



**YEAR 10  
2024**

**ASSESSMENT SCHEDULE AND  
GUIDELINES**

## INTRODUCTION

Sylvania High School is committed to supporting each student to fulfil their potential and develop as engaged and active citizens. Year 10 students are at the precipice of senior study and are strongly encouraged to engage in and reflect on their individual strengths and growth areas. By doing so they develop the maturity and insight required to meet the challenges of Year 10 academically but to succeed and thrive as they move into their senior studies.

Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Students at Sylvania High School are being assessed on what they understand, know and can do.

This booklet is issued to all Year 10 students at Sylvania High School Term One of each year. It has been prepared to provide students and their parents/carers with information on the assessment of Year 10 courses. For each course studied, students are provided with an Assessment Schedule in this booklet. Assessment Task notifications and resources for assessment will be provided by the classroom teacher.

This booklet includes each faculty's assessment schedule. It is a student's responsibility to check their assessment schedule. The schedule will contain:

- how they will be assessed
- what term and week it will be assessed
- the weighting system applicable to components of each course.

Please note: Times are a guide only and are subject to change. Students will be informed of any changes to the task.

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## STAGE 5 AND THE RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is a credential for all students, beginning with Year 10 and including the Year 11 Course, to recognise school achievement before Higher School Certificate (ROSA) credential. Students must complete all mandatory subjects to be eligible for a RoSA. Students who do not complete mandatory subjects will receive a transcript of studies. Students who leave school prior to completing the ROSA are entitled to apply for a RoSA or transcript of studies.

The school is responsible for awarding each student a grade A, B, C, D, or E to summarise the student's achievement in any 200-hour course completed in Stage 5. At the conclusion of Year 10, the grade awarded is reported on the student's Record of School Achievement (RoSA). A Non [N] Determination will be used to signify cases of non-satisfactory completion of a course.

## ROSA GRADES AND PERFORMANCE BANDS

At the completion of your Year 10 and 11 courses a grade will be allocated for your RoSA. Grades are determined by your teachers using established NSW Educational Standards Authority (NESA) guidelines and processes to ensure consistency of judgement. Grades in Years 10 and 11 will be based on results in assessment tasks and teacher judgement. The RoSA credential reports on achievements using A to E grades. Grade descriptors are available on the NESA website.

Course performance descriptors are statements that summarise various levels of student achievement in a course. They describe what a student can do across the A-E grade scale.

During the course teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Teachers use their professional judgement in applying the course performance descriptors. The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

## SATISFACTORY COMPLETION OF COURSES

In accordance with NESA, 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:

1. followed the course developed or endorsed by the Board; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

To achieve the outcomes above, students must:

**a) satisfactorily complete classwork**

There is an expectation that all work set by teachers, regardless of whether it is related to an assessment task or not, must be completed.

**b) satisfactorily complete assessment tasks**

In addition to any other set tasks and experiences in any ROSA course, students must complete ROSA assessment tasks that contribute **in excess of 50 percent** of available marks in courses where internal assessment marks are submitted. Students must complete the practical, oral or project works required for specific courses and the assessment requirements for each course.

**c) attend school regularly.**

Regular attendance at school is essential to assist students to maximise their potential. Under the rules set by the Department of Education students must attend a minimum of 95% of lessons. If attendance is unsatisfactory a warning letter will be sent. Students of post-compulsory age [17+] **may be expelled from a school because of unsatisfactory participation in learning.** This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives
- non-compliance with NESA requirements for the award of an ROSA.

If a student fails to complete tasks, (made a serious attempt), in a course to the value of more than 50% of that course's total assessment they are at risk of being deemed unsatisfactory in that course. This may mean that they are ineligible to receive the ROSA. Help for students who find themselves in difficulty is always available from their Year Advisor, the Careers Advisor, School Counsellor or Deputy Principal.

The publication from the NSW Education Standards Authority (NESA) "Rules and Procedures for Higher School Certificate Candidates" covers most of the things you need to know about the ROSA.

## PRINCIPLES OF EFFECTIVE ASSESSMENT AND REPORTING

Assessment draws on a wide range of evidence and appropriate to kind of learning or outcomes being assessed. The assessment strategies used by teachers are directly linked to syllabus outcomes. These describe the standards against which the student is assessed and reported. Teachers use a variety of assessment strategies that give students multiple opportunities in varying contexts to demonstrate what they know, understand and can do in relation to syllabus outcomes.

While this Schedule highlights the formal assessment tasks, teacher professional judgement and ongoing assessment will be used as part of teaching and learning practice to ensure learner growth. Additional assessment strategies including student self-assessment and peer assessment may be utilised. Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important as these tasks assist students to develop and refine knowledge and skills. Student performance on these tasks may be used by teachers to make an accurate judgement about the level of student achievement.

Formal and informal evidence that is collected routinely and recorded systematically is part of teachers' ongoing classroom assessment practice.

Formal reports are issued per semester and will utilise formal assessment data and teacher professional judgement in relation to course performance descriptors and grade attainment.

## FORMAL ASSESSMENT TASKS

Student performance, application and the achievement of course outcomes in the ROSA course will be measured through an assessment program. Assessment seeks to give credit for the mastery of skills and for achievements which may not be adequately evaluated in a single examination.

The use of both internal assessment and external examinations of student achievement allows measurements and observations to be made at several points and in different ways throughout the ROSA course. Taken together, the external examination and internal assessment provide a valid and reliable assessment of the achievement of the knowledge, understanding and skills described for each course.

NESA uses a standards-referenced approach to reporting student achievement in the ROSA. The standards in the ROSA are:

- the knowledge, skills and understanding expected to be learnt by students – the syllabus standards
- the levels of achievement of the knowledge, skills and understanding – the performance standards.

## ASSESSMENT TASK NOTIFICATIONS

Students will be given at least two weeks' notice of a formal task. Tasks are common across all classes within a course.

Assessment Task Notifications will detail

- the timing and duration of the task.
- the outcomes to be assessed.
- the nature and form the assessment task will take.
- permitted materials for an in class task.
- submission requirements for hand in components.

Additional accompanying materials will be provided where relevant to supporting student attainment in the task. Examples of additional materials include exemplars, scaffolds, marking criteria and study guides.

Clarifying questions can be directed to the class teacher or the Head Teacher of the Faculty.

## TASK FEEDBACK

Students will be given clear and honest feedback on their performance on each task. Feedback will show the extent to which they have achieved particular outcomes of the task, a mark and an indication of the standard of their performance in relation to syllabus expectations. Feedback will identify areas of strength and areas for improvement. Students are encouraged to integrate feedback and ask clarifying questions where feedback is unclear.

## VARIATION, CANCELLATION OR ANNULMENT OF TASKS

Circumstances may arise that may necessitate the variation or cancellation of tasks. Variations of tasks in relation to content, process or timing will be determined as a result of consultation between the Head Teacher and the Deputy Principal. In such cases, students will receive a revised written assessment notification responsive to the nature and timing of changes in the specific context.

The Principal has the authority to determine the cancellation or annulment of a task (or tasks). Parents/caregivers and students will be informed in writing in such instances. In the event of an annulled task, an alternate formal assessment task may be required. This determination is at the discretion of the Principal and will be communicated to students and parents/caregivers in writing.

## SUBMISSION OF WORK

Students are required to complete assessments by the due dates on their Assessment Task Notifications. This extends to the format and method of submission. Failure to adhere to the requirements of an assessment may result in a non-attempt or non-submission.

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

## LATE SUBMISSION OF TASKS

Students are responsible for submitting required work by the due date.

Submission/completion of tasks after the date due without an approved reason will result in a student being awarded zero for that task and receiving an 'N' warning letter.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for submission or express posting it to arrive at the school by the due date.

Technology, including computer/printer failure, will not be accepted as a valid reason for failure to submit a task on the due date.

All efforts should be made by the student to address submission challenges or activity conflicts with the Classroom Teacher or Head Teacher *prior* to the task due date.

## IN-CLASS ASSESSMENT RULES

Assessment Task Notification will contain the particulars in relation to task requirements and processes.

In addition to malpractice prohibition, additional expectations for assessments tasks undertaken at school include:

- following any and all instructions by supervising staff in relation to conducting assessment. This includes entry and exit of an assessment environment.

- being prepared for assessment with the permitted materials only.
- remaining quiet and seated for the duration of the task, a raised hand will indicate to the task supervisor that a student needs assistance.
- attempting all sections of a task to the best of their ability within the task timeframe.
- refraining from bathroom breaks during an in-class task.

Examples of such assessments include tests, performance or practical tasks, 'Supervising staff' include all school staff as well as appointed external team of invigilators.

## USE OF ELECTRONIC DEVICES INCLUDING DICTIONARIES, CALCULATORS AND OTHER ELECTRONIC LANGUAGE DEVICES

Only NESA-approved calculators may be used in examinations. NESA provides a list of approved calculators that may be used in the HSC. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.

If students are found to have used such a device in an assessment task or examination, malpractice will attach, their task or examination will be invalid, a mark of zero awarded and an 'N' warning letter sent.

## DISABILITY PROVISIONS

The Department of Education makes disability provisions available for those students who have specific learning and/or disabilities which are likely to affect their results during the HSC. These difficulties include hearing deficiencies, sight impairment as well as diagnosed disabilities.

To access Disability Provisions, students must speak to the Learning Support Teacher or a School Counsellor (referral through Head Teacher Welfare). In the HSC year, a NESA application form must be completed including additional required documentation. It is the responsibility of the student/parent/carer to make an application for disability provisions through the school.

## HONESTY IN ASSESSMENT

The honesty of students in completing assessment tasks, examinations and submitted works underpins the integrity of the HSC. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. Any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA subject-specific documentation. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice (commonly referred to as



cheating). Malpractice in any form, including plagiarism, is unacceptable. NESAs treat allegations of malpractice very seriously and confirmed instances of malpractice will affect a student's marks and may jeopardise their HSC.

***Should malpractice be suspected, students will be required to demonstrate that all work is entirely their own.***

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

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

- copying someone else's work in part or in whole and presenting it as their own.
- using material directly from books, journals, CDs or the internet without reference to the source.
- building on the ideas of another person without reference to the source.
- buying, stealing or borrowing another person's work and presenting it as their own.
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially, or that has been substantially generated by AI.
- 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 HSC examination.
- using non-approved aids during an assessment task.
- contriving false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

The outcome for confirmed malpractice will be a Zero Award for the task.

In all cases of malpractice, parents/carers will be notified, and 'N' warning letters issued. NSW schools are required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task, including information about the subject concerned, the nature of the offence and the penalty applied. This information must then be reported to NESAs.

## NON-SERIOUS ATTEMPTS / NON-ATTEMPTS

HSC students who do not make a serious attempt at an HSC examination may not receive an award in the course concerned. This may render those students ineligible for the award of the HSC. NESAs considers a student's paper to be a non-attempt if there is no evidence of academic engagement with the paper. It is insufficient to answer multiple-choice questions only. Rewriting the question is not considered to be a serious attempt at the paper.

Non-serious attempts include frivolous or objectionable material written in response to examination questions, as well as answers to examination questions in a language other than English (unless specifically instructed to do so).

Any student identified as making a non-serious attempt or a non-attempt in an HSC examination will be asked by NESAs to justify why they should receive a result in the course concerned. NESAs will advise the student and the Principal of its decision when the HSC results are released.

In school-based assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESAs's guidelines. The Head Teacher, in consultation with the course teacher(s) involved, shall determine whether the attempt is non-serious.

## ATTENDANCE PRIOR TO ASSESSMENT DUE DATE - EQUITY PRINCIPLE

Students must be present at school the day prior to any assessment task. In the case of the Trial HSC Examination period, students must be in classes for the whole week prior to the examination period. Students absent prior to a task could be seen as gaining an advantage as they have additional time to complete the assessment or study. This inequity could adversely affect the rankings for other students who are following policy requirements.

Absenteeism the day before an assessment task is due, or any day in the week prior to the Trial HSC Examination period, will not be accepted unless a valid medical certificate is provided to the Head Teacher of the course immediately upon return to school. Attendance all day on the day of a task is also compulsory for equity reasons. Failure to comply with attendance expectations may result in a Zero Award for the task.

## ILLNESS / MISADVENTURE

Students may lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their examination performance.

It is a NESAs recommendation that wherever possible, a student completes the task in line with published assessment to minimise the impact on other classes and assessment performance. In this instance, a marks consideration application addresses a limitation on performance.

### ILLNESS/MISADVENTURE AT SCHOOL DOES NOT COVER:

Year 10 Guidelines and Assessment 2024

*Disclaimer: While every effort was made to ensure the accuracy of details at the time of publication, assessment Details and time frames may change due to unforeseen circumstances. For any and all questions students and parents are advised to contact the classroom teacher, Head Teacher or Deputy Principal*

- recreational holidays
- difficulties in preparation or loss of preparation time
- alleged deficiencies in teaching
- misreading of the timetable
- misreading of assessment task notification or task instructions
- long-term illness, such as glandular fever, asthma and epilepsy – unless there is evidence of a sudden recurrence during the assessment period
- conditions for which they have been granted disability provisions, unless they experience further difficulties at the time of assessment
- poor time management or last minute printing or file complications
- other commitments, such as participation in entertainment, work or sporting events, or attendance at other school activities without prior approval from the relevant Head Teacher or the Deputy Principal.

## ILLNESS/MISADVENTURE PROCESS

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The responsibility to complete and submit an Illness/Misadventure application rests with the student, this may extend to coordination with parents/carers as circumstances require.

If a student is unable to attend school on the day of an assessment task or the day a hand-in assessment task is due because of illness they must:

1. Email or ring the school and leave a message for the teacher or Head Teacher on the day of the task explaining why they are not attending or unable to hand in their task.
2. Obtain independent evidence relevant to their circumstances:
  - a. ILLNESS:  
A valid medical certificate. A valid medical certificate needs to refer to symptoms of a 'medical condition' or identify a medical condition. Certificates simply stating 'unfit for school' do not meet NESA requirements and will not be accepted.
  - b. MISADVENTURE:  
Independent evidence could include: a report from police or emergency services, a medical note for supporting a hospital patient, photographic evidence (eg: minor traffic accident), paperwork relating to a funeral eg: service booklet
3. Download the school's Illness/Misadventure form (available in this document, the school website or the Front Office) and complete it attaching the relevant evidence.
4. Complete this including discussion with the relevant Head Teacher(s)
5. Submit the **completed** Illness/Misadventure form to the Front Office with the independent evidence. to the Front Office who will give to the relevant Deputy Principal. All paperwork must be handed in **within two days of their return to school**. If the paperwork is not handed in on time a zero mark will be recorded for the task and an 'N' warning letter will be sent.

A panel may be convened to decide on the outcome of an Illness/Misadventure application. The panel will consist of the relevant Deputy Principal and two Head Teachers. Once the decision is made, students have the right of final appeal to the Principal.

The Illness/Misadventure form, as well as the flowchart of the Illness/Misadventure Process, is in the back of this booklet. [Appendix A](#)

## ILLNESS/MISADVENTURE OUTCOMES

There are two core outcomes available under this process:

1. Task reschedule/new due date.  
This could be an alternate submission date or completing an in-class task at a subsequent time.
2. Marks consideration.  
This end of year review will compare individual performance to like-tasks or content, using the professional judgement of the Head Teacher and in consultation with the Deputy Principal

While these two remedies cover the overwhelming majority of circumstances, the school reserves the right to implement other actions to ensure the twin goals of student performance and assessment integrity are met. Any such outcome will only occur within the rules and policies of NESA and the NSW Department of Education.

## TASK RESCHEDULING AND ALTERNATE TASKS

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Sylvania High School is committed to the academic integrity of assessment. This may involve the provision of an amended or substitute task provided as an alternate task. Any such tasks will assess the same outcomes and standard of the original assessment task. It is at the discretion of the relevant Head Teacher(s) as to the date of an alternate task. This may include sitting or submitting a task on the day of return to school.

## IMPACT ON PUBLISHED REPORTS

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Marks Consideration applications are considered at the conclusion of the course and academic reporting period, and before the certification of assessment mark submitted to NESA.

Previously published course ranks in academic reports may be impacted by this process for both the individual student and the cohort. The Semester 2 Academic Report will reflect correct information.

## APPROVED EXTENDED LEAVE

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All students must attend school every day to ensure they have the continuity essential to learning and personal attainment. NSW Department of Education emphasises that family travel and holiday plans should take place during set school holiday periods. Extended leave during school term(s) requires a special application to the Principal.

Assessment tasks scheduled during a student's requested extended leave must be listed on the application with relevant documentary evidence. If the extended leave is approved by the Principal, assessment tasks will be supported under misadventure and the task rescheduled. Students are expected to undertake all outstanding assessments promptly on return to school in negotiation with relevant Head Teacher(s) and Deputy Principal. If the application for extended leave is not approved, or a scheduled assessment task is not listed on the application, then a zero mark may be awarded for the missed task(s).

Year 10 Guidelines and Assessment 2024

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## ASSESSMENT APPEALS

Any concern about the results achieved on an assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Once a paper is returned and taken home, no changes based on administrative errors will occur.

If students feel that the **process** of assessment marking was not in line with school assessment policy, they may take their concerns to the Head Teacher for that course and/or their Deputy Principal.

Students have a right to appeal on assessment rankings. By the direction of NESAs and the Department of Education they are not entitled to seek a review of teachers' judgements or application of marking guidelines for assessment tasks. The mark(s) awarded will not be subject to review as a part of this process.

In conducting an assessment review, it is necessary for the school to ascertain whether:

- assessment tasks were carried out in conditions that were fair to all students
- the weightings specified by the school in its assessment program align with NESAs guidelines
- the procedures used by the school for determining the final assessment mark align with its stated assessment program, and,
- there were administrative errors in the determination of the assessment mark.

## THE N DETERMINATION PROCESS

An N Determination is the decision made by the Principal at the end of the course, under delegated authority from NESAs, that a student has not satisfactorily completed a course. Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the N Determination.

If a Determination reduces the total number of units studied to less than 10, the student will not be eligible for an HSC or ATAR.

The N Warning process is designed to identify students 'at risk' of not satisfactorily completing course requirements and to provide solutions in the form of school support. A Principal's Determination will be issued along with the Student Appeal form, to any student issued with an N Determination in any course. The Principal will also advise the student's parents or carers (if the student is under 18 years of age) in writing of their right to appeal against the Principal's determination.

## N WARNING PROCESS

An N warning letter may be issued to parents/carers to formally advise a student is 'at risk' of an N Determination for the following reasons:

- non-completion of classwork and/or homework,
- not applying themselves with diligence and sustained effort to tasks,
- non-completion or non-serious attempts on assessment tasks.

The N warning letter will advise the student of the tasks or actions to be undertaken in time for the problem to be corrected. Students will typically be given two weeks to complete the work listed in the letter. If the work is completed and handed in to the teacher by the specified time, the issue will be considered 'resolved'.

Note that the 'N' warning letters indicate:

- the course
- whether it's the first or second warning for that course
- the task that was not completed
- the date when the task was initially due.
- the assessment weighting on the task
- what the student must do to resolve the N warning 'action required'.
- when the task is to be done by

If applicable, the letter will also detail that a zero mark has been awarded. There is a section which should be signed by parents/carers and returned to the Head Teacher. A sample 'N' warning letter can be found in [Appendix B](#)

## RESOLVING N WARNINGS

The purpose of the N Warning process is to identify course outcomes that a student has not demonstrated and provide opportunity to achieve them.

By completing the 'action required' activities identified in the N-Warning letter by the revised due date, a student demonstrates their achievement of the identified outcomes. Students must consult with the Course Teacher or Head Teacher if they are unsure of what or how to complete in relation to the N-Warning letter.

The relevant Head Teacher will determine if a student has made a satisfactory application to the required work. In such circumstances, the N-Warning remains on file but is marked as resolved.

## ZERO AWARDS

If students engage in malpractice, make a non-serious attempt or fail to meet an assessment deadline (without a valid illness/misadventure application) they will be awarded a zero mark for the task and an N warning letter will be issued to parents/carers. They are still required to complete the task to demonstrate they are meeting course outcomes and will be given two weeks to do so.

In such circumstances, the N-Warning is recorded on file as resolved, however the Zero Award will remain as the formal assessment mark.

## NESA - ADDITIONAL INFORMATION

NESA publish useful guides for both students and parents on the [NESA Website](#) and social media platforms. This includes access to course syllabuses, live webinars and past HSC papers with answers. These support students in their independent work across their courses.

NESA [Students Online](#) portal provides secure login and access to student information including HSC course enrolment, examination timetable and individual results.

#### DECODING NESA DIRECTIVE TERMS

These are key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

The Glossary can be found in [Appendix C](#)

### USING THIS GUIDE

Students must carefully read each subject's policy for each subject being studied. These policies will inform students of the following:

- a. the number and nature of the tasks for the subject e.g., assignment, essay etc.
- b. the value of each task in comparison to the whole course; and
- c. any special requirements for each of the tasks.

*It is the student's responsibility to be aware of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task.*

#### ***It is the student's responsibility to check if a task has been given during their absence.***

- Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task.
- Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher during the lesson on the due date.
- If the teacher is absent, then the task is to be handed to the Head Teacher or the Subject Coordinator or in the last instance the Deputy Principal responsible for Year 9. Students must not leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met, then the task will receive zero.

*It is the responsibility of students to ensure that hard copies of assessment tasks are submitted by the due date for all subjects. Soft copies of assessments on various media will not be accepted unless there is a specific requirement for this with regard to the course being studied.*

### STUDENT ADVICE

There are a number of people that students may speak to if they have any queries about their assessment tasks or overall learning growth

In the first instance, students may speak to their Class Teacher or associated Head Teacher.

The Year Adviser is another source of support or guidance and can assist in answering questions or seeking additional support.

The Learning and Support Team is a specialist team within the school for questions and concerns relating to academic adjustments and disability provisions.



## ASSESSMENT SCHEDULE

### ENGLISH (MANDATORY)

| TASK | DATE DUE         | COMPONENTS                                   | TASK TYPE        | WEIGHTING   |
|------|------------------|--|------------------|-------------|
| 1    | Term 1<br>Week 8 | Art of Writing                               | Creative Writing | 20%         |
| 2    | Term 2<br>Week 4 | Genre Study                                  | Multi-Model      | 25%         |
| 3    | Term 3<br>Week 3 | Close study of text and context: Shakespeare | Writing Task     | 25%         |
| 4    | Term 4<br>Week 2 | Area of Study - Novel Study                  | Examination      | 30%         |
|      |                  |  |                  | <b>100%</b> |

### GEOGRAPHY (MANDATORY)

| TASK | DATE DUE   | COMPONENTS  | TASK TYPE                         | WEIGHTING   |
|------|--|---|-----------------------------------|-------------|
| 1    | Term 1<br>Week 6 <b>or</b><br>Term 3<br>Week 6   | Environmental Change and Management & Geographical Skills | In-Class Task                     | 20%         |
| 2    | Term 1<br>Week 10 <b>or</b><br>Term 3<br>Week 10 | Environmental Change and Management                       | Field Work and In-Class Report    | 40%         |
| 3    | Term 2 Week 5 <b>or</b> Term 4<br>Week 5         | Human Wellbeing   | Research and In-Class Examination | 40%         |
|      |  |   |                                   | <b>100%</b> |

Note: Geography and History are semesterised, hence you will complete two tasks in either Term 1 and 2 **or** Term 3 and 4.

## HISTORY (MANDATORY)

| TASK | DATE DUE                                       | COMPONENTS   | TASK TYPE         | WEIGHTING   |
|------|--|--|-------------------|-------------|
| 1    | Term 1<br>Week 8 <b>or</b><br>Term 3<br>Week 8 | Australians at War-<br>WWI and WWII  | In-class response | 50%         |
| 2    | Term 2<br>Week 4 <b>or</b><br>Term 4<br>Week 4 | Australians at War -<br>WWI and WWII<br>The Vietnam War and<br>the War on Terror | Examination       | 50%         |
|      |  |  |                   | <b>100%</b> |

Note: Geography and History are semesterised, hence you will complete two tasks in either Term 1 and 2 **or** Term 3 and 4.

## MATHEMATICS (MANDATORY) 5.1, 5.2 AND 5.3

| TASK | DATE DUE         | COMPONENTS   | TASK TYPE                           | WEIGHTING   |
|------|------------------|--|-------------------------------------|-------------|
| 1    | Term 1<br>Week 7 | Knowledge, Skills &<br>Application of Core<br>Concepts | Investigative task                  | 25%         |
| 2    | Term 2<br>Week 3 | Knowledge, Skills &<br>Application of Core<br>Concepts | Semester 1:<br>Mathematical Journal | 12.5%       |
| 3    | Term 2<br>Week 4 | Knowledge, Skills &<br>Application of Core<br>Concepts | Examination                         | 25%         |
| 4    | Term 4<br>Week 1 | Knowledge, Skills &<br>Application of Core<br>Concepts | Semester 2:<br>Mathematical Journal | 12.5%       |
| 5    | Term 4<br>Week 2 | Knowledge, Skills &<br>Application of Core<br>Concepts | Examination                         | 25%         |
|      |                  |  |                                     | <b>100%</b> |

## PDHPE (MANDATORY)

| TASK | DATE DUE                             | COMPONENTS  | TASK TYPE                         | WEIGHTING   |
|------|--------------------------------------|---|-----------------------------------|-------------|
| 1    | Term 1<br>Week 9                     | Don't Be A Passenger,<br>Be A Driver                            | Cross KLA project with<br>Science | 25%         |
| 2    | Term 1<br>Week 8<br>Term 2<br>Week 4 | Dance<br>Emerging Games   | Practical Assessment              | 25%         |
| 3    | Term 3<br>Week 7                     | World Wide Web  | Research Task and<br>Presentation | 25%         |
| 4    | Term 3<br>Week 8<br>Term 4<br>Week 4 | Putting It All Together<br>Invasion Games<br>Striking, Catching | Practical Assessment              | 25%         |
|      |                                      |   |                                   | <b>100%</b> |

NOTE: Practical assessment does NOT require research or written time, it is ongoing throughout each semester. It does require sports uniform. Assessments may be subject to change to accommodate course organisation and structure.

## SCIENCE (MANDATORY)

| TASK | DATE DUE         | COMPONENTS   | TASK TYPE                                | WEIGHTING   |
|------|------------------|--|--|-------------|
| 1    | Term 1<br>Week 9 | Investigation and<br>processing skills                       | Student Research<br>Project              | 25%         |
| 2    | Term 2<br>Week 4 | Knowledge,<br>understanding and<br>processing<br>information | Examination                              | 25%         |
| 3    | Term 3<br>Week 8 | Research   | Research Submission<br>and in class task | 25%         |
| 4    | Term 4<br>Week 2 | Knowledge,<br>understanding<br>and processing<br>skills      | Examination                              | 25%         |
|      |                  |  |  | <b>100%</b> |

## CHILD STUDIES

| TASK | DATE DUE         | COMPONENTS   | TASK TYPE       | WEIGHTING   |
|------|------------------|--|-----------------|-------------|
| 1    | Term 2<br>Week 2 | Play and the Developing Child  | Research Report | 35%         |
| 2    | Term 3<br>Week 2 | Food and Nutrition in Childhood  | In Class Task   | 30%         |
| 3    | Term 4<br>Week 2 | Play and the Developing Child; Food and Nutrition in Childhood; Childcare Services and Careers | Examination     | 35%         |
|      |                  |  |                 | <b>100%</b> |

## COMMERCE

| TASK | DATE DUE         | COMPONENTS                             | TASK TYPE              | WEIGHTING   |
|------|------------------|--|------------------------|-------------|
| 1    | Term 1<br>Week 6 | The Economic and Business Environment  | Topic Test             | 20%         |
| 2    | Term 2<br>Week 3 | Law, Society and Political Involvement | In-Class Response      | 20%         |
| 3    | Term 3<br>Week 6 | Running a Business                     | Mock Business Activity | 30%         |
| 4    | Term 4<br>Week 3 | All Units                              | Examination            | 30%         |
|      |                  |  |                        | <b>100%</b> |

## DANCE

| TASK | DATE DUE          | COMPONENTS                               | TASK TYPE   | WEIGHTING   |
|------|-------------------|--|---|-------------|
| 1    | Term 1<br>Week 10 | Performance and Composition              | Modern Dance Performance and Composition Task Logbook Submitted | 20%         |
| 2    | Term 2<br>Week 4  | Performance Composition and Appreciation | Composition, Performance, Research Task Logbook Submitted       | 25%         |
| 3    | Term 3<br>Week 6  | Film/Performance and Appreciation        | Film Task, Interview and Logbook Submitted                      | 30%         |
| 4    | Term 4<br>Week 2  | Performance and Appreciation             | Musical Theatre Composition and research task                   | 25%         |
|      |                   |  |   | <b>100%</b> |

## DESIGN AND TECHNOLOGY

| TASK | DATE DUE          | COMPONENTS  | TASK TYPE                           | WEIGHTING   |
|------|-------------------|---|-------------------------------------|-------------|
| 1    | Term 1<br>Week 9  | Ethical and Socially Responsible Design   | Research Task                       | 20%         |
| 2    | Term 2<br>Week 10 | Design Concepts and Processes<br>Develops and Designs Creative, Innovative and Enterprising Solutions | Project and Portfolio (Progression) | 25%         |
| 3    | Term 3<br>Week 10 | Design Concepts and Processes<br>Develops and Designs Creative, Innovative and Enterprising Solutions | Project and Portfolio (Final)       | 30%         |
| 4    | Term 4<br>Week 2  | Knowledge and Understanding   | Examination                         | 30%         |
|      |                   |   |                                     | <b>100%</b> |

## FRENCH

| TASK | DATES            | COMPONENTS   | TASK TYPE            | WEIGHTING   |
|------|------------------|--|----------------------|-------------|
| 1    | Term 1<br>Week 9 | Interacting<br>Composing<br>Systems of language<br>The role of language<br>and culture | Oral<br>presentation | 20%         |
| 2    | Term 2<br>Week 2 | Accessing and<br>Responding to French<br>spoken and written<br>texts in English        | Written test         | 30%         |
| 3    | Term 3<br>Week 8 | Interacting<br>Composing<br>Systems of language  | Interview            | 20%         |
| 4    | Term 4<br>Week 1 | Accessing and<br>Responding to French<br>spoken and written<br>texts in English        | Written test         | 30%         |
|      |                  |  |                      | <b>100%</b> |

## FOOD TECHNOLOGY

| TASK | DATE DUE         | COMPONENTS   | TASK TYPE     | WEIGHTING   |
|------|------------------|--|---------------|-------------|
| 1    | Term 2<br>Week 2 | Food Service and<br>Catering   | Research Task | 35%         |
| 2    | Term 3<br>Week 4 | Food Trends  | Research Task | 35%         |
| 3    | Term 4<br>Week 2 | Food Service and<br>Catering,<br>Food Trends,<br>Food for Special<br>Occasions | Examination   | 30%         |
|      |                  |  |               | <b>100%</b> |

Note: In order to achieve course outcomes, students must attend classes with all necessary equipment. Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, aprons and where necessary, hair restraint.

## GAMING AND INTERACTIVE MEDIA (IST and IT-Multimedia)

| TASK | DATE DUE          | COMPONENTS                  | TASK TYPE    | WEIGHTING   |
|------|-------------------|-----------------------------|--------------|-------------|
| 1    | Term 2<br>Week 4  | Website Development         | Hand-In Task | 35%         |
| 2    | Term 3<br>Week 10 | Video Production            | Hand-In Task | 30%         |
| 3    | Term 4<br>Week 2  | Knowledge and Understanding | Examination  | 35%         |
|      |                   |                             |              | <b>100%</b> |

Students will be required to bring a USB or Hard Drive to class. It is also expected that students have a device.

## HISTORIES, MYSTERIES AND FORENSICS

| TASK | DATE DUE         | COMPONENTS                | TASK TYPE         | WEIGHTING   |
|------|------------------|---------------------------|-------------------|-------------|
| 1    | Term 1<br>Week 8 | Ancient Wonders and Feats | Research Project  | 25%         |
| 2    | Term 2<br>Week 4 | Alexander the Great       | In-Class Response | 25%         |
| 3    | Term 3<br>Week 6 | Maralinga                 | Research Project  | 25%         |
| 4    | Term 4<br>Week 3 | All Course Topics         | Examination       | 25%         |
|      |                  |                           |                   | <b>100%</b> |

## INDUSTRIAL TECHNOLOGY – TIMBER

| TASK | DATE DUE          | COMPONENTS  | TASK TYPE           | WEIGHTING   |
|------|-------------------|---|---------------------|-------------|
| 1    | Term 2<br>Week 3  | Project Proposal and management skills                    | Folio               | 30%         |
| 2    | Term 3<br>Week 10 | Practical and management skills                           | Folio and Practical | 40%         |
| 3    | Term 4<br>Week 2  | Use of appropriate tools, processes and subject knowledge | Examination         | 30%         |
|      |                   |   |                     | <b>100%</b> |

Note: In order to achieve course outcomes, students must attend classes with all necessary equipment. Students will not be permitted to participate in practical lessons without appropriate safety equipment. This includes the wearing of fully enclosed leather shoes, aprons, safety glasses and where necessary, hair restraint.

## MUSIC

| TASK | DATE DUE         | COMPONENTS  | TASK TYPE           | WEIGHTING   |
|------|------------------|-------------|---------------------|-------------|
| 1    | Term 1<br>Week 7 | Musicology  | Research Assignment | 25%         |
| 2    | Term 2<br>Week 4 | Performance | Performance         | 25%         |
| 3    | Term 3<br>Week 5 | Aural       | Examination         | 25%         |
| 4    | Term 4<br>Week 3 | Composition | Composition Task    | 25%         |
|      |                  |             |                     | <b>100%</b> |



## PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

| TASK | DATE DUE        | COMPONENTS                     | TASK TYPE                                | WEIGHTING   |
|------|-----------------|--------------------------------|--|-------------|
| 1    | Term 1 & Term 2 | Movement Skill and Development | Practical Assessment                     | 25%         |
| 2    | Term 2 Week 3   | Event Management               | Event Management Organisational Task     | 25%         |
| 3    | Term 3 & Term 4 | Coaching                       | Integrated Theory & Practical Assessment | 25%         |
| 4    | Term 4 Week 4   | All Theory & Practical Units   | Examination                              | 25%         |
|      |                 |                                |  | <b>100%</b> |

NOTE: Practical assessment does NOT require research or written time, it is ongoing throughout each semester. It does require sports uniform. Assessments may be subject to change to accommodate course organisation and structure.

## VISUAL ART

| TASK         | DATE DUE      | COMPONENTS      |                            | TASK TYPE              | WEIGHTING   |
|--------------|---------------|-----------------|----------------------------|------------------------|-------------|
|              |               | Making Artworks | Historical/ Critical Study |                        |             |
| 1            | Term 2 Week 2 | 20%             | 20%                        | Drawing & Artist Study | 40%         |
| 2            | Term 3 Week 4 | 20%             |                            | Printmaking            | 30%         |
| 3            | Term 4 Week 1 | 20%             | 20%                        | Painting & Essay       | 40%         |
| <b>Total</b> |               | <b>60%</b>      | <b>40%</b>                 |                        | <b>100%</b> |

## APPENDIX A

### ILLNESS/MISADVENTURE APPLICATION

This form must be completed then taken to the Front Office **within two days of returning to school.**

SURNAME: .....

GIVEN NAME: .....

YEAR: .....

DATE OF REQUEST: .....

Please indicate the subject/s for which this appeal is being lodged.

| Subject | Date of Task | Nature of Task eg: AT 1 Test | Teacher |
|---------|--------------|------------------------------|---------|
|         |              |                              |         |
|         |              |                              |         |
|         |              |                              |         |
|         |              |                              |         |

REQUESTING:      Task Reschedule/New Due Date        
                           Marks Consideration                             (reviewed by panel at end of year)  
                           Other   

BASIS FOR APPLICATION (Illness or Misadventure): .....

Add formal documentation and/or additional pages to provide sufficient details to support your case

SUBSTANTIATING EVIDENCE ATTACHED (attached letter or documents): YES NO

SIGNED: .....      DATE: ...../...../.....  
                           (student)

SIGNED: .....      DATE: ...../...../.....  
                           (parent)

| HEAD TEACHER'S COMMENT:                  | HEAD TEACHER'S COMMENT:                  | HEAD TEACHER'S COMMENT:                  | HEAD TEACHER'S COMMENT:                  |
|--|--|--|--|
| .....<br>.....<br>.....<br>.....         | .....<br>.....<br>.....<br>.....         | .....<br>.....<br>.....<br>.....         | .....<br>.....<br>.....<br>.....         |
| Rescheduled date:<br>...../...../.....   | Rescheduled date:<br>...../...../.....   | Rescheduled date:<br>...../...../.....   | Rescheduled date:<br>...../...../.....   |
| SIGNED: .....<br>DATE: ...../...../..... | SIGNED: .....<br>DATE: ...../...../..... | SIGNED: .....<br>DATE: ...../...../..... | SIGNED: .....<br>DATE: ...../...../..... |
|  |  |  |  |

SUBMISSION TO FRONT OFFICE: Deputy Principal: .....  
 Form received: ...../...../.....BY: ..... Entered: / / BY: .....

**ILLNESS/MISADVENTURE APPLICATION ADMINISTRATION: SCHOOL USE ONLY**

Notes:

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PANEL'S DECISION: UPHELD  NOT UPHELD   
 DATE: ...../...../.....  
 Task Rescheduled  Marks Adjusted

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SIGNED: DP \_\_\_\_\_  
 HT \_\_\_\_\_  
 HT \_\_\_\_\_

**ILLNESS/MISADVENTURE PROCESS**

Student gets form from Front Office or downloads from Guidelines and Assessment Schedules document on the school's website. Student completes the form with relevant details and attaches documentation (medical certificate).

Student must discuss with relevant DP.



Student takes form to HT for comment **within two school days upon return to school.**



Student takes completed form to DP/Front Office.

DP/Front Office signs receipt of form and enters information into spreadsheet. Tasks rescheduled/completed

HT to inform DP when task completed/handed in in cases of extension.



Marks consideration to be undertaken at end of year finalisation process For complex Illness/Misadventure cases, DP holds panel to make a decision. Panel members: DP, two HT's.

## SAMPLE N WARNING LETTER

Dear Parent / Carer

**OFFICIAL WARNING: Non-completion of a RoSA Course**

I am writing to advise that your son / daughter \_\_\_\_\_ is in danger of not meeting the requirements for satisfactory completion of the RoSA course in «subject».

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. [Delete the following sentence if this is the first warning] Previous warning(s) were sent to you on <Insert dates>.

**Criteria for satisfactory completion of a course**

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

| Task or course requirement | Original due date (if applicable) | Action required by student | Date for completion |
|----------------------------|-----------------------------------|----------------------------|---------------------|
|                            |                                   |                            |                     |

**Action by parent/guardian**

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.



## GLOSSARY OF KEY WORDS AS SPECIFIED BY NESA FOR USE IN ROSA COURSES

## GENERIC DIRECTIVE TERMS FROM THE ASSESSMENT SUPPORT DOCUMENT

Key words that appear frequently in NESA syllabuses, performance descriptions and examinations.

|                                  |  |
|----------------------------------|--|
| Account                          | Account for; state reasons for, report on.<br>Give an account of; narrate a series of events or transactions                                 |
| Analyse                          | Identify components and the relationship between them; draw out and relate implications  |
| Apply                            | Use, utilise, employ in a particular situation   |
| Appreciate                       | Make a judgement about the value of  |
| Assess                           | Make a judgement of value, quality, outcomes, results or size  |
| Calculate                        | Ascertain/determine from given facts, figures or information   |
| Clarify                          | Make clear or plain  |
| Classify                         | Arrange or include in classes/categories   |
| Compare                          | Show how things are similar or different   |
| Construct                        | Make; build; put together items or arguments   |
| Contrast                         | Show how things are different or opposite  |
| Critically<br>(analyse/evaluate) | Add a degree or level of accuracy of depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation) |
| Deduce                           | Draw conclusions   |
| Define                           | State meanings and identify essential qualities  |
| Demonstrate                      | Show by example  |
| Describe                         | Provide characteristics and features   |
| Discuss                          | Identify issues and provide points for and/or against  |
| Distinguish                      | Recognise or note/indicate as being distinct or different from; to note differences between  |
| Evaluate                         | Make a judgement based on criteria; determine the value of   |
| Examine                          | Inquire into   |
| Explain                          | Relate cause and effect; make the relationships between things evident; provide why and/or how   |
| Extract                          | Choose relevant and/or appropriate Details   |
| Extrapolate                      | Infer from what is known   |
| Identify                         | Recognise and name   |
| Interpret                        | Draw meaning from; investigate   |
| Investigate                      | Plan, inquire into and draw conclusions about  |
| Justify                          | Support and argument or conclusion   |
| Outline                          | Sketch in general terms; indicate the main features of   |
| Predict                          | Suggest what may happen based on available information   |
| Propose                          | Put forward (for example a point of view, idea, argument, suggestion) for consideration or action  |
| Recall                           | Present remembered ideas, facts or experiences   |
| Recommend                        | Provide reasons in favour  |
| Recount                          | Retell a series of events  |
| Summarise                        | Express concisely the relevant Details   |
| Synthesise                       | Putting together various elements to make a whole  |

APPENDIX D

ASSESSMENT SCHEDULE SUMMARY

| Term 1, 2024 | Week | Course | Assessment Task Description |
|--------------|------|--------|-----------------------------|
|              |      |        |                             |
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| Term 2, 2024 | Week | Course | Assessment Task Description |
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| Term 3, 2024 | Week | Course | Assessment Task Description |
|--------------|------|--------|-----------------------------|
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| Term 4, 2024 | Week | Course | Assessment Task Description |
|--------------|------|--------|-----------------------------|
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