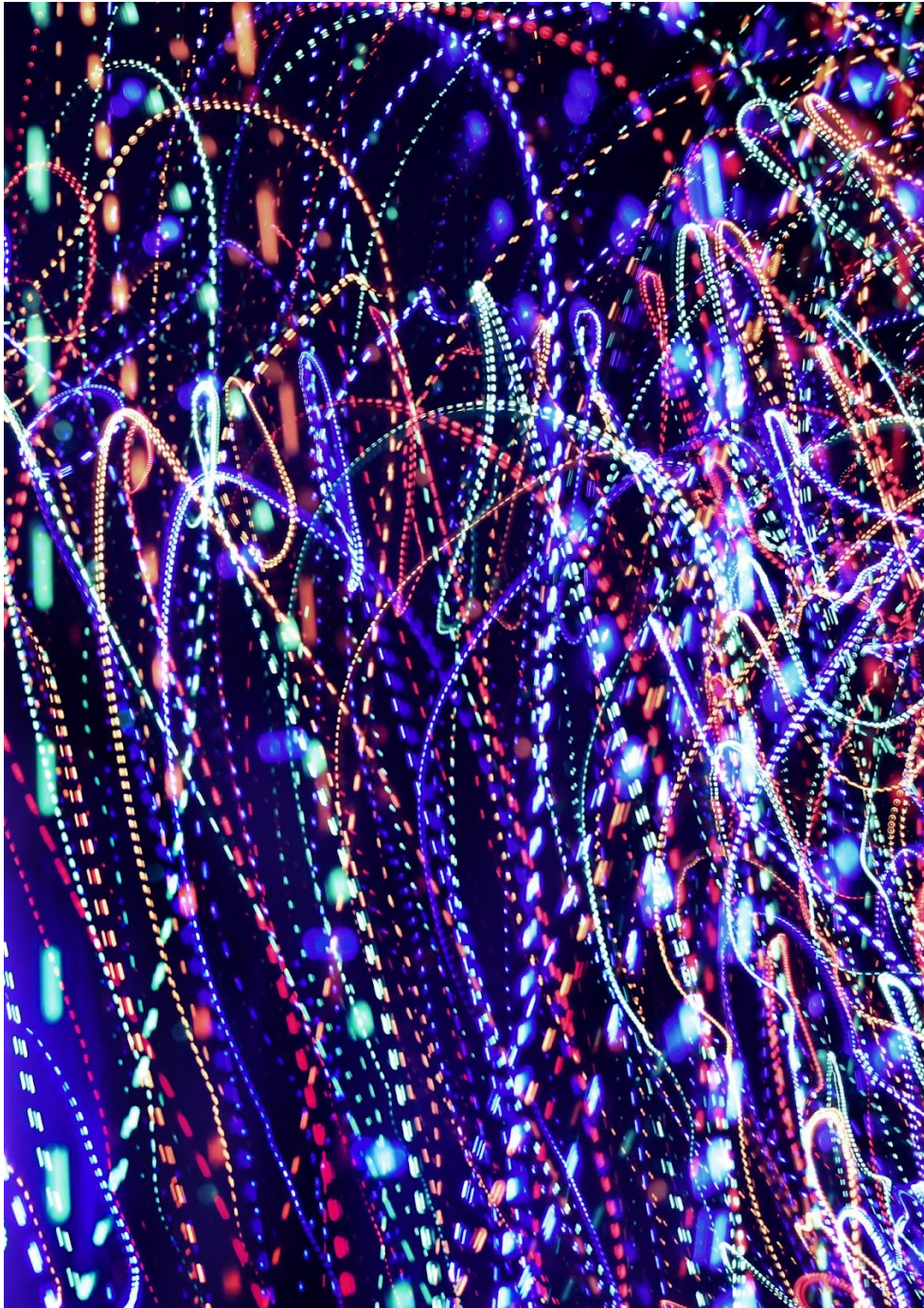




Asquith Girls High School

Year 10 2023

Assessment Handbook



Cover artwork: Amber Lee, Year 9 Photographic & Digital Media, *Light Painting*, 2022

















EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP

ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:

To challenge our current mindsets and expectations through innovative whole-school practices that create a culture of aspirations, agility and agency within the global sphere.

We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

Habits of Mind

Persisting  Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.	Managing Impulsivity  Take your time! Thinking before acting; remaining calm, thoughtful and deliberative.	Listening with Understanding and Empathy  Understand others! Devoting mental energy to another person's thoughts and ideas; Make an effort to perceive another's point of view and emotions.	Thinking Flexibly  Look at it another way! Being able to change perspectives, generate alternatives, consider options.
Thinking About Your Thinking (Metacognition)  Know your Knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.	Striving for Accuracy  Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.	Questioning and Posing Problems  How do you know? Having a questioning attitude; knowing what data are needed & developing questioning strategies to produce those data. Finding problems to solve.	Applying Past Knowledge to New Situations  Use what you learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
Thinking & Communicating with Clarity and Precision  Be clear! Strive for accurate communication in both written and oral form; avoiding over-generalizations, distortions, deletions and exaggerations.	Gathering Data Through All Senses  Use your natural pathways! Pay attention to the world around you. Gather data through all the senses, taste, touch, smell, hearing and sight.	Creating, Imagining, and Innovating  Try a different way! Generating new and novel ideas, fluency, originality	Responding with Wonderment and Awe  Become intrigued! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.
Taking Responsible Risks  Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.	Finding Humor  Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at one's self.	Thinking Interdependently  Work together! Being able to work in and learn from others in reciprocal situations. Teamwork.	Remaining Open to Continuous Learning  Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.

PRINCIPAL'S MESSAGE

Dear Year 10,

Year 10 is the second year of Stage 5 curriculum.

I welcome all of you to Year 10 and I wish you a smooth transition through to the end of stage 5. I trust that each one of you will work hard and diligently towards your Record of School Achievement (RoSA).

Asquith Girls High School provides a caring and challenging learning environment where every student is provided with diverse learning opportunities and encouraged to work hard, challenge their current ability and move from their performance zone to their learner zone.

Our aim is to help you realise your talents and develop as individuals so that you can become responsible and confident global citizens. We intend to achieve this by providing you with a broader body of knowledge that focuses on authentic learning and assessment experiences.

To further assist you with your workload, time management and meeting timelines we have developed this Assessment Booklet for Year 10. The Assessment Booklet outlines the AGHS Assessment Policy and available support for Year 10 2023 to thrive.

It is extremely important that you and your family read carefully the information provided in the Assessment Booklet and you clearly understand the course assessment expectations. If you have any concerns please talk to your teachers.

It is also important to note that assessment is an ongoing process throughout the year. It is expected every student works in every class and complies with all set tasks and experiences to meet the required course outcomes. In every course, you will be provided with an opportunity to engage in rich and diverse activities and complete formative and summative learning activities where you will demonstrate the skills you have learnt and your ability to apply those in a range of situations. Your ability to demonstrate the depth of acquired knowledge and skills in each course will guide what must be your required actions to move to your Learner Zone and succeed as a lifelong learner. Your teachers and other school personnel are committed to your learning. They will collect data from multiple sources to get a deep understanding about your level of performance, and will provide you with explicit feedback to support you to achieve your learning goals.

I wish you the best with your Year 10 studies.



Ms Amvrazis
Principal

ASSESSMENT POLICY – STAGE 5, YEAR 10

The purpose of this document is to outline the Assessment Policy of Asquith Girls High School for Stage 5 (Year 10).

Parents/Caregivers and students need to read this policy carefully, discuss, and ensure they understand the content and process.

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning
- evaluating and improving teaching and learning programs
- providing information on student learning and progress in a course in relation to the syllabus outcomes
- providing evidence of satisfactory completion of a course
- reporting to parents/caregivers on student achievement.

At Asquith Girls High School, each course must provide a program of assessment tasks. Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed
- task description
- task marking criteria.

The assessment program at Asquith Girls High School contains a FORMATIVE (informal) and SUMMATIVE (formal) assessment of learning.

FORMATIVE (informal) ASSESSMENT The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by students to improve their learning. More specifically, formative assessments help students identify their strengths and weaknesses and target areas that need work. Some examples but not limited to: <ul style="list-style-type: none">• Observation of student learning• Classroom activities involvement• Homework completion• Research tasks• Group work/presentations/research	SUMMATIVE (formal) ASSESSMENT A type of student assessment that occurs at the end of a course of study or period of time and indicates a student's achievement level against learning outcomes. It gives teachers the information they need to make accurate, consistent judgements about a student's learning progress over time in relation to curriculum standards or other defined learning objectives <ul style="list-style-type: none">• Presentations• Research assignments• Portfolios• Course Diaries and Logbooks• Examination
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Syllabuses for all courses may be accessed through the NSW Education Standards (NESA) website at <http://educationstandards.nsw.edu.au>.

For each task, student progress will be reported by constructive feedback and feed-forward (see page 12). Feed-forward encourages students to reflect on their performance, highlights their strengths and provides explicit suggestions for improvement, as well as a grade or mark for the task.

WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Asquith Girls High School encourages the progressive development of skills and knowledge while ensuring:

- equity
- consistency across courses and faculties

- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT ASQUITH GIRLS HIGH SCHOOL?

At Asquith Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- tasks which may take a written, practical or oral form
- class essays, research tasks, assignments, portfolios, log books
- practical tasks and major works
- projects.

Students' reports are issued twice each year. The reports include information about the student's working profile and their progress in achieving course outcomes.

DEFINITIONS

Components are the parts of courses or major areas to be assessed

Weightings are the percentages of marks to be allocated to the components

Feedback is comments about a student's achievement towards task outcomes.

Feed-forward is comments that identify specific strategies and advice for future improvement for students to action/implement.

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- An assessment schedule, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task.
- Assessment tasks of the same type and the same weighting for all classes studying that course.
- Written notification at least two weeks in advance of the scheduled assessment task.

Note:

Assessment Tasks are returned within 2 weeks of the date of the Task/Examination. In exceptional circumstances some tasks may be rescheduled or substituted. In such cases, head teachers or class teachers will inform students of the new arrangements in writing at least **two weeks in advance**.

Official warning letters will be posted home to parents/caregivers outlining their child's areas of unsatisfactory completion of the RoSA requirements. 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:

- Followed the course developed or endorsed by NESA.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all of the course outcomes.

WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Every student has the responsibility to be familiar with Asquith Girls High School's Stage 5 Assessment Policy and procedures and with the course information contained in this handbook.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment schedule.
- If tasks are submitted via email, students must send it to
- asquithgir-h.school@det.nsw.edu.au and address it to the correct teacher.
- Students must demonstrate sustained diligence and effort in each course.
- Students must complete all set tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend all classes. Attendance below 85% is considered to be unsatisfactory.
- Students are required to participate in all lessons constructively.
- 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 course assessment policy.
- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day.
- Students absent from school, on any given day, are responsible upon their return to school to see their teachers and collect any hand out materials/information/notifications that may have been given during their absence from class.

HAND-IN ASSESSMENT TASKS

Hand-in tasks may include: essays, portfolios, written reports, practical works or research projects.

All assessment tasks are to be submitted to the class teacher or head teacher on the due date at the time and period specified on the assessment notification. It is the student's responsibility to ensure that tasks are submitted on time.

Tasks may be submitted:

- in person
- via email to asquithgir-h.school@det.nsw.edu.au addressed to the correct teacher
- other agreed processes indicated on the assessment task notification.

Students must complete a cover sheet for each hand-in assessment task and receive an assessment task receipt.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero mark being awarded.

A student who takes additional time to complete an assessment may unfairly disadvantage others; and a late submission of an assessment may delay marking and feedback of the assessments to students.

A student with late submission/attempt of an assessment task without a valid explanation will:

- have a letter of warning generated to parents/caregivers
- receive a mark of zero
- risk not completing a course of study.

Students must not leave hand-in tasks on teachers' desks.

If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero mark. In the case of illness or misadventure, it is the student's responsibility to follow the process outlined on pages 16-18.

Students may email their hand-in assessment task to their teacher **if this is the arranged process**. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it.

PERFORMANCES AND ORAL TASKS

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

TECHNOLOGY AND ASSESSMENT TASKS

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. **Technology failure is NOT**, in itself, a valid reason for failure to submit a task by the due date.

To minimise problems in relation to technology, students should adhere to the following protocols:

- Make multiple copies of work using at least three different storage devices.
- When working at home, continually backup all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email.
- When working at school, save the latest version of your work to your personal file on the school server whenever possible.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school.
- Check the compatibility of your home software with the school's technology support specialist or your teacher.
- Save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB.
- When you save your work to a flash drive/USB, open it immediately to check that it has been successful.
- To submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems.
- Enable receipt email.
- Electronic copies must have proof of email sent satisfactorily.

Important Note:

Technology failure or printer breakdown will not be accepted as a valid reason for late submission and may be subject to a mark of zero

BIBLIOGRAPHIES

When required, assessments and research tasks should include a bibliography listing the sources of information used. This would include books, webpages, encyclopaedia entries, magazine articles, etc. The bibliographic details for each item should be clearly indicated. Bibliographic details include author, title, publisher, city of publication and date (usually year). Some people may also require the pages consulted. The internet requires two additional pieces of information – the URL and the date the page was accessed. Teachers will be able to guide students through this process as required.

The following are examples of one way of presenting your bibliography.

A book with an author:

Knapp, B. (1996). *Lead and Tin*, Melbourne: Reed

A book without an author:

United Press International stylebook: The authoritative handbook for writers, editors, and news directors (3rd ed.). (1992). Lincolnwood, IL: National.

A webpage:

Ogilvie, D. (n.d.). Why I don't eat honey. In *Why be vegan*. Retrieved from <http://www.vnv.org.au/WhyBeVegan.htm>

DISABILITY PROVISIONS

NESA may approve disability provisions for students that have a disability that would, under normal assessment situations, prevent a student from:

- reading examination questions
- communicating responses.

Students are required to speak to their Deputy Principal, Year Adviser or school counsellor if they would like to apply for disability provisions.

Provisions cannot be granted to compensate for:

- difficulty completing a course or preparing for an assessment
- lack of familiarity with English language skills.

When applying for disability provisions, students should include recent evidence of their disability. Students may need to organise testing early in the year so that applications are able to be finalised by the closing date. Students may also be required to produce work samples. Insufficient evidence may result in a decision being delayed.

HSC MINIMUM STANDARDS

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy. Students will have their first opportunity to demonstrate a minimum standard of literacy and numeracy in Year 10.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- complied with all requirements imposed by the Minister of Education or NESA;
- completed Year 10
- satisfactorily attended school until the final day of the school year as determined by the Department of Education
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA, including:
 - English
 - Mathematics
 - Science
 - History and Geography
 - LOTE: at least one language over a 13 month period in Stage 4
 - Technology: mandatory syllabus in Years 7 and 8
 - Creative Arts: mandatory courses in Years 7 and 8
 - PD/H/PE: mandatory integrated course in Years 7–10
 - Sport

Asquith Girls High School provides a wide range of additional (elective) courses that, if completed in accordance with the Board Developed or Board Endorsed syllabuses and indicative time requirements will be credentialed for the Record of School Achievement (RoSA).

SATISFACTORY COMPLETION OF A COURSE

A student will be considered to have satisfactorily completed a course if they have:

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the course outcomes.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A CREDENTIAL FOR SCHOOL LEAVERS

- While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.
- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through 'Students Online'.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

LIFE SKILLS

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

‘N’ DETERMINATIONS

‘N’ determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria. This gives the student time to address and correct the problem.
- If a student has been given an ‘N’ determination in a mandatory course, they will not be eligible for the RoSA. 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.
- If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.
- A principal with appropriate delegation by NESAs may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

YEAR 10 GRADES

Schools are responsible for awarding each student studying and completing a Stage 5 Year 10 and Stage 6 Year 11 course a grade (A, B, C, D or E) to represent the student’s achievement (except Life Skills courses and VET). The grade awarded is reported on the student’s RoSA. Teachers use the Common Grade Scale for Preliminary Courses to determine grades for all Board Developed and Board Endorsed Courses.

Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 5 and Stage 6 Year 11 syllabuses and provide a general description of typical performance at each grade level from A to E.

COMMON GRADE SCALE FOR YEAR 10 COURSES

The Common Grade Scale shown below is used to report student achievement in the Year 10 Stage 5 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

A Outstanding	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 High	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 Sound	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 Basic	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 Elementary	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.
For more information about the Common Grade Scale See: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades	

FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies:

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and advice for future improvement for students to action/implement.

EFFECTIVE FEED-FORWARD

Effective feed-forward:

- describes a problem and its impact, then suggests a solution;
 - *For example, a teacher may write, "You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding...?"*
- will be focused on a few actionable strategies that, if actioned, may improve the standard of the work.
 - *For example, a teacher may say, "You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";*
- assists students to see possibilities for improvement.
 - *For example a teacher may ask, "What if you added this?" or "If you changed that, how would it strengthen your overall argument?"*

Important Note:

Feed-forward is not editing. Teachers will suggest specific strategies for growth however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.

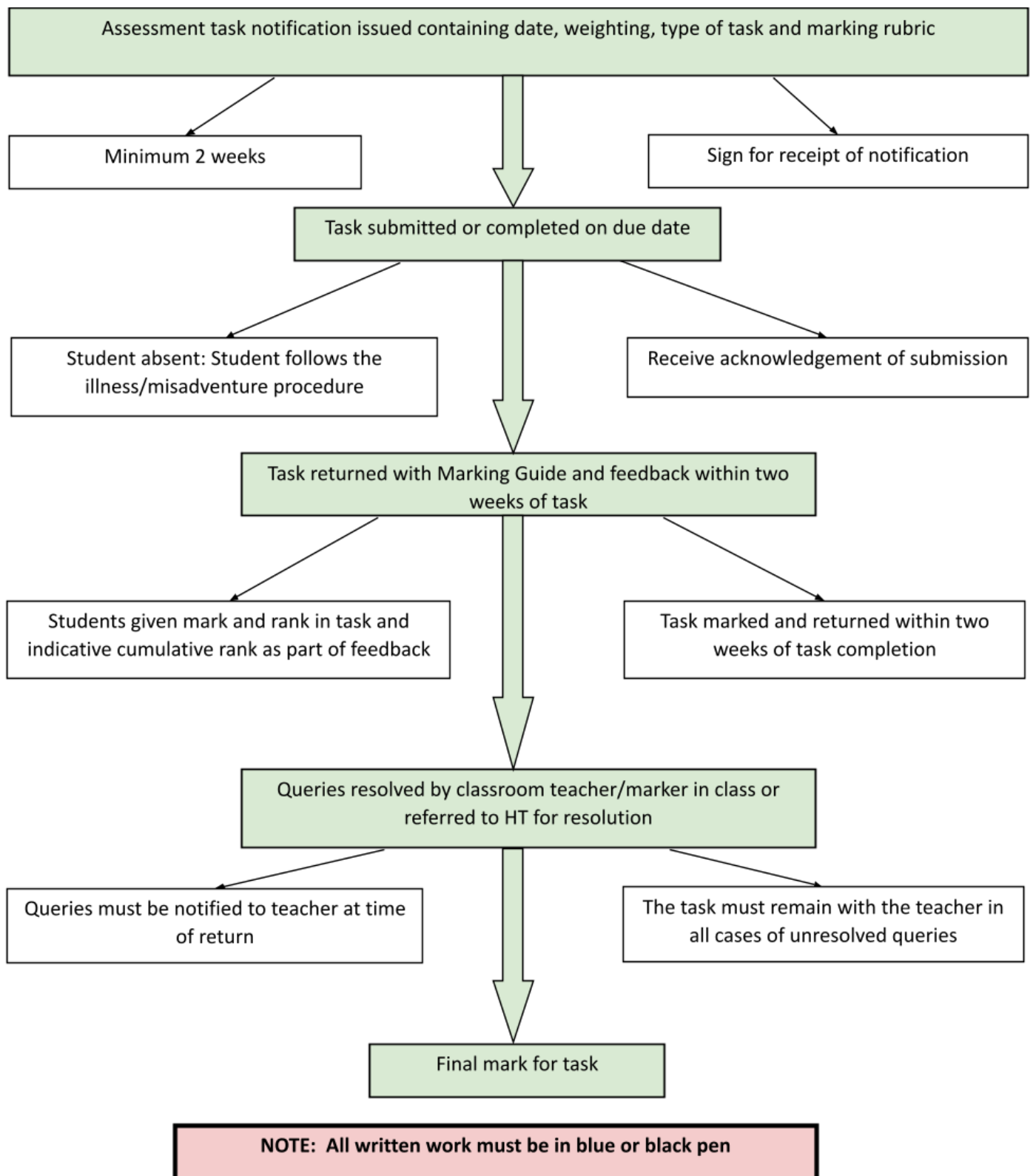
DETERMINATION OF WHOLE SCHOOL AWARDS

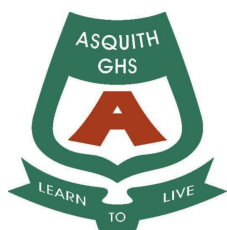
Teachers collect evidence of student learning and achievement throughout the year. Explicit feedback on student progress is provided to parents and caregivers through reports received in Semester One and Semester Two each year.

Information collated from whole-school reports is used to determine recipients of special awards to be acknowledged at Presentation Day. These awards include:

Attendance	Attendance data is used to determine the number of days students attend school in a calendar year. Students who achieve 100% attendance are eligible for this award.
Sustained Effort	The personal learning profile published on each report will be used to determine which students consistently demonstrate positive learning attributes in all subjects.
Outstanding Academic Achievement	Teachers use the descriptors in the Common Grade Scale (see page 10) to provide an overall grade for each student in their course. Recipients of this award receive an A grade (representing Outstanding Academic Achievement) in the majority of courses.

COMPLETING AN ASSESSMENT TASK

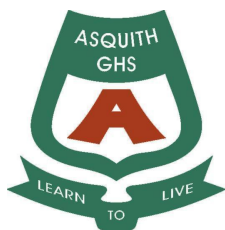




STAGE 5 ASSESSMENT TASK NOTIFICATION

COURSE NAME:		DATE TASK ISSUED:	
NATURE OF TASK:		TASK DUE DATE AND TIME:	
TASK WEIGHTING / COMPONENTS:		MARKS AVAILABLE:	
OUTCOMES TO BE ASSESSED:			
LITERACY	<u>SKILLS / PROGRESSIONS</u>		
NUMERACY	<u>SKILLS / PROGRESSIONS</u>		

TASK DESCRIPTION:	
CRITERIA FOR ASSESSING LEARNING:	
MARKING CRITERIA:	
FEED-FORWARD:	



HAND-IN ASSESSMENT TASKS COVER SHEET

Student name:	Year:
Assessment task title:	Date submitted:
Course:	Teacher:

Academic Integrity Statement

I _____ declare that this work is my own and that any quotes,
(Your name in BLOCK letters)
information or works have been properly acknowledged and cited in the bibliography.

Student signature: _____ Date: _____

Warning

You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.



----- cut here -----

Assessment Receipt ***Student Copy***

Name of student: _____ Year: _____ Course: _____

Task title: _____ Class teacher: _____ Due date: _____

This task was submitted to: _____ on _____
Teacher's name Date

Student signature

Teacher signature

Date

ILLNESS/MISADVENTURE

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances beyond their control occur immediately before or during the assessment tasks, affecting their performance for this assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks (e.g. influenza, an asthma attack, a broken hand);
- Misadventure – any other event beyond the student's control, for example the death of a family member or close friend or involvement in a car accident on the way to the school. In such cases students must provide valid documentation.

The responsibility to complete and submit an illness/misadventure application rests with the student. Students must report to the deputy principal, of the relevant year, with the valid documentation on the morning of their first day at school. They must also be prepared to submit their assessment or sit their examination on their first day back.

The head teacher in consultation with the class teacher will assess if the student's case is valid and decide which of the following is most appropriate:

- an extension of time
- sit an alternative task
- mark pending
- zero mark awarded.

Students must be aware that **each case will be assessed on its merits**. Alternative arrangements of any kind will not automatically be made on request. If the case is not deemed valid, a zero mark will be awarded.

CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

When students complete and submit an illness/misadventure application, **supporting evidence must be provided**. This evidence includes:

- Student statement: must detail how their performance was affected by the illness/misadventure.
- Parent/caregiver statements must detail how the student's performance was affected by the illness/misadventure.
- Independent evidence: medical certificate or other valid documentation.

Note: A medical certificate must be specifically related to the assessment task that is the subject of the application and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance may have been affected.

In cases of misadventure, evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

If a student falls ill during an assessment task, the student must notify the teacher or assessment supervisor immediately.

Students must ensure they comply with the process in cases of:

1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

- The student or a family member is requested to inform the school of the illness/misadventure on the morning the task is scheduled.
- Students must report to their stage deputy principal **on the first day of their return to school**. The student must complete an illness/misadventure form (ATTACHMENT A – Page 22). Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- **Students should be expected to sit for the assessment task on their first day back.**
- Students are responsible for following the process. Failure to do so may result in a mark of zero for the relevant task.

2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or a family member is requested to inform the school of the illness/misadventure on the morning of the day the task is due to be handed in.
- On the first day of the student's return to school, the student must submit the task to the relevant head teacher of the faculty and complete an illness/misadventure form (ATTACHMENT A – Page 22) obtained from the stage deputy principal. Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- Students are responsible for following the process. Failure to do so may result in a mark of zero for the relevant task.

3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

- The student must acknowledge their condition to the teacher/supervisor of the task during the task and before leaving the room, or sitting for the task, and collect an illness/misadventure form from the stage deputy principal. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness.
- Upon return to school the student must complete an illness/misadventure form, following the process as detailed above.

4. ILLNESS/MISADVENTURE DURING EXAMINATION PERIOD

- The student or a family member is requested to inform the school of the illness/misadventure on the morning the task is scheduled or inform the head teacher administration, responsible for coordinating examination blocks.
- Students will need to complete an illness/misadventure form (ATTACHMENT A – Page 18) obtained from the stage deputy principal. Once completed by all relevant parties, the form should be returned to the stage deputy principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- The head teacher administration will liaise with the student and organise a rescheduling of the affected examination(s).

5. GROUP PERFORMANCE ILLNESS/MISADVENTURE (ATTACHMENT B – Page 24)

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance illness/misadventure form obtained from the stage deputy principal.
- This application must be returned to the stage deputy principal, with appropriate evidence, **within two days**. The head teacher/teacher, will reschedule an alternative date for the performance.
- The student responsible for this group illness/misadventure application must also complete an individual illness/misadventure form outlining the nature of their application. **Please note that this application will be considered separately to the group's application.**

IN ALL CASES INVOLVING ILLNESS/MISADVENTURE

- The illness/misadventure application form must be completed and returned to the stage deputy principal **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the reason for absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

The consequences of not following these procedures may result in your application for illness/misadventure being rejected and a zero mark awarded.

ILLNESS/MISADVENTURE OUTCOMES

- If the documented evidence provided supports absence/late submission then the mark received for the task will be considered in determining your ranking in the course after the completion of all assessments for the course. Therefore your mark will be pending.
- If the documented evidence does not support your absence/late submission a zero mark will be awarded. A letter will be sent to your parent/caregiver informing them of this decision.

SCHOOL BUSINESS (Approved School Event Participation) AND APPROVED LEAVE

Students on School Business must notify their teachers of their absence from school. The program coordinator must ensure all students complete ATTACHMENT D (Page 26) and notify the attendance officer for each stage. School Business must be approved by the principal or the principal's nominee.

Approved School Business does not require illness/misadventure application.

Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with the faculty head teacher and class teacher.

Note: the granting of approved leave is at the discretion of the principal. The same rule applies if a student has been granted approved leave from school by the principal or their nominee (ATTACHMENT D – Page 26).

Important Information

If a student knows in advance that they will be absent on the day a hand- in assessment is due, the task should be handed in prior to the due date.

Tasks not submitted during unapproved leave will result in a zero mark.

NON-SERIOUS ATTEMPTS, MALPRACTICE AND PLAGIARISM

NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at an assessment task may receive a zero award in the course concerned. This may render some students ineligible for the award of the Year 11 and HSC course.
- Non-serious attempts include frivolous or objectionable material or failure to attempt whole questions.
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the course concerned.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. The faculty head teacher will advise the student and their parent/caregiver of the decision in consultation with the stage deputy principal.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response written communication will occur with the parent/caregiver.

HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with the *NESA Honesty in Assessment Standard* to maintain the integrity of the HSC.

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

WHAT TYPES OF PROVEN MALPRACTICE NEED TO BE RECORDED?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as your own.
- Using material directly from print or digital mediums without reference to the source.
- Building on the ideas of another person without reference to the source.
- Plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own.
- Submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially.
- Using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Cheating in an in-class assessment/examination, including having access to mobile devices.
- Using non-approved aids during an assessment task.
- Providing false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Being in possession of unauthorised notes or electronic devices during a test or examination.
- Copying from another student.

Proven cases of malpractice may result in disciplinary action.

Malpractice is reported to NESA and will render the task or part of the task, whichever is relevant, with a zero mark.

IS THE LATE SUBMISSION OF A TASK OR A NON-SERIOUS ATTEMPT CONSIDERED MALPRACTICE?

Late submission of assessment tasks may be determined as malpractice when it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.

Note, in all cases of late submission of a task, the illness/misadventure process must be followed.

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the head teacher. If both are in agreement then the student will be awarded a zero mark for the plagiarised component of the assessment task.

Furthermore, the head teacher will bring this to the attention of the deputy principal and a letter will be sent to the parents/caregivers informing them of the outcome.

THE ASSESSMENT REVIEW PANEL (ARP)

Students may appeal a decision using the procedures existing within the school. In all cases, students may appeal in writing to the Assessment Review Panel (ARP). This application must be made **within two days** of receiving the decision.

The ARP is comprised of the stage deputy principal and two independent head teachers. The ARP will consider all illness/misadventure appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the principal for a determination (ATTACHMENT D, page 26).

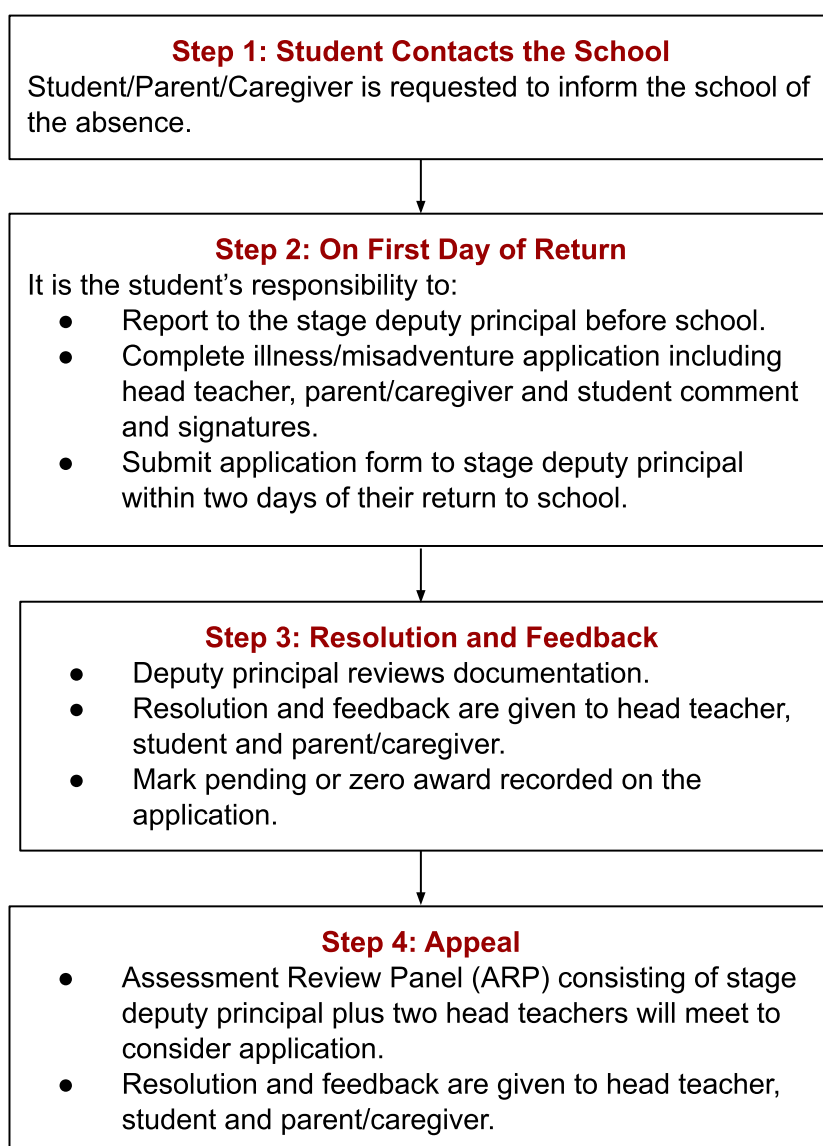
UNACCEPTABLE GROUNDS FOR APPEAL

Unacceptable grounds for appeal include:

- Attendance at a sporting or cultural event, or family holiday where approval has not been given by the principal or principal's nominee.
- Alleged deficiencies in tuition or long term matters relating to loss of preparation time.
- Disabilities for which NESA has already granted special provisions, unless an unforeseen episode occurs during the test (e.g. a hypoglycaemic attack in a diabetic student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school.
- Long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test.
- Matters avoidable by the student (e.g. misreading of timetable, misinterpretation of assessment task).

PROCEDURES FOR YEAR 10 ILLNESS/MISADVENTURE (Individual)

Students missing an assessment task and wishing to make application for illness/misadventure must follow the procedure outlined below:





INDIVIDUAL YEAR 10 ILLNESS/MISADVENTURE APPLICATION

Student Name: _____ Course: _____ Teacher: _____

Task: _____ Weighting: _____ Date given: _____ Due date: _____

To be completed by DP (Tick as appropriate): ☐ Medical Certificate attached ☐ Other verification (please specify below):

To be completed by the student:

Student's comment: (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

Student signature: _____ Date: _____

To be completed by the student's parent/carer:

Parent/carer support comment:

Parent/carer signature: _____ Date: _____

To be completed by Head Teacher

Head Teacher/Nominee: _____ Application submitted on (date): _____

Task/Alternative task was completed/submitted on (date): _____

Task/Alternative task to be completed/submitted on (date): _____

Outcome: ☐ Mark pending ☐ Zero Mark Head Teacher's

Recommendation:

Head Teacher's signature: _____ Date: _____

To be completed by Deputy Principal

Date recommendation received by DP: _____

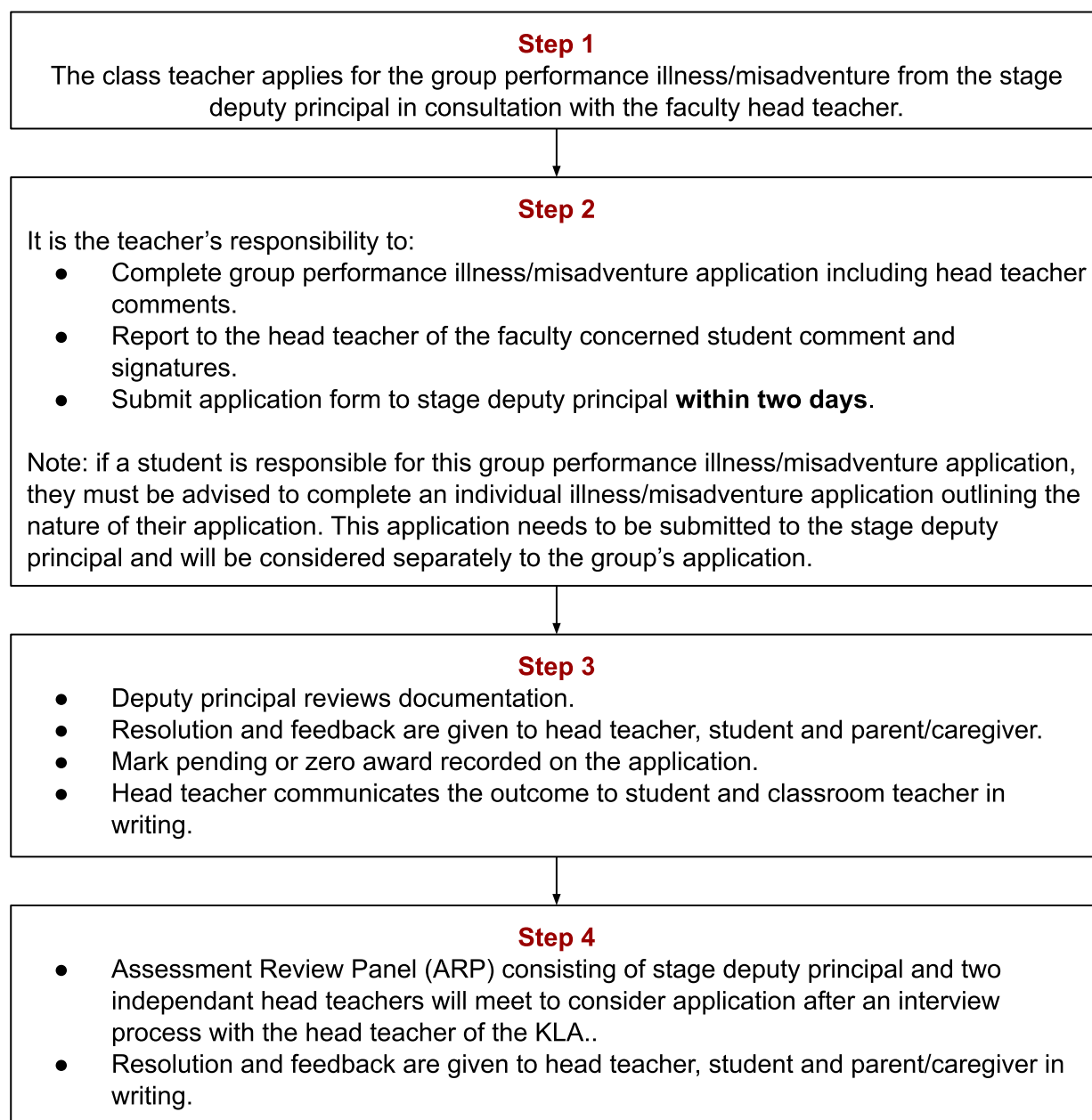
Outcome:

DP signature: _____ Date: _____

Copy to: ☐ Student ☐ Student file ☐ Relevant HT informed

PROCEDURES FOR YEAR 10 GROUP PERFORMANCE ILLNESS/MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below:



ATTACHMENT B



GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION

SECTION A: To be completed by Class Teacher

List of students affected (attach list of names)

Course: _____ Year: _____ Class Teacher: _____

Name of Group Performance: _____ Weighting (%): _____ Due Date: _____

Outline reasons for this application: _____

Attention: If a student is responsible for this Group Performance Illness/Misadventure application they MUST also complete an Individual Illness/Misadventure form otherwise they may be awarded a mark of zero.

SECTION B: To be completed by the Head Teacher/Supervisor and forwarded to the Deputy Principal

Head Teacher: _____ Faculty: _____ Course: _____

Date: _____ Receipt date of Illness/Misadventure form: _____

Task submitted/completed?: ☐ Yes ☐ No

If no, date of rescheduled task: _____ Date completed: _____

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

Head Teacher signature: _____ Date: _____

SECTION C: To be completed by the Assessment Review Panel

ARP Members:

Resolution:

Copy to: ☐ Relevant Head Teacher ☐ Student ☐ Parent/carer ☐ Student file

ATTACHMENT C



ILLNESS/MISADVENTURE APPEAL

You will need to complete this form if you appeal against an illness/misadventure decision.
This form must be handed in with all necessary documentation to the Deputy Principal, of the relevant year,
within two days of decision.

Student Name: _____ Course: _____ Teacher : _____

Head Teacher: _____ Title of the affected assessment task: _____

Outline reasons for this application and attach all relevant documentation

Student signature: _____ Date: _____

Parent/carers signature: _____ Date: _____

ASSESSMENT REVIEW PANEL

ARP Members: _____ Date: _____

Issues discussed:

Decision reached: ☐ Refer to Principal: ☐

Resolution:

ARP Members signatures: _____ Date: _____

Inform of decision in writing to:

Student/Parent/Carer: ☐ Relevant Head Teacher: ☐ Student File: ☐ Stage 6 DP: ☐

APPROVED LEAVE – SCHOOL BUSINESS



Teacher making request: _____ Faculty: _____

Reasons for the request: _____

Educational outcome: _____

Head Teacher approved: ☐ Yes ☐ No Date: _____

Student's name: _____ Year: _____

First day of leave: _____ Date: _____

Last day of leave: _____ Date: _____

Approval given by Principal: ☐ Yes ☐ No Principal signature: _____

Upon Principal's approval the student must ensure an alternative assessment time has been negotiated with the class teacher and faculty Head Teacher and approved by the relevant Stage 6 Deputy Principal.

Course	Assessment Task	Due Date	NEW Due Date	Class Teacher	Signature	Head Teacher	Signature

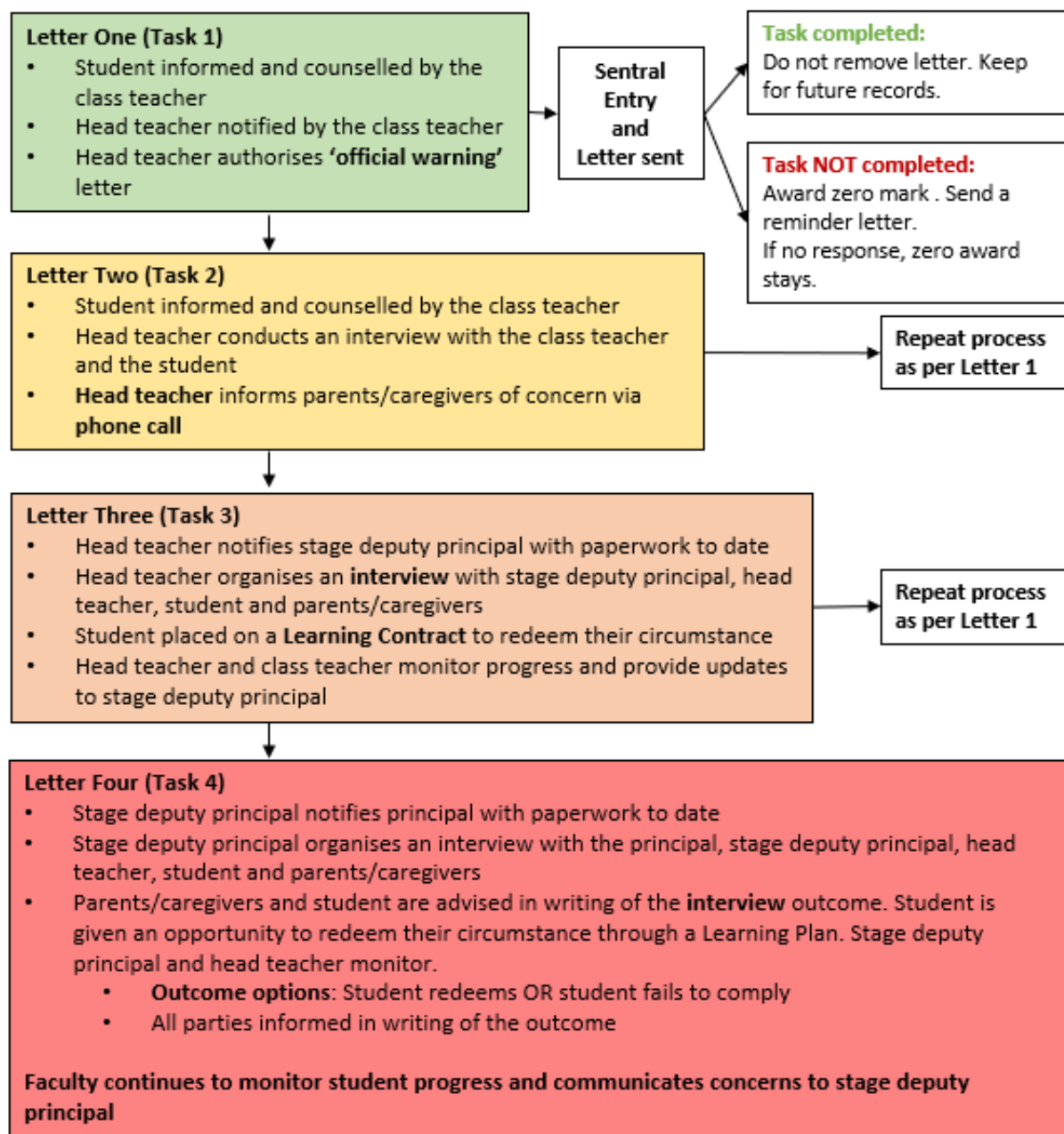
Once the form is completed forward copies to:

Student/Parent/Carer: ☐Faculty Head Teacher: ☐Student File: ☐

ASQUITH GIRLS HIGH SCHOOL PROCESS FOR OFFICIAL WARNINGS PRIOR TO 'N' DETERMINATION FOR YEAR 10

To be eligible for a Record of School Achievement (RoSA) and a Higher School Certificate (HSC) students must have:

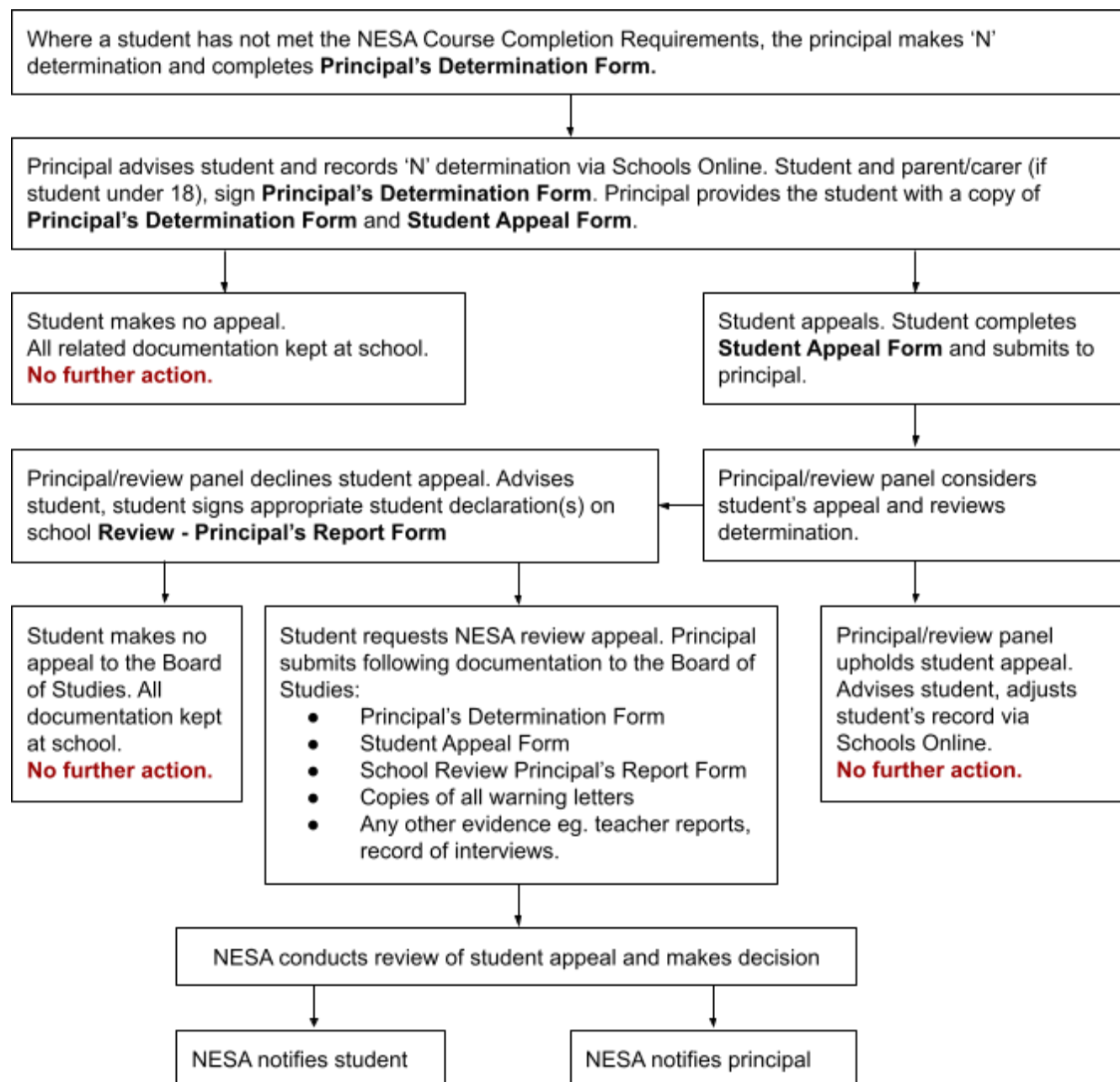
- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.



'N' Determination process begins at the end of the course

* A 'task' may indicate an assessment task, or a substantial portion of coursework

NESA PROCEDURES FOR APPEALS AGAINST 'N' DETERMINATION FOR NON-COMPLETION OF YEAR 10 COURSE REQUIREMENTS



Child Studies (Content Endorsed Course)

Syllabus Outcomes

CS5-1	Identifies the characteristics of a child at each stage of growth and development
CS5-2	Describes the factors that affect the health and wellbeing of the child
CS5-3	Analyses the evolution of childhood experiences and parenting roles over time
CS5-4	Plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5	Evaluates strategies that promote the growth and development of children
CS5-6	Describes a range of parenting practices for optimal growth and development
CS5-7	Discusses the importance of positive relationships for the growth and development of children
CS5-8	Evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9	Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12	Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

2023 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Children and Culture	Childcare services and career opportunities
Nature of task	Research Task	Research Task
Due date	Week 1, Term 2, 2023	Week 1, Term 4, 2023
Outcomes assessed	CS5-5, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9

Commerce

Syllabus Outcomes

COM5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	Examines the role of law in society
COM5-4	Analyses key factors affecting decisions
COM5-5	Evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	Researches and assesses information using a variety of sources
COM5-8	Explains information using a variety of forms
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Employment and Work Futures	The Economic and Business Environment	Investing
Nature of task	Research Task	Website Creation	Presentation Task
Due date	Week 8, Term 1, 2023	Week 3 Term 3, 2023	Week 2, Term 4, 2023
Outcomes assessed	COM5-2, COM5-3, COM5-4, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-7	COM5-5, COM5-6, COM5-7, COM5-9

Design and Technology

Syllabus Outcomes

DT5-1	Analyses and applies a range of design concepts and processes
DT5-2	Applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	Analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	Evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	Develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	Uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	Selects and applies management strategies when developing design solutions
DT5-9	Applies risk management practices and works safely in developing quality design solutions
DT5-10	Selects and uses a range of technologies competently in the development and management of quality design solutions

2023 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Trends in Time	In Style
Nature of task	Design Portfolio & Project	Design Portfolio & Project
Due date	Week 7, Term 2, 2023	Week 6, Term 4, 2023
Outcomes assessed	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-1, DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10

Dance

Syllabus Outcomes

5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	Explores the elements of dance as the basis of the communication of ideas
5.2.2	Composes and structures dance movement that communicates an idea
5.3.1	Describes and analyses dance as the communication of ideas within a context
5.3.2	Identifies and analyses the link between their performances and compositions and dance works of art
5.3.3	Applies understandings and experiences drawn from their own work and dance works of art contributes to lifelong learning

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Musical Theatre	SMART Dance	Dance Composition	Dance On Film
Nature of task	Practical & Written Task	Practical & Hand in Task	Practical & Written (hand in)	Practical & Written (hand in)
Due Date	Week 8, Term 1, 2023	Week 8, Term 2, 2023	Week 8, Term 3, 2023	Week 7, Term 4, 2023
Outcomes assessed	5.1.1, 5.1.2, 5.1.3	5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2, 5.3.1	5.1.2, 5.1.3, 5.3.1 5.3.2, 5.4.1

Drama

Syllabus Outcomes

5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	Contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	Analyses the contemporary and historical contexts of Drama
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Theatre through the Ages: Theatrical Styles	Physical Theatre	Musical Theatre	Sound/Voice as an Instrument
Nature of task	Production Design & Log Book	Group Performance & Post-performance Interview	Group Performance & Written Response	Individual Creative Project
Due date	Week 10, Term 1, 2023	Week 8, Term 2, 2023	Week 9, Term 3, 2023	Week 7, Term 4, 2023
Outcomes assessed	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.3.2, 5.3.3	5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2	5.3.1, 5.3.2, 5.3.3

English

Syllabus Outcomes

EN5-1A	A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN5-2A	A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
EN5-3B	A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.
EN5-4B	A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
EN5-5C	A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
EN5-6C	A student investigates the relationships between and among texts.
EN5-7D	A student understands and evaluates the diverse ways texts can represent personal and public worlds.
EN5-8D	A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
EN5-9E	A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Poet Study	Creative Writing and Novel Study	Gender and Film	Shakespearean Tragedy
Nature of task	Essay (Hand-in)	Short Story & Reflection (in- class)	Short Answers and Discursive Writing (in-class)	Multimodal Presentation (in-class)
Due date	Week 7, Term 1, 2023	Week 8, Term 2, 2023	Week 5, Term 3, 2023	Week 3, Term 4, 2023
Outcomes assessed	EN5-1A, EN5-3B, EN5-5C, EN5-6C, EN5-7D	EN5-1A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-9E	EN5-1A, EN5-5C, EN5-6C, EN5-7D, EN5-8D	EN5-2A, EN5-4B, EN5-5C, EN5-9E

English as an Additional Language/Dialect (EAL/D)

Syllabus Outcomes

EN5-1A	A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EN5-2A	A student effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
EN5-3B	A student selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning.
EN5-4B	A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
EN5-5C	A student thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
EN5-6C	A student investigates the relationships between and among texts.
EN5-7D	A student understands and evaluates the diverse ways texts can represent personal and public worlds.
EN5-8D	A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
EN5-9E	A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Telling Stories	Consumerism	Shakespearean Drama	Indigenous Poetry
Nature of task	Discursive Writing	Multimodal Presentation	Performance Speaking and Listening (In-class)	Essay (In-class)
Due date	Week 9, Term 1, 2023	Week 9, Term 2, 2023	Week 8, Term 3, 2023	Week 3, Term 4, 2023
Outcomes assessed	EN5-1A, EN5-3B, EN5-5C, EN5-8D	EN5-2A, EN5-4B, EN5-7D, EN5-8D	EN5-2A, EN5-4B, EN5-5C, EN5-9E	EN5-1A, EN5-3B, EN5-5C, EN5-6C

Food Technology

Syllabus Outcomes

FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	Describes the physical and chemical properties of a variety of foods
FT5-4	Accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	Applies appropriate methods of food processing, preparation and storage
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	Justifies food choices by analysing the factors that influence eating habits
FT5-8	Collects, evaluates and applies information from a variety of sources
FT5-9	Communicates ideas and information using a range of media and appropriate terminology
FT5-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	Examines the relationship between food, technology and society
FT5-13	Evaluates the impact of activities related to food on the individual, society and the environment

2023 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Food Trends	Food Equity
Nature of task	Food Styling Practical & Portfolio	Practical & Research task
Due date	Week 6, Term 2, 2023	Week 8, Term 3, 2023
Outcomes assessed	FT5-1, FT5-9, FT5-10	FT5-2, FT5-6, FT5-7, FT5-11

Geography

Syllabus Outcomes

GE5-1	Explains the diverse features and characteristics of a range of places and environments
GE5-2	Explains processes and influences that form and transform places and environments
GE5-3	Analyses the effect of interactions and connections between people, places and environments
GE5-4	Accounts for perspectives of people and organisations on a range of geographical issues
GE5-5	Assesses management strategies for places and environments for their sustainability
GE5-6	Analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	Communicates geographical information to a range of audiences using a variety of strategies

2023 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Environmental Change and Management	Human Wellbeing
Nature of task	Topic Test	Research Task
Due date	Semester 1: Week 7, Term 1, 2023 Semester 2: Week 7, Term 3, 2023	Semester 1: Week 3, Term 2, 2023 Semester 2: Week 3, Term 4, 2023
Outcomes assessed	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8

History

Syllabus Outcomes

HT5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	Explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

2023 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	The Holocaust	Rights and Freedoms
Nature of task	Source Based Task	Research Task
Due date	Semester 1: Week 7, Term 1, 2023 Semester 2: Week 7, Term 3, 2023	Semester 1: Week 3, Term 2, 2023 Semester 2: Week 3, Term 4, 2023
Outcomes assessed	HT5-4, HT5-5, HT5-6, HT5-8, HT5-9	HT5-1, HT5-2, HT5-3, HT5-7, HT5-10

Marine and Aquaculture Technology

Syllabus Outcomes

MAR5-1	Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2	Identifies, describes and evaluates the social and economic importance of marine ecosystems
MAR5-3	Identifies, describes and evaluates the effects humans have had on the marine environment
MAR5-4	Explains why aquaculture provides an economically sustainable source of food
MAR5-5	Assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6	Evaluates the economic and environmental sustainability of aqua cultural pursuits
MAR5-7	Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
MAR5-8	Identifies, describes and evaluates policies for monitoring and conserving the marine environment
MAR5-9	Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11	Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12	Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13	Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	Recalls aspects of the marine environment using relevant conventions, terminology and symbols

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Nature of task	Written Report	Examination	Group project	Multimedia
Due date	Week 11, Term 1, 2023	Week 10, Term 2, 2023	Week 5, Term 3 2023	Week 10, Term 3 2023
Outcomes assessed	MAR5-1, MAR5-2, MAR5-3, MAR5-7	MAR5-1, MAR5-3, MAR5-9, MAR5-13	MAR5-7, MAR5-9, MAR5-10, MAR5-11, MAR5-13	MAR5-7

Mathematics

Syllabus Outcomes

MA5.1-7NA	Graphs simple non-linear relationships
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments
MA5.2-14MG	Calculates the sum of any polygon and uses minimum conditions to prove triangles are congruent and similar
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-10NA	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	Uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	Uses function notation to describe and sketch functions
MA5.2-11MG	Calculates the areas and surface areas of right prisms, cylinders and related composite solids
MA5.3-13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	Applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Mathematics (continued)

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Surface Area & Volume	Probability, Algebra, Equations	Linear relationships, Rates and Ratios, Geometry, Trigonometry	Previous topics plus Bivariate Data Analysis, Non-Linear Relationships
Nature of task	Hand in task	In class test	In class test	Yearly Examination
Due date	Week 6, Term 1, 2023	Week 5, Term 2, 2023	Week 7, Term 3, 2023	Week 3, Term 4, 2023
Outcomes assessed	<u>5.1, 5.2, 5.3</u> MA5.3-14MG,	<u>5.1, 5.2, 5.3</u> MA5.2-17SP, MA5.3-5NA, 5.2-6NA, MA5.3-7NA, 5.2-8NA	<u>5.1, 5.2, 5.3</u> MA5.3-8NA, MA5.2-9NA, MA5.2-5NA, MA5.3-16M, MA5.2-14MG, MA5.3-15MG, MA5.2-13MG	<u>5.1, 5.2, 5.3</u> A mixture of previous course outcomes plus MA5.3-19SP MA5.3-9NA

Personal Development, Health and Physical Education

Syllabus Outcomes

PD5-1	Assesses their capacity to reflect on and respond positively to challenges
PD5-2	Researches and appraises the effectiveness of health information and support services available in the community
PD5-3	Analyses factors that enhance inclusive and respectful relationships and appraises strategies to address the abuse of power
PD5-4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5	Appraises and justifies choices of action when solving complex movement challenges
PD5-6	Questions and critiques attitudes, behaviours and influences to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing, movement and participation in physical activity in their communities
PD5-8	Designs, implements and evaluates personalised plans to enhance participation in lifelong physical activity
PD5-9	Assesses strategies to effectively manage complex situations
PD5-10	Critiques their ability to enact skills to build and manage relationships in various social situations
PD5-11	Refines and applies movement skills and elements of movement to compose and perform innovative movement sequences

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Practical Component 1	Lifelong Physical Activity	Keys to Drive	Practical Component 2
Nature of task	Movement Elements and Sequences	Written Task	Research Task	Movement Skills to Perform Creative Movement
Due date	Semester 1	Week 2, Term 2, 2023	Week 10, Term 3, 2023	Semester 2
Outcomes assessed	PD5-4, PD5-5, PD5-10, PD5-1	PD5-1, PD5-2, PD5-3, PD5-5, PD5-8	PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	PD5-4, PD5-5, PD5-10, PD5-11

Photographic and Digital Media

Syllabus Outcomes

5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	Makes photographic and digital works informed by their understanding of the function of, and relationships between artist- artwork- world- audience
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	Uses their understanding of the function of, and relationships between the artist- artwork- world- audience in critical and historical interpretations of photographic and digital works
5.9	Uses the frames to make different interpretations of photographic and digital works
5.10	Constructs different critical and historical accounts of photographic and digital works

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	Document ary Photograp hy	Experimental Photomedia	Yearly Exam	Staged Photography
Nature of task	Making - Hand in Critical & Historical Interpretations - In-class written responses	Making - Hand in	Critical & Historical Interpretations - Written responses	Making - Group hand in
Due date	Week 3, Term 2, 2023	Week 8, Term 3, 2023	Week 3, Term 4, 2023	Week 8, Term 4, 2023
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Physical Activity and Sports Studies

Syllabus Outcomes

PASS5-1	Discusses factors that limit and enhance the capacity to move and perform
PASS5-2	Analyses the benefits of participation and performance in physical activity and sport
PASS5-3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	Analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	Demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	Evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	Works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	Displays management and planning skills to achieve personal and group goals
PASS5-9	Performs movement skills with increasing proficiency
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

2023 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Coaching	Australia's Sporting Identity
Nature of task	Practical and Theory Task	Research Task
Due date	Week 11, Term 1, 2023	Week 10, Term 3, 2023
Outcomes assessed	PASS5-5, PASS5-6, PASS5-7, PASS5-8	PASS5-3, PASS5-4, PASS5-10

Science

Syllabus Outcomes

	Skills Outcomes
SC5-4WS	Develops questions or hypotheses to be investigated scientifically
SC5-5WS	Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

	Knowledge and Understanding Outcomes
SC5-10PW	Applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	Analyses interactions between components and processes within biological systems
SC5-15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	
Nature of task	Student Research Project	Skills	Yearly Examination	Science Folio
Due date	Week 1, Term 2, 2023	Week 3, Term 3, 2023	Week 4, Term 4, 2023	Ongoing across the year
Outcomes assessed	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-6WS, SC5-7WS, SC5-8WS	SC5-10PW, SC5-12ES, SC5-15LW, SC5-17CW, SC5-8WS, SC5-7WS	All

Textiles Technology

Syllabus Outcomes

TEX5-1	Explains the properties and performance of a range of textile items
TEX5-2	Justifies the selection of textile materials for specific end uses
TEX5-3	Explains the creative process of design used in the work of textile designers
TEX5-4	Generates and develops textile design ideas
TEX5-5	Investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	Evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	Selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	Critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	Selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	Demonstrates competence in the production of textile projects to completion
TEX5-12	Evaluates textile items to determine quality in their design and construction

2023 Year 10 Assessment Schedule

	Task 1	Task 2
Topic	Fashion in Time	In Style
Nature of task	Practical project and portfolio	Practical project and portfolio
Due date	Week 10, Term 1	Week 10, Term 3
Outcomes assessed	TEX5-4, TEX5-5, TEX5-6, TEX5-8, TEX5-9, TEX5-10	TEX5-1, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12

Visual Arts

Syllabus Outcomes

5.1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	Makes artworks informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	Makes artworks informed by an understanding of how the frames affect meaning
5.4	Investigates the world as a source of ideas, concepts and subject matter for artworks
5.5	Makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	Selects appropriate procedures and techniques to make and refine artworks
5.7	Applies their understanding of aspects of practice to critically and historically interpret artworks
5.8	Uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of artworks
5.9	Uses the frames to make different interpretations of artworks

2023 Year 10 Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic	The Sketchbook Project	Dwellings	Swarm the World	Con-temporary Art
Nature of task	Artmaking - In-class work Critical and Historical Studies - Written Response	Artmaking - In-class work	Artmaking - In-class work Critical and Historical Studies - Written Response	Artmaking - In-class work
Due Date	Week 10, Term 1, 2023	Week 10, Term 2, 2023	Week 10, Term 3, 2023	Week 6, Term 4, 2023
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

STUDENT ASSESSMENT PLANNER 2023 SEMESTER ONE

TERM ONE	TASKS TO COMPLETE	TERM TWO	TASKS TO COMPLETE
WEEK 2		WEEK 1	
WEEK 3		WEEK 2	
WEEK 4		WEEK 3	
WEEK 5		WEEK 4	
WEEK 6		WEEK 5	
WEEK 7		WEEK 6	
WEEK 8		WEEK 7	
WEEK 9		WEEK 8	
WEEK 10		WEEK 9	
WEEK 11		WEEK 10	

STUDENT ASSESSMENT PLANNER 2023 SEMESTER TWO

TERM THREE	TASKS TO COMPLETE	TERM FOUR	TASKS TO COMPLETE
WEEK 1		WEEK 1	
WEEK 2		WEEK 2	
WEEK 3		WEEK 3	
WEEK 4		WEEK 4	
WEEK 5		WEEK 5	
WEEK 6		WEEK 6	
WEEK 7		WEEK 7	
WEEK 8		WEEK 8	
WEEK 9		WEEK 9	
WEEK 10		WEEK 10	
		WEEK 11	