



**YEAR 10
2025**

ASSESSMENT SCHEDULE AND GUIDELINES

Year 10 Guidelines and Assessment 2025

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

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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 topics and 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.

Proper conduct during class tasks reflects the right for all students to participate and achieve to the best of their ability and upholds the integrity of assessment.

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

1. School behaviour rules apply
2. Make sure that you are prepared for the task. Have your pen(s), pencil(s), pencil sharpener, extra lead(s) or refill(s), and your eraser available and ready.
3. Follow all instructions of the supervisor of your task, including not touching your paper until you are told to do so.
4. No talking during the task.
5. If you have any difficulty with the task, raise your hand and wait for the teacher to respond.
6. Only the equipment which is necessary for the exam should be kept on the desk.
7. If you have time when you complete the task, check your answers. If you have finished turn over the page and wait. Do not disturb others.
8. When the supervisor/teacher ends the task. Put your pencil or pen down immediately and wait until your paper is collected. Do not talk during this time
9. When instructed, leave the class quietly and do not loiter in front of the class.

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 NESAs-approved calculators may be used in examinations. NESAs 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.

ADJUSTMENTS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

Teachers may need to make reasonable adjustments to teaching, learning and assessment practices for students with a disability or additional needs so that they are able to demonstrate what they know and can do in relation to syllabus outcomes and content. Reasonable adjustments are practical arrangements made for students with disability so that they can access and participate on the same basis as students without disability.

The types of adjustments made will vary, based on the needs of individual students. These may be:

- provisions (adjustments to the assessment process) for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology
- adjustments to assessment activities, for example rephrasing questions or using simplified language, fewer questions or alternative formats for questions
- alternative formats for responses, for example written point form or notes, scaffolded structured responses, short objective questions or multimedia presentations.

Exemptions from tasks, courses or teacher changes are not reasonable adjustments and cannot be requested.

For questions regarding disability and adjustments please contact the class teacher, course Head Teacher or the SHS Learning Support Coordinator.

ASSESSMENT TASK PROBLEMS

Students are to notify their teacher of any assessment problems in advance of the due date.

Alternate arrangements for speeches or presentations will only be considered when accompanied by medical documentation.

USE OF INFORMATION & COMMUNICATIONS TECHNOLOGIES (ICT)

Students who need to or elect to prepare any assessment task material using computer-based technology, such as a word processor or the Internet must take any necessary precautions to ensure that technical difficulties do not lead to late submission.

This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer.

Technology failure is not an acceptable reason for failing to hand in assessment tasks. Students are encouraged to speak to their class teacher or Head Teacher for any problems arising that may impact their completion of a task.

Assessment tasks must be submitted in the format specified in the task. Where a task is hand in, it is the student's responsibility to ensure that their work is printed before the due date.

Under no circumstances will an assessment task be accepted as a soft copy unless it is a specific requirement of the course/task, nor will any technical problem eg: printing be considered as a valid reason for late submission.

MOBILE PHONES AND SMART DEVICES

Sylvania High School operates in line with the NSW Government Digital Device Ban. This means that during school, all mobile phones and digital devices must be off and out of sight.

Should a student be in possession of smart technology that is on, or if a mobile phone rings, or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

Smart devices (eg: watches or glasses) are banned from assessment tasks and exams.

HONESTY IN ASSESSMENT (MALPRACTICE)

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

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or

- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

In the case of suspected malpractice, 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.

Where malpractice has been determined an academic concern letter will be issued and a range of penalties could be imposed. These include:

- reduction of marks awarded
- a zero award for task
- a resubmission of the task

NON-SERIOUS ATTEMPTS / NON-ATTEMPTS

Students who do not make a serious attempt at any RoSA assessment are not satisfactorily meeting NESA course requirements. NESA 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).

In school-based assessment, a non-serious attempt at an assessment task may lead to being awarded a zero mark as per NESA'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:

- 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

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 NESAs 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

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

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

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).

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.

APPEALS

The school recognises that students, parents, staff and members of the wider school community may have concerns about academic and/or assessment management including incidents, relationships, decisions and even the complaints management process.

The appeals procedures for school-based assessment are applicable to staff, students and parents/carers. Person(s) seeking an appeal must be personally impacted by the issue.

ASSESSMENT

Where concerns develop, the school seeks to prevent them from escalating by encouraging open communication as well as efficient and effective resolution.

The Head Teacher is generally the best person to handle concerns about matters within learning areas including assessment specifics and issues arising from Assessment Tasks or examinations.

If someone is unsure where to raise a concern regarding assessment, they should speak with a Deputy Principal.

To lodge an assessment appeal, the impacted party(ies) must submit a written statement (e-mail accepted) to the school detailing the circumstances and nature of the appeal with reference to published school policy (including this document). They should also outline any attempts to seek clarification on the matter.

The school will acknowledge receipt of the appeal within 3 school days of receipt. An Appeal Manager will be appointed by the Principal who will investigate the concerns including consultation with relevant staff and students and may request further information from the applicant. The Appeal Manager will make the recommendation to the Principal who will determine whether the appeal is upheld or denied.

The determination will be made within 20 school days, and the applicant will be notified in writing. The Principal's determination is final.

USING THIS GUIDE

Students must carefully read each subject's information for each of their classes. All students undertake mandatory courses, elective course allocation is based on individual student timetables. Assessment schedules will inform students of the following:

- a) the number and nature of the tasks for the subject e.g., assignment, essay or test.
- b) the topic(s) that will be assessed
- c) the value of each task in comparison to the whole course; and
- d) any special requirements for each of the tasks eg: permitted materials or practical uniform

It is the student's responsibility to be aware of their assessment responsibilities. 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.

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](#)

ASSESSMENT SCHEDULE

ENGLISH (MANDATORY)

Outcomes:

EN5-RVL-01	Reading, viewing and listening to texts uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	Understanding and responding to texts Analyses how meaning is created through the use and interpretation of increasingly complex language forms, structures and features.
EN5-ECA-01	Expressing ideas and composing texts A Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.
EN5-URB-01	Understanding and responding to texts Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values or attitudes.
EN5-URC-01	Understanding and responding to texts C Investigates and explains ways of valuing texts and the relationships between them
EN5-ECB-01	Expressing ideas and composing texts B uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 11	Novel Study – Growing Up	Writing Task – in class	EN5-ECA-01 EN5-URB-01	30%
2	Term 2 Week 10	Telling Stories – Drama	Essay – in class	EN5-URB-01 EN5-URA-01	40%
3	Term 3 Week 10	Auteur Study	Multi – modal – hand in	EN5-URC-01 EN5-ECB-01 EN5-ECA-01	30%
					100%

GEOGRAPHY (MANDATORY)

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

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 8 OR Term 3 Week 7	Human Wellbeing	Research + in class extended response	GE5-1 GE5-6 GE5-8	50%
2	Term 2 Week 5 OR Term 4 Week 3	Geography Skills + Environmental Change & Management	Examination	GE5-2 GE5-4 GE5-5 GE5-7	50%
					100%

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)

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

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1/3 Week 8	Rights and Freedoms	In-class Response/ Research Presentation	HT5-2, HT5-3, HT5-6, HT5- 8, HT5-9, HT5-10	50%
2	Term 2/4 Week 4	Rights and Freedoms (1945-Present) and Australians at War - The Vietnam War and War on Terror	Examination	HT5-1 through HT5-10	50%
					100%

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)

Outcomes:

The following are the core outcomes in stage 5. These outcomes are assessed throughout Year 9 and 10. Teachers may also formatively assess pathway outcomes at their professional judgement.

- MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly

Assessment Schedule:

TASK	DATE DUE	SYLLABUS COMPONENTS	TASK TYPE		OUTCOMES	WEIGHTING
1	Term 1 Week 8	Financial Mathematics A, Financial Mathematics B Working Mathematically	Investigative	Hand in	MA5-FIN-C-01, MA5-FIN-C-02 MAO-WM-01	25%
2	Term 2 Week 4	Working Mathematically Financial Mathematics A, Financial Mathematics B, Trigonometry A	Examination	In Class	MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02, MA5-TRG-C-01	30%
3	Term 3 Week 8	Working Mathematically	Mathematical Journal	Hand in	MAO-WM-01	15%
4	Term 4 Week 2	Working Mathematically, Trigonometry A, Trigonometry B, Non-Linear Relationships A	Examination	In Class	MAO-WM-01, MA5-TRG-C-01 MA5-TRG-C-02, MA5-NLI-C-01	30%
						100%

PDHPE (MANDATORY)

Outcomes:

- PD5-1 assesses their own and others' 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 and strategies that enhance inclusivity, equality and respectful relationships
- 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 actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses and applies self-management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Assessment Schedule:

TASK	DATE DUE	COMPONENTS	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 8	Practical Unit 1: Dance	Practical Assessment	PD5-4 PD5-10:	25%
2	Term 1 Week 9	Theory Unit 1: Don't Be A Passenger, Be A Driver!	Research & In-class Assessment	PD5-6	25%
3	Term 3 Week 8	Practical Unit 4: Putting It All Together (Invasion Games)	Practical Assessment	PD5-5 PD5-11	25%
4	Term 3 Week 9	Theory Unit 3: World Wide Web (WWW)	Research & In-class Assessment	PD5-7	25%

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)

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
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

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 9	Investigation and processing skills	Student Research Project	SC5-4WS SC5-5WS SC5-6WS SC5-9WS	25%
2	Term 2 Week 4	Knowledge, understanding and processing information	Examination	SC5-7WS SC5-9WS SC5-10PW SC5-17CW	25%
3	Term 3 Week 8	Processing information and scientific skills	In class task	SC5-7WS SC5-8WS SC5-9WS	25%
4	Term 4 Week 2	Knowledge and understanding	Examination	SC5-7WS SC5-9WS SC5-12ES SC5-14LW SC5-15LW	25%
					100%

ELECTIVE ASSESSMENT SCHEDULES

CHILD STUDIES

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 evaluates strategies that promote the growth and development of children
- 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

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 2 Week 2	Play and the Developing Child	Research Report	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9	35%
2	Term 3 Week 2	Food and Nutrition in Childhood	In Class Task	CS5-1, CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	30%
3	Term 4 Week 2	Play and the Developing Child; Food and Nutrition in Childhood; Childcare Services and Careers	Examination	CS5-2, CS5-4, CS5-7, CS5-9	35%
					100%

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

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 11	The Economic and Business Environment	Topic Test	COM5-1, COM5-2, COM5-4, COM5-8	25%
2	Term 2 Week 4	Law in Action	Research Task	COM5-1, COM5-2, COM5-3, COM5-7	25%
3	Term 3 Week 8	Running a Business + Promoting and Selling	Business Project	COM5-4, COM5-5, COM5-6, COM5-9	20%
4	Term 4 Week 3	All topics	Examination	COM5-1, COM5-2, COM5-4, COM5-8	30%
					100%

DANCE

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

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 10	Performance and Composition	Modern Dance Performance and Composition Task Logbook Submitted	5.1.2, 5.2.1, 5.2.2, 5.3.2	20%
2	Term 2 Week 4	Performance Composition and Appreciation	Composition, Performance, Research Task Logbook Submitted	5.2.1, 5.2.2, 5.3.1	25%
3	Term 3 Week 6	Film/Performance and Appreciation	Film Task, Interview and Logbook Submitted	5.1.1, 5.1.2, 5.1.3	30%
4	Term 4 Week 2	Performance and Appreciation	Musical Theatre Composition and research task	5.1.3, 5.2.1, 5.3.2, 5.3.3	25%
					100%

DESIGN AND TECHNOLOGY

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

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 8	Ethical and Socially Responsible Design	Research Task	DT5-3, DT5-4, DT5-5, DT5-6	15%
2	Term 2 Week 10	Design Concepts and Processes; Develops and Designs Creative, Innovative and Enterprising Solutions	A. Project and Portfolio (Progression)	DT5-1, DT5-2, DT5-6, DT5-8, DT5-10	25%
3	Term 3 Week 10	Design Concepts and Processes; Develops and Designs Creative, Innovative and Enterprising Solutions	B. Project and Portfolio (Final)	DT5-1, DT5-2, DT5-6, DT5-8, DT5-10	30%
4	Term 4 Week 2	Knowledge and Understanding	Examination	DT5-4, DT5-5, DT5-6, DT5-7, DT5-8	30%
					100%

FOOD TECHNOLOGY

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

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 2 Week 2	Food Service and Catering	Research Task	FT5-9, FT5-10, FT5-13	35%
2	Term 3 Week 4	Food Trends	Research Task	FT5-8, FT5-11, FT5-12	35%
3	Term 4 Week 2	Food Service and Catering, Food Trends, Food for Special Occasions	Examination	FT5-3, FT5-6, FT5-7, FT5-12, FT5-13	30%
					100%

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 (IT-MULTIMEDIA)

Outcomes:

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 11	Video Production Project	A. Hand-in Practical Task B. In-Class Quiz	IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-8, IND5-9	30%
2	Term 2 Week 10	Web Project	A. Hand-in Practical Task B. In-Class Quiz	IND5-3, IND5-4, IND5-7	15%
3	Term 3 Week 6	Technical Skills & Societal Impact	Practical Skill & Knowledge Test	IND5-1, IND5-5, IND5-10	20%
4	Term 4 Week 2	Interactive Multimedia Project	A. Hand-in Practical Task B. In-Class Quiz	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	35%
					100%

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

HISTORIES, MYSTERIES AND FORENSICS

Outcomes:

- HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2 examines the ways in which historical meanings can be constructed through a range of media
- HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7 explains different contexts, perspectives and interpretations of the past
- HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 1 Week 9	Ancient Wonders and Feats	Research Project	HTE5-1, HTE5-6, HTE5-8, HTE5-9, HTE5-10	25%
2	Term 2 Week 3	Alexander The Great	In-Class Response	HTE5-1, HTE5-3, HTE5-4, HTE5-6, HTE5-8, HTE5-9, HTE5-10	25%
3	Term 3 Week 6	Maralinga	Research Project	HTE5-1, HTE5-5, HTE5-7, HTE5-9, HTE5-10	25%
4	Week 3, Term 4	All Course Topics	Examination	HTE5-1, HTE5-2, HTE5-3, HTE5-4, HTE5-7, HTE5-9, HTE5-10	25
					100%

INDUSTRIAL TECHNOLOGY – TIMBER

Outcomes:

- IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2 applies design principles in the modification, development and production of projects
- IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6 identifies and participates in collaborative work practices in the learning environment
- IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	OUTCOMES	WEIGHTING
1	Term 2 Week 3	Project Proposal and management skills	Folio	IND5-1, IND5-2, IND5-3	30%
2	Term 3 Week 10	Practical and management skills	Folio and Practical	IND5-3, IND5-4, IND5-8, IND5-9	40%
3	Term 4 Week 2	Use appropriate tools, processes and subject knowledge	Examination	IND5-1 – IND5-10	30%
					100%

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

Outcomes:

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)	TASK TYPE	WEIGHTING
1	Term 1 Week 7	Musicology	Research Assignment	25%
2	Term 2 Week 4	Performance	Performance	25%
3	Term 3 Week 5	Aural	Examination	25%
4	Term 4 Week 3	Composition	Composition Task	25%
				100%

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

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.

Assessment Schedule:

TASK	DATE DUE	COMPONENTS	TASK TYPE	WEIGHTING	OUTCOMES
1	Term 1 Week 7	Movement Skill and Development	Practical Assessment	25%	PASS5-5 PASS5-7 PASS5-9
2	Term 2 Week 6	Event Management	Hand in Task	25%	PASS 5-8 PASS 5-10
3	Term 3 Week 7	Coaching	Integrated Theory & Practical Assessment	25%	PASS5-5 PASS5-6 PASS5-8 PASS5-10
4	Term 4 Week 4	Field Games (movement Skill)	Practical Assessment	25%	PASS5-2 PASS5-5 PASS5-6 PASS5-7 PASS5-9

VISUAL ART

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 in the visual arts
- 5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6 demonstrates developing technical accomplishment and refinement in making artworks
- 5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9 demonstrates how the frames provide different interpretations of art
- 5.10 demonstrates how the frames provide different interpretations of art

Assessment Schedule:

TASK	DATE DUE	TOPIC(S)		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	20%
3	Term 4 Week 1	20%	20%	Painting & Essay	40%
Total		60%	40%		100%



ILLNESS/MISADVENTURE APPLICATION

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

SURNAME: _____ GIVEN NAME: _____ YEAR _____

Complete the sections below for each subject related to the application

Subject	Date of Task	Nature of Task e.g. ATI	Teacher	Outcome Requested (circle)		
				Task reschedule	Marks * consideration	Other (provide details)
1.				Reschedule	MC	Other
2.				Reschedule	MC	Other
3.				Reschedule	MC	Other
4.				Reschedule	MC	Other
5.				Reschedule	MC	Other
6.				Reschedule	MC	Other

* Reviewed by panel at end of year

BASIS FOR APPLICATION (Illness OR Misadventure): _____

SUBSTANTIATING EVIDENCE ATTACHED: (medical certificate or other documentation): Circle: YES / NO

Signed: _____ Date: ____/____/____ Signed _____ Date: ____/____/____
 (student) (parent/carer)

HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:	HEAD TEACHER'S COMMENT:
Subject 1:	Subject 2	Subject 3	Subject 4	Subject 5
Rescheduled date: ____/____/____	Rescheduled date: ____/____/____	Rescheduled date: ____/____/____	Rescheduled date: ____/____/____	Rescheduled date: ____/____/____
Signed: _____	Signed: _____	Signed: _____	Signed: _____	Signed: _____
Date: ____/____/____	Date: ____/____/____	Date: ____/____/____	Date: ____/____/____	Date: ____/____/____

DETERMINATION BY DEPUTY PRINCIPAL:

Upheld <input type="checkbox"/>	Declined <input type="checkbox"/>	Notes: (if applicable)
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Signed: Deputy Principal _____ Date: _____

FRONT OFFICE ONLY

SUBMISSION TO FRONT OFFICE:

NOTES:

RECEIVED: ___/___/___ BY: _____ ENTERED: ___/___/___ BY: _____

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

GLOSSARY OF KEY WORDS AS SPECIFIED BY NES A FOR USE IN ROSA COURSES

GENERIC DIRECTIVE TERMS FROM THE ASSESSMENT SUPPORT DOCUMENT

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

Account	Account for; state reasons for, report on. 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 (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	Week	Course	Nature
Term 1	7	Music	hand in in class
	8	Design and Technology	research report
	8	Geography	in class
	8	History	in class
	8	Mathematics	hand in
	9	HMF	hand in
	9	PDHPE	in class
	9	Science	submission
	11	Commerce	in class
	11	English	in class
	11	Gaming and Interactive Media	hand in/ in class quiz
Term 2	2	Child Studies	Research Report
	2	Food Technology	research task
	3	HMF	in class
	3	Industrial Technology Timber	Folio
	4	Commerce	in class
	4	History	exam
	4	Mathematics	in class
	4	Music	in class task
	5	Science	in class task
	5	Geography	in class
	6	PASS	hand in, in class
	10	Design and Technology	project and portfolio (progression)
	10	English	in class task
	10	Gaming and Interactive Media	hand in/ in class quiz

Term 3	2	Child Studies	in class task
	4	Food Technology	research task
	5	Music	in class examination
	6	Gaming and Interactive Media	practical skill and knowledge test
	6	HMF	hand in
	7	Geography	in class
	7	PASS	hand in, in class
	8	Commerce	in-class
	8	History	in class
	8	Mathematics	hand in
	8	Science	in class task
	9	PDHPE	in class
	10	Design and Technology	project and portfolio (final)
	10	English	hand in in class
	10	Industrial Technology Timber	Folio and practical
Term 4	2	Child Studies	examination
	2	Design and Technology	examination
	2	Food Technology	examination
	2	Gaming and Interactive Media	hand in/ in class quiz
	2	Industrial Technology Timber	Examination
	2	Mathematics	in class
	2	Science	in class
	3	Commerce	in-class
	3	Geography	in class
	3	HMF	in class
	3	Music	Composition in class hand in
	4	History	examination

