL LANGUAGES

Year 10 Course Assessment

Assessment Schedule

Assessment Task and Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Listening and Responding	1	9	25%
Task 2	Speaking	2	2	25%
Task 3	Writing	2	8	25%
Task 4	Reading and Responding	4	2	25%

HISTORY

Year 10 Course Assessment

Assessment Schedule

Assessment Task and Name	Component	Due		Task Value
		Term	Week	
Cumulative Skills Task Web-based Research Activity	<ul style="list-style-type: none">• ICT Literacy	1	5	10%
Topic Test World War II	<ul style="list-style-type: none">• Source Analysis• Knowledge and Understanding	1	8	30%
Verbal Communication Task Rights and Freedoms 1945 - present	<ul style="list-style-type: none">• Knowledge and Understanding• Communication• Terms and concepts	3	5	30%
Research Task The Cold War and the Vietnam War	<ul style="list-style-type: none">• Written Communication• Knowledge and Understanding	4	2	30%

INDUSTRIAL TECHNOLOGY – ENGINEERING

Year 10 Course Assessment

Assessment Components and Weightings

Assessment Schedule

Assessment Task and Name	Description of TAsk	Term	Week	Task Value
Task 1	Practical Work Semester 1	1 and 2	4	20%
Task 2	Theory/Assignments Semester 1	1 and 2	4	20%
Task 3	Practical Work Semester 2	3 and 4	6	30%
Task 4	Theory/Assignments Semester 2	3 and 4	6	30%

INDUSTRIAL TECHNOLOGY - MULTIMEDIA

Year 10 Course Assessment

Assessment Components and Weightings

Components	Weighting
Practical Work	70%
Theory Work / Assignments	30%
	Total: 100%

Assessment Schedule

Task	Component	Term	Week	Task Value
1	Advertising Package	1	6	20%
2	Electronic Presentation	2	2	15%
3	Interactive Presentation	2	9	20%
4	Photo Techniques	3	10	25%
5	Movie Making	4	3	20%

Each Semester is marked out of 100%

In Year 10 marks are reduced to 40% for Semester 1 and 60% for Semester 2 to obtain a mark out of 100.

INDUSTRIAL TECHNOLOGY - METALS

Year 10 Course Assessment

Assessment Components and Weightings

Components	Weighting
Practical Work	70%
Theory Work / Assignments	15%
End of Semester Examinations	15%
	Total: 100%

Assessment Schedule

Task	Component	Term	Task Value
1	Practical Work Semester 1	1 and 2	28%
2	Theory/Homework Assignments Semester 1	1 and 2	6%
3	Half Yearly Exam Semester 1	2	6%
4	Practical Work Semester 2	3 and 4	42%
5	Theory/Homework Assignments Semester 2	3 and 4	9%
6	End of Course Exam Semester 2	4	9%

INDUSTRIAL TECHNOLOGY – TIMBER

Year 10 Course Assessment

Assessment Components and Weightings

Components	Weighting
Practical Work	70%
Theory Work / Assignments	15%
End of Semester Exams	15%
	Total: 100%

Assessment Schedule

Task	Component	Term	Task Value
1	Practical Work Semester 1	1 and 2	28%
2	Theory/Homework Assignments Semester 1	1 and 2	6%
3	Half Yearly Exam Semester 1	2	6%
4	Practical Work Semester 2	3 and 4	42%
5	Theory/Homework Assignments Semester 2	3 and 4	9%
6	End of Course Exam Semester 2	4	9%

Each Semester is marked out of 100%

INFORMATION AND SOFTWARE TECHNOLOGY

Year 10 Course Assessment

Assessment Components and Weightings

Components	Weighting
Knowledge and Understanding	60%
Practical skills	40%
	Total: 100%

Assessment Schedule

Assessment Task & Name	Outcomes	Due		Task Value
		Term	Week	
Task 1 Interactive Fiction Game Design	5.2.1 describes and applies problem-solving processes when creating solutions 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems 5.5.1 applies collaborative work practices to complete tasks	2	2	30%
Class Tasks Completed via Grok Learning Platform and Google Classroom	5.2.3 critically analysis decision-making processes in a range of information and software solutions	2	3	30%
	5.3.2 acquires and manipulates data and information in an ethical manner.	4	3	
Task 2 Interactive Game/App Design and Tech Expo	5.2.1 describes and applies problem-solving processes when creating solutions 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems 5.3.2 acquires and manipulates data and information in an ethical manner. 5.5.1 Applies collaborative work practices to complete tasks 5.5.2 communicates ideas, processes and solutions to a targeted audience 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology.	4	2	40%

MARINE STUDIES

Year 10 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1. Topic test	Written test on Seafood topic	1	5	20%
Task 2. Report task	Fisheries Management report	2	4	30%
Task 3. Poster Task	Design a mangrove poster	3	8	20%
Task 4. Yearly Exam	Written test	4	2	30%

MATHEMATICS 5.1
Year 10 Course Assessment
Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Term 1 Test	1	9	15%
Task 2	Half Yearly Exam	2	4	10%
Task 3	Half Yearly Moderator	2	4	10%
Task 4	Term 3 Test	3	5	20%
Task 5	Yearly Mathematics Exam	4	4	25%
Task 6	Yearly Moderator	4	4	20%

MATHEMATICS 5.2
Year 10 Course Assessment
Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Term 1 Test	1	9	15%
Task 2	Half Yearly Exam	2	4	10%
Task 3	Half Yearly Moderator	2	4	10%
Task 4	Term 3 Test	3	5	20%
Task 5	Yearly Mathematics Exam	4	4	25%
Task 6	Yearly Moderator	4	4	20%

MATHEMATICS 5.3
Year 10 Course Assessment
Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Term 1 Test	1	9	15%
Task 2	Half Yearly Exam	2	4	10%
Task 3	Half Yearly Moderator	2	4	10%
Task 4	Term 3 Test	3	5	20%
Task 5	Yearly Mathematics Exam	4	4	25%
Task 6	Yearly Moderator	4	4	20%

MUSIC

Year 10 Course Assessment

Assessment Schedule

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Composition/ Musicology	1	8	35%
Task 2	Performance	3	5	25%
Task 3	Aural/ Musicology	4	5	40%

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Year 10 Course Assessment

Assessment Components and Weightings

Components	Weighting
Theory	60%
Practical	40%
	Total: 100%

Assessment Schedule

Assessment Task & Name	Component	Due		Task Value
		Term	Week	
Task 1 On the Road	Theory	1	8	30%
Task 2 Moving and Performing	Practical	2	4	20%
Task 3 Mental Health	Theory	3	5	30%
Task 4 Lifelong Leisure Games	Practical	3	10	20%

PHYSICAL ACTIVITY AND SPORTS STUDIES

Year 10 Course Assessment

Assessment Components and Weightings

Components	Weighting
Knowledge and Understanding	40%
Practical skills	60%
	Total: 100%

Assessment Schedule

Assessment Task & Name	Component	Due		Task Value
		Term	Week	
Task 1 Bronze Medallion	Practical	1	6	30%
Task 2 Getting Others Active and Healthy	Practical	2	10	20%
Task 3 Coaching	Theory/Practical	2	6	20%
Task 4 Movement Skills	Practical	3	6	30%

SCIENCE

Year 10 Course Assessment

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1. Research ICT	Identify and research secondary sources of information and present findings using ICT.	1	9	15%
Task 2. Student Investigation Project	Students are to conduct an investigation of an identified problem and come up with solutions.	2	2	25%
Task 3. Half Yearly exam	Multiple choice and written response questions about the scientific method, interpretation/use of data and knowledge and understanding of course content	2	4	15%
Task 4. Practical Skills (Experimental Procedures Task)	In class examination testing students understanding of planning and conducting scientific investigations.	3	5	15%
Task 5. Yearly Exam	Multiple choice and written response questions assessing students understanding of the Stage 5 Science course.	4	4	30%

VISUAL ARTS

Year 10 Course Assessment

Assessment Task & Name	Description of Task	Due		Task Value
		Term	Week	
Task 1	Body of Work	1	10	30%
Task 2	Artist Research Essay	2	5	40%
Task 3	Body of Work	4	2	30%



Appendix 1: **Sample MARKING GUIDELINES to be provided with tasks**

FACULTY:

SUBJECT:

ASSESSMENT TASK NO:

YEAR:

DATE GIVEN:

DATE DUE:

Marking Guidelines	BAND
	6
	5
	4
	3
	2
	1

STUDENT RECEIPT

(It is your responsibility to ensure this is filled in and kept as proof of handing in this task.)

ASSESSMENT TASK NO:	
DATE TASK HANDED TO TEACHER:	
TEACHERS NAME RECEIVING TASK:	
TEACHER SIGNATURE:	



Appendix 2 Assessment Missed Due to Illness/Misadventure

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Original Due Date:

Details of Illness/Misadventure/Absence

Date/s of Absences: to
Reason for Absence:
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other documentation

Student Signature: _____ **Date:** _____

Parent Signature: _____ **Date:** _____

Reply to Request to hand in/perform missed task

Teacher Recommendation: _____

New Date: _____

Head Teacher Recommendation: Mark awarded No mark awarded

Reason: _____

Head Teacher Signature: _____ Date: _____

Head Teacher Name: _____ DP: _____

Student copy Faculty copy Office copy Letter of concern



Appendix 3 Assessment To Be Missed Due to School/Other Business

Rescheduling Tasks due to Absence

Name: Date/s of Absences:to
Reason for Absence:
Evidence provided

Task Rescheduled Original Date	Head Teacher	New date, time and place	Submitted (DP to sign and date)

I agree that it is my responsibility to complete each task as allocated

Name: Signature: Date:/...../.....



Appendix 4 Application for Assessment Extension

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Reason for Application for Extension

<p>Reason for Application:</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other documentation</p>

Student Signature: **Date:**

Parent Signature: **Date:**

.....

Reply to Request for Application for Extension

Teacher Recommendation: Yes No

Reason:
.....

Head Teacher Recommendation: Yes No New Date:

Reason:.....

Head Teacher Name:

Head Teacher Signature: Date:

Class Teacher:

Class Teacher Signature: Date:



Appendix 5 Assessment Appeal

Student Name:
Course Name:
Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due Date:

Reason(s) for Appeal

Any review undertaken will NOT look at marks awarded for specific assessment tasks. Rather, the review will consider if the assessment tasks and processes were appropriate for the stage of the course being assessed.

Briefly, outline your reasons for lodging an appeal for this task

.....

.....

.....

.....

.....

Student Signature: **Date:**

Parent Signature: **Date:**

.....

Appeal Decision

Deputy Principal Recommendation: Granted Refused

Reason:.....

.....

Head Teacher Signature: Date:

Head Teacher Name: Deputy Principal:



Appendix 6 Harvard Style Referencing (Author – Date) Style, Books, Pamphlets and Brochures

Cutling, K 1991, *A guide to police writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

References cited from a Secondary Source

Wright, S 1996, *The way to go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997,

An Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling corruption', in *Policing Australia: Old issues new perspectives*, eds P Moir & H Eijkman, MacMillan, Melbourne.

An Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

A Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The great English debate', *Sydney Morning Herald*, 8 August, p. 6.

Electronic Sources (World Wide Web)

Web site: The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <<http://www.police.nsw.gov.au/main/>>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous crime prevention projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <http://www.cpu.sa.gov.au/sa_indproj.htm>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

The nature of cults 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <<http://www.ccg.m.org.au/articles/TheNatureOfCults1.html>>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

Web page within a Web site: For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision), the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.

NSW Police n.d., *Crime prevention in NSW*, viewed 29 April 2003,



HOW DO I STUDY?



tape your notes

Write summaries at the end of units



Put summary notes on the back of the toilet door

Get mum/dad to "hear" what you need to memorise

CREATE MIND MAPS LINKING CONCEPTS

Study with friends and some pizza



WORK OUT HOW YOU BEST LEARN, ARE YOU:

- Active** - Do you learn by doing?
- Kinesic** - non-verbal, remember after you have written, done, touched or made something?
- Reflective** - Do you learn by thinking things through?
- Verbal** - Learn through written and spoken word, talking things through, brainstorming in groups?
- Rote** - learn by memorizing, by repetition?
- Visual** - learn by seeing, reading, visualising (maps, pictures, diagrams, charts, films)
- Sequential** - learn best in linear, small, organised steps?