

ASSESSMENT POLICY YEAR 10



Assessment Policy & Procedures for Students Year 10 2025

*An engaged community of learners that
together build positive futures*

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1. GENERAL INFORMATION

Assessment

Assessment tasks are designed to measure knowledge, skills and understanding in relation to a wide range of outcomes. Tasks may include tests and examinations, written assignments, practical activities, fieldwork and projects.

Grade

At the conclusion of the stage 5 assessment program, the school will submit a grade to the NSW Education Standards Authority (NESA) for each of your courses.

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) sets and monitors quality teaching, learning, assessment and school standards. This includes responsibility, across NSW public, Catholic and independent schools, for:

- kindergarten to Year 12 curriculum
- accreditation of teachers and teaching degrees
- the internationally recognised HSC
- school registration and home schooling.

Record of School Achievement (RoSA)

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of student's achievements up until the time they choose to leave school. The NSW Education Standards Authority (NESA) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will also be awarded the High School Certificate at the completion of Year 12.

The RoSA will contain the following information:

- Stage 5 (Year 9&10) courses studied
- All mandatory curriculum requirements for Year 7-10
- A statement that the student is eligible for the award of a Record of School Achievement.

Where an 'N' determination is issued in an elective subject, the course will not appear on the RoSA

2. COMMON GRADE SCALE

School based assessment is used to award a school grade for each of the courses students have studied in Stage 5 (Years 9 and 10). Grades A – E are awarded based on the Course Performance Descriptors developed by the Board of Studies.

A

The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills in most situations.

C

The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E

The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

3. ELIGIBILITY REQUIREMENTS FOR THE RoSA

Pattern of Study

Students are required to study courses in each year in Years 7-10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education (PDHPE). Year 10 students need to have a satisfactory record of attendance up until the final day of the school year.

At some time during Years 7-10, students are also required to study courses in Creative Arts, Technological and Applied Studies and Languages other than English. Students at Eagle Vale High School fulfil these requirements in Years 7 and Year 8.

Satisfactory Course Completion

You will be considered to have satisfactorily completed a course if, in your principal's view, there is sufficient evidence that you have met the following course completion criteria:

- a. **followed** the course developed or endorsed by the Board; and
- b. **applied** yourself 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.

Non-Completion of Course Requirements – 'N' Determination Warning Letters

If you are in danger of not meeting course requirements, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements.

Non-Completion of Course Requirements – 'N' Determinations

This is the decision made by the principal **at the end of the course** that a student has not satisfactorily completed a course. The principal will then apply the 'N' Determination and record it with NESAs.

Where the non-completion in Year 10 is in a mandatory course, the student **will not be eligible for the award of the Record of School Achievement (Rosa)** and may not be eligible to enter into Year 11. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

Your principal will advise you of this right and explain the appeal process.

4. RIGHTS & RESPONSIBILITIES

School Responsibilities

The school has the responsibility for providing:

- guidelines for assessment in each course;
- an assessment schedule and course requirements for each course;
- written notification of a change to a previously notified assessment task;
- prompt feedback on each assessment task;
- advice on procedures to be followed in the event of illness or misadventure preventing you from completing an assessment task or examination;
- advice on the procedures and consequences which flow from failure to maintain satisfactory progress in coursework or assessment;
- VET Course Orientation;
- VET Work Placement Readiness.

Student Responsibilities

As a student, you are responsible for:

- supporting the learning of self and others, and behaving in an appropriate manner;
- reading and understanding the *Assessment Policy & Procedures for Students Year 11 2019*;
- meeting all course requirements;
- applying yourself with diligence and sustained effort to the set tasks and experiences provided in each course;
- making a genuine attempt at all assessment tasks;
- attending all 'in-class' tasks (except in the case of Illness or Misadventure);
- submitting all 'hand-in' tasks on or before the due date (except in cases of Illness or Misadventure);
- resolving areas of concern regarding marks awarded or comments made in a timely manner;
- your personal honesty - work submitted must be your own work and sources consulted or quoted must be acknowledged;
- ensuring you are properly equipped and dressed for VET and practical subjects.

5. GUIDE TO SATISFACTORY COMPLETION OF YEAR 10 COURSES

The following is a guide to inform you of the requirements needed to satisfactorily complete Year 10 courses at Eagle Vale High School.

The requirements for the completion of a course are that you:

- **complete the Assessment Program**
This means that you must make a serious attempt at all formal tasks as set out in the Assessment Schedule for each course.
- **apply yourself with diligence and sustained effort** to the set tasks and learning experiences provided in all courses studied.
- **strive to meet all course outcomes to the best of your ability.** These are the syllabus outcomes that guide both you and your teachers as to the knowledge and skills you should gain from the course.
- **Class and Coursework**
Indicators of possible failure to demonstrate diligence and sustained effort to meet course requirements include:
 - Excessive absences from school (particularly if these are unexplained).
 - Excessive absences from classes (as fractional, unexplained trancies).
 - A non-serious attempt in class tests, assignments and class tasks due to lack of application.
 - Failure to complete classwork and homework.
 - Proven cases of plagiarism or malpractice

To maximise your performance in Year 10, you should make your best effort in each of the above areas.

Non-Serious Student

The school requires students to make a serious attempt to meet course requirements. A student demonstrates that they have been **unsatisfactory in participation in a course** through:

- A documented pattern of non-satisfactory completion and/or;
- Non-serious attempts to meet course objectives and/or;
- A serious level of non-attendance to scheduled classes.

'N' Determination Warning Letters

Warning letters are designed to inform you that there is a concern about your progress in the course which may lead to an 'N' Determination. There are a number of things you should do if you are issued a Warning Letter:

- Discuss the matter with your teacher and/or the Head Teacher of that subject;
- Seek advice from your teacher(s) and/or House Coordinator/Deputy Principal;
- Complete and submit the task and/or the coursework for which the Warning letter was issued.

Warning Letters indicate that there are issues that need to be sorted out. The school will support you in doing this. **Seek help and advice so you can get back on track.**

Students who are raising concern in a subject or subjects may be interviewed by their teacher, head teacher, house coordinator or the Deputy Principal to address these issues.

'N' Determination Warnings give detailed information outlining the issue(s) and the steps you need to take to correct the issue(s).

5. GUIDE TO SATISFACTORY COMPLETION OF YEAR 10 COURSES

Attendance

It is the school's expectation that you attend all timetabled lessons except if you are ill or if approved leave has been granted by the Principal. Teachers at the school are supportive of students wishing to catch up on missed work, however, the consequences of poor attendance are serious and a pattern of poor attendance will put course completion in jeopardy.

Attendance has significant implications on your ability to meet course requirements. Your teacher and/or Head Teacher will discuss attendance concerns with you. Following such discussions, in order to meet satisfactory requirements the school may:

- interview you to negotiate a course of action;
- require you to catch up on missed tasks;
- make phone contact and/or interview you (with parent/guardians).

As a guide, your attendance must be over 85% in each subject to ensure maximum participation in all course work and class activities. Absences **MUST** be explained in writing; medical certificates are **REQUIRED** when an assessment task is missed due to illness. Exemptions should be sought via the Principal for extended absences.

Following an absence, it is essential for each student to seek work from the teacher to catch up on any tasks and activities missed.

Family holidays and travel are no longer considered under the *Exemption from School – Procedures*. Travel outside of vacation periods is now **counted as an absence** from school. Travel is considered to be domestic or international travel for the purpose of a holiday, family business, bereavement or other reasons, which should be specified on the application.

Please note:

- The Principal will determine if the leave requested is in the best educational interests of the student.
- If the *Application for Extended Leave – Travel* is approved, the student will need to complete and submit an *Illness/Misadventure* form, along with the *Certificate of Extended Leave – Travel* to the Deputy Principal

If the *Application for Extended Leave – Travel* is declined and the student is absent for an assessment task or examination, the student will be awarded **ZERO MARKS**.

5. GUIDE TO SATISFACTORY COMPLETION OF YEAR 10 COURSES

Use of Technology for Course Work and Assessment Tasks

Students at Eagle Vale High School are encouraged to make use of computers (school computers and/or home computers) for completing course work and assessments tasks, when appropriate. If a computer is being used to complete a task, the following protocols should be adhered to:

- **SAVE** the document regularly.
- **BACK-UP** regularly. If saving to the hard drive, also save to a storage device, USB, Google classrooms
- **PRINT** draft copies of work and store in a safe location.
- Do not leave the printing of your task until the night before it is due.
- Do not bring work to school on a USB or other cloud storage for printing on the day that the task is due.
Allow a few days if planning to print the task at school.

Generally, technical failures related to computing equipment will not constitute sufficient grounds for illness or misadventure. Students are expected to follow the responsible practices in relation to the use of technologies, listed above.

NOTE: All assessment tasks (except where otherwise explicitly stated) **MUST** be submitted as a hard copy, on or before, the due date.

6. YEAR 10 ASSESSMENT POLICY & PROCEDURES

Submission of Assessment Tasks

- Assessment tasks must be submitted at the **time and place** specified on the Assessment Task Notification.
- Assessment tasks not handed in, in the appropriate manner or place specified, will be treated as late.
- If you are absent due to illness or misadventure on the day a task is due to be handed in, **you or a parent/carer must make contact with the school** (phone/email) so that all reasonable efforts to have the work delivered can be considered.
- If a student arrives late to an assessment task or examination, he/she will not be permitted additional time unless there is a valid reason for the late arrival.
- A student that **signs-in late, or truants any period(s) prior to undertaking a task**, will be regarded as **obtaining an unfair advantage and treated as a form of malpractice**. The assessment will not be awarded a grade and a Warning Letter will be issued.
- If a student hands an assessment task in late (without prior approval or under exceptional circumstances), the assessment task will not be awarded a grade.
- All assessment tasks will be marked and feedback provided, regardless of any penalty imposed.
- A student absent from school or classes on the date tasks are due, will be required to submit an **Illness and Misadventure** form to be considered in the relevant manner.
- If a task is not submitted on time due to a period of illness or some other misadventure which has prevented you from completing the Assessment Task, refer to the **Illness/Misadventure** procedure below.
- Technology problems (such as computers not working or inability to print work) will not be considered as exceptional circumstances to hand work in late – students are required to back up their work and deliver it in hard copy or electronically as directed by their teacher.
- If you have concerns about the schedule of tasks you should discuss this situation with your teacher(s) and/or Head Teacher as soon as possible.
- Concerns related to grades should be discussed with your teacher – refer to the **Appeals Related to Grades** procedure below. You can ask your teacher and/or House Coordinator for help with this.
- Students will not be awarded a grade for any assessment task which is not their own work, or which involves plagiarism or any other form of malpractice

Appeals Related to Grades

A complaint related to the marking of an assessment task will only be considered within **TWO (2) Days** after the task is returned. If you would like the grade reviewed the process is:

1. Discuss the issue with your teacher – request review of your grade
2. If not satisfied, see the Head Teacher
3. If not satisfied, see DP in charge of Year 10.

If not satisfied, see the Principal.

6. YEAR 10 ASSESSMENT POLICY & PROCEDURES

Absent the day of an Assessment Task due to Illness/Misadventure

You should attend every scheduled assessment task where you are medically fit to do so. The School does not, however, expect you to attend an assessment task or examination against specific medical advice.

If you are absent the day of an assessment task or examination due to Illness/Misadventure, you **MUST lodge an appeal** with DP in charge of Year 10.

HOW TO APPEAL

- Immediately upon your first day back to school, collect an ***Illness / Misadventure Appeals Form*** available from your teacher, head teacher or DP in charge of Year 10.
- If an absence occurs during a major examination period the school must be contacted and details of the absence provided. Where an absence is likely to be long term, the school must be notified.
- Hand the completed form to DP in charge of Year 10 immediately following your absence and within **TWO (2) days** of returning. Late appeals will be considered only in exceptional circumstances.
- Only if a student is incapacitated may an appeal be submitted by a parent/guardian on the student's behalf and no later than TWO (2) days after the assessment task.
- In each case the incident must be supported by appropriate documentation such as a doctor's certificate. **Doctor Certificates obtained retrospectively will not be accepted.**

Failure to lodge an appeal will result in the task NOT being awarded a grade.

A NESAs Official Warning Letter will be issued.

The deputy will decide and advise you of the outcome of the appeal. If your appeal is upheld, you will be given:

- an opportunity to sit a **substitute task**, OR
- an estimated grade that will be determined at the end of the assessment process based on your over-all assessment results.

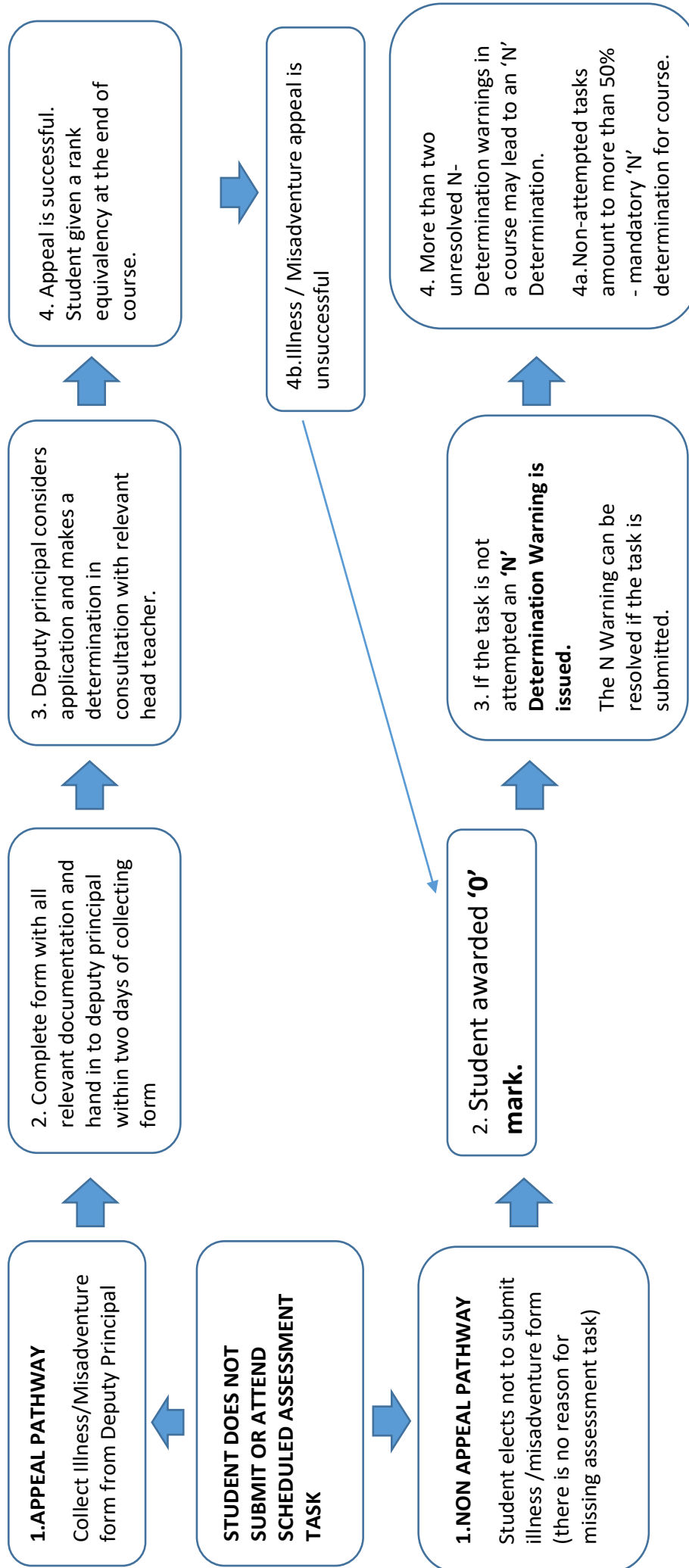
If the appeal is declined, the assessment task will NOT be awarded a grade. A NESAs Official Warning Letter will be issued.

The Illness / Misadventure Appeals process does not cover:

- technological issues and/or equipment that fails;
- difficulties in preparation or loss of preparation time;
- alleged deficiencies in teaching;
- misreading of the assessment task instructions and/or examination instructions

If you have been granted special examination provisions such as extra time, you are generally not eligible for an illness/misadventure appeal unless you experience additional difficulties during the examinations.

ASSESSMENT NON-SUBMISSION FLOW CHART



6. YEAR 10 ASSESSMENT POLICY & PROCEDURES

Malpractice in Assessment Tasks or Examinations

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent or tutor has helped complete without appropriate acknowledgement
- breaching school examination rules

Academic dishonesty by students in any form is unacceptable. All work that is submitted for assessment purposes must be the independent work of the student concerned (or, where group work is permitted, of the students concerned).

Allegations of:

- Cheating
- Plagiarism
- Unsatisfactory conduct
- Non-serious attempts
- Inappropriate computer use

will be reported to the appropriate head teacher to investigate the matter and, if proven, reported to the Deputy Principal.

Cheating in a task will result in the assessment task being NOT being awarded a grade. A NESAs Official Warning Letter will be issued.

Plagiarism is a serious offence. Plagiarism is the use of somebody else's ideas or words as if they are your own.

The school reserves the right for all assessment tasks to be subject to tests for plagiarism. Where a teacher suspects a student of plagiarism or other academic dishonesty, the following procedures will apply:

1. The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
2. The Head Teacher and the teacher together will, if necessary, further interview the student to establish the student's response to the alleged plagiarism.
3. Should the Head Teacher decide to further proceed, the matter will be discussed with DP in charge of Year 10.

Should a case of plagiarism or other academic dishonesty be established, the assessment task being awarded a **ZERO GRADE**.

6. YEAR 10 ASSESSMENT POLICY & PROCEDURES

What is Referencing?

Referencing is a way of acknowledging the work of others which you have used in your assessment task. The order for documenting references for books, journals and periodicals is as follows:

- Author's surname and initials with maximal capitalisation
- Year of publication
- Title of publication in italics with maximal capitalisation
- Title of series, volume number, edition, if applicable
- Editor, reviser, computer or translator, if other than an author
- Publisher
- Place of publication
- Page number or numbers, if applicable.

For example:

Popper, K.R. 1961, *the Poverty of Historicism*, Routledge & Kegan Paul, London.

Online (electronic) material:

For electronic media (World Wide Web, disk or CD Rom) the order for references is as follows:

- Author's surname and initials
- Date of publication
- Date of revision in parentheses in day-month-year format
- Date of access in parentheses in day-month-year format
- Title of article in single quotation marks with minimal capitalisation
- Title of work in italics with maximal capitalisation
- Address of site, written on a separate line if necessary to avoid hyphenation, which can cause confusion.

For example, a World Wide Web site may be quoted like:

Harris, R. 1997 (updated 15 May 2003, accessed 10 Sept. 2006) *Evaluating Internet research sources*.

<http://www.sccu.edu/faculty/R-Harris/evalu8it.htm>

6. YEAR 10 ASSESSMENT POLICY & PROCEDURES

Non-Attempts and Non-Serious Attempts

The school requires you to make a genuine attempt at all formal assessment tasks and class tasks.

Students should complete an assessment task, or enter an examination, knowing they **MUST** make a genuine attempt. Failure to do so is called a **NON-ATTEMPT** or **NON-SERIOUS ATTEMPT**.

A student's assessment task or examination is considered a **NON-ATTEMPT** if there is no evidence of academic engagement with the assessment task or examination.

A **NON-SERIOUS ATTEMPT** is where a student writes frivolous or objectionable material in response to the question. For example, responses submitted which contain offensive language or diagrams may be regarded as non-serious.

An assessment task that is recorded as a **NON-ATTEMPT** or **NON-SERIOUS ATTEMPT** will result in the task **NOT** being awarded a **grade**. A NESAs Official 'N' Warning Letter will be issued.

Absence from an Assessment Task or Examination

Unless a valid reason for your absence is provided using the Illness/Misadventure process (and upheld), the assessment task **will be not be awarded a grade**. A NESAs Official Warning Letter will be issued indicating:

- the percentage weighting of the task that you have lost; and
- the accumulated weighting of tasks not completed satisfactorily; and
- the action to be taken by the student.

Late submission of an Assessment Task due to be completed on a specific date

If you are absent due to illness or misadventure on the day a task is due to be handed in, you or a parent/carer **must make contact with the school (phone/email)** so that all reasonable efforts to have the work delivered can be considered. No attempt to contact the school may result in an 'N' grade for that task.

- A NESAs Official Warning Letter will be issued.

Work placement or other School Business the day of a scheduled Assessment Task

Year 10 Assessment tasks take priority over school business commitments such as sport, debating and non-compulsory excursions. Students are expected to attend the assessment task in the case of the task being an 'in-class' assessment. Where a task is due to be submitted on the day of an extra-curricular activity, it is the student's responsibility to ensure that the task is submitted **PRIOR to attending**. **Failure to do so in both cases may result in the assessment task NOT being awarded a grade.**

If a student is on Work Placement at the time of an assessment task, it is their responsibility to inform the head teacher of the subject. If it is a hand-in task, the student is expected to make arrangements to submit it on the due date (email, google classroom, etc). If it is an in-class task the head teacher will consult with the DP in regards to the student attempting an alternative task.

7. FREQUENTLY ASKED QUESTIONS

Q: What should I do if I know that I will be absent from classes for an extended period of time (e.g. a week or more)?

A: Seek Approved Leave from the Principal before the absence occurs.

Q: What should I do if I have an extended period of absence (e.g. three or more days in a row)?

A: Contact the school by phone or email and explain your situation to the Principal, Deputy Principal or your House Coordinator. We strongly recommend that you contact your class teachers regarding work so that you don't fall behind in the course.

Q: What should I do if I miss an Assessment task?

A: * If possible telephone the school

* Get an Illness and Misadventure form (Appendix 2a) the first day that you return to the school and follow the appropriate steps.

* In the case of illness we strongly recommend that a medical certificate accompany each Illness and Misadventure form.

* **Upon returning to the school be prepared to submit/complete the task**

Q: Who do I see if I am not coping?

A: Don't let yourself get to a stage that you feel that you cannot cope with the workload or a particular problem. Discuss the issue with your teacher, head teacher, your House Coordinator, the Counsellor, Deputy Principal, Careers Adviser, Learning Support Staff.

Q: Are there any subjects that I must study for a ROSA?

A: At least 2 Units of English.

Q: If I am enrolled in a VET course, how important is attending work placement?

A: Work placement is mandatory for completing all VET courses.

Q: When will school reports be issued?

A: The school will issue two reports during Year 10. Final grades for end of course reports will be derived from the year's work to that time.

Q: When will the Senior Assessment Policy be evaluated?

A: This policy is subject to annual review in Term 4, ready for implementation in Term 1 of the following year.

8. EXAMINATION RULES & PROCEDURES

The school will:

- distribute the examination timetable a minimum of **one week** prior to the examination period
- publish examination rules which are consistent with the ROSA examination
- distribute the rules to students prior to each examination
- display the rules in the hall for the duration of the examination

Special Provisions

Special provisions may be approved if you have a need that would prevent you from:

- reading the examination questions; and/or
- communicating responses.

Special provisions may not be available in situations such as oral/speaking examinations, performances and projects.

Additionally, emergency provisions can be arranged if you have an accident just before the examination. You should immediately notify the Deputy Principal or Year Adviser in such a case.

Special provisions are not available:

- as compensation for difficulties in undertaking a course and preparing for the examination
- for lack of familiarity with the English language

8. EXAMINATION RULES & PROCEDURES

Equipment Checklist for Examinations

- Students may only take equipment listed below into the examination room:
 - ✓ black pens (blue is also acceptable but black is easier for markers to read)
 - ✓ pencils, erasers, sharpener (use pencils where specifically directed), highlighter
 - ✓ a ruler marked in millimetres and centimetres
 - ✓ protractor and other mathematical instruments
 - ✓ approved scientific calculator (a list of approved calculators can be found on the Board's website)
- No other equipment is allowed.
- The Examination Supervisor is permitted to inspect equipment brought into the examination room.
- **Students are not permitted to borrow equipment during examinations.**
- You cannot lodge an Illness / Misadventure Appeal on the grounds that your equipment did not work correctly. Examination Supervisors will not be responsible for the safekeeping of unauthorised material and equipment that has been confiscated during an examination.

Mobile Phones and Electronic Devices

- Mobile phones and electronic devices such as organisers, laptops, tablets, computers, are NOT PERMITTED in an examination room under any circumstances.
 - Devices that are brought into the examination room will be stored in a box to be held with the Examination Supervisor
- Examination Supervisors will not be responsible for the safekeeping of unauthorised material and equipment that has been confiscated during an examination.

Conduct during the Examinations

Examination Supervisors are in-charge of students:

- when assembling before an examination;
- during the examination; and
- after the examination until all students have left.

You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.

8. EXAMINATION RULES & PROCEDURES

You must not:

- take a mobile phone or programmable watch or device into the examination room;
- take an electronic device including a digital media player into the examination room, unless approved by the Board of Studies;
- speak to any person other than a supervisor during an examination;
- behave in any way likely to disturb the work of another student;
- bring any equipment other than the equipment listed in the examination timetable;
- eat in the examination room except as approved by the Examination Supervisor, e.g. for diabetic students.

Examination Room Procedures

Students:

- It is your responsibility to make sure that the correct examination paper has been provided for the course you have entered. When asked to do so by the supervisor, you must also check examination papers to make sure that there are no pages missing.
- **Stay for the duration of the examination. If you have completed the examination you must remain seated and quiet.**
- Minimise the need to leave the room by going to the bathroom prior to the start of the examination. Toilet breaks are only permitted during the period **one hour after the start** and **15 minutes before the conclusion**.

Reading time for examination papers is as follows:

- During reading time, you must not write, use any equipment including highlighters, or annotate your examination paper in any way. For examinations where dictionaries are permitted, you may consult your dictionary during reading time.

During written examinations, you must:

- Read the instructions on the examination paper carefully as well as all questions. Examination Supervisors are not permitted to interpret examination questions or instructions relating to questions.
- Write your name on all writing booklets, special answer books and answer sheets.
- Write preferably with black pen but blue pen is also acceptable. Pencil may be used only where specifically directed.
- Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong booklet, tell the supervisor, and write a note on the front and back of both booklets that an answer has been written in the wrong booklet. Do not rewrite your answers, but ensure you label and hand in all parts of your answers
- Stop writing immediately when told to do so by the supervisor.
- Arrange completed answers per the supervisor's instructions and wait for the supervisor to collect them

You must not:

- Begin writing until instructed to do so by the Examination Supervisor.
- Remove an examination paper from the examination room until the examination is over

ASSESSMENT SCHEDULES

Year 10 English

Task Number	Task 1	Task 2	Task 3
Nature of tasks	Authorial Intent Imaginative Response and Reflection	Bildungsroman Novel Study Digital Narrative	Macbeth Close Study Examination
When	Term 1, Week 10	Term 2, Week 6	Term 3, Week 8
Outcomes	EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5-URB-01 EN5-ECA-01	EN5-URA-01 EN5-URC-01 EN5-RVL-01

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

ASSESSMENT SCHEDULES

Year 10 Mathematics 5.1

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Term 1 Topic Test Topic test on selected topics from term 1	Term 1 Topic Test Topic test on selected topics	Term 3 Topic Test Topic test on selected topics	Yearly Examination Yearly Examination on selected topics
When	Term 1, Week 8	Term 2, Week 5	Term 3, Week 7	Term 4, Week 3
Outcomes	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-LIN-P-01 MA5-LIN-C-01 MA5-LIN-C-02	MAO-WM-01 MA5-ARE-C-01 MA5-ARE-P-01 MA5-IND-C-01 MA5-IND-P-01 MA5-MAG-C-01	MAO-WM-01 MA5-DAT-C-01 MA5-DAT-P-01 MA5-NLI-C-01 MA5-MAG-C-01 MA5-TRG-P-01 MA5-TRG-C-01	MAO-WM-01 MA5-TRG-P-01 MA5-TRG-C-01 MA5-PRO-P-01

ASSESSMENT SCHEDULES

Year 10 Mathematics 5.2

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Term 1 Topic Test Topic test on selected topics from term 1	Term 2 Topic Test Examination on selected topics	Term 3 Topic Test Topic test on selected topics	Yearly Examination Yearly Examination on selected topics
When	Term 1, Week 8	Term 2, Week 5	Term 3, Week 7	Term 4, Week 3
Outcomes	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-LIN-P-01 MA5-LIN-C-01	MAO-WM-01 MA5-ARE-P-01 MA5-VOL-P-01 MA5-IND-C-01 MA5-IND-P-01	MAO-WM-01 MA5-DAT-C-02 MA5-EQU-P-02 MA5-NLI-C-01	MAO-WM-01 MA5-EQU-P-02 MA5-NLI-C-01 MA5-TRG-C-01

ASSESSMENT SCHEDULES

Year 10 Mathematics 5.3

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Term 1 Topic Test Topic test on selected topics from term 1	Term 2 Topic Test Examination on selected topics	Term 3 Topic Test Topic test on selected topics	Yearly Examination Yearly Examination on selected topics
When	Term 1, Week 8	Term 2, Week 6	Term 3, Week 5	Term 4, Week 3
Outcomes	MAO-WM-01 MA5-IND-P-02 MA5-EQU-P-02	MAO-WM-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-TRG-P-01 MA5-TRG-C-01 MA5-TRG-P-02	MAO-WM-01 MA5-NLI-P-01 MA5-NLI-C-01 MA5-LOG-P-01 MA5-EQU-P-01	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-GEO-C-01 MA5-GEO-P-01 MA5-PRO-P-01

ASSESSMENT SCHEDULES

Year 10 Science

Task Number	Task 1	Task 2	Task 3
Nature of tasks	Depth Study Chemical World	Research / Information Processing Task Living World	Yearly Examination
When	Term 1, Week 11	Term 2, Week 10	Term 4, Examination Week
Outcomes	SC5-4WS SC5-5WS SC5-6WS SC5-7WS	SC5-3VA SC5-9WS SC5-15LW	All outcomes can be assessed

ASSESSMENT SCHEDULES

Year 10 History - Semester One

Task Number	Task 1	Task 2
Nature of tasks	Rights and Freedoms	Semester Examination
When	Term 1, Week 8	Term 2, Week 3
Outcomes	HT5 – 2 HT5 – 8 HT5 – 10	HT5 – 3 HT5 – 6 HT5 – 9

Year 10 Geography - Semester Two

Task Number	Task 1	Task 2
Nature of tasks	Yearly Examination	Human Wellbeing
When	Term3, Week 8	Term 4, Week 3
Outcomes	GE5 – 3 GE5 – 7	GE5 – 6 GE5 – 8

ASSESSMENT SCHEDULES

Year 10 Personal Development, Health & Physical Education

Task Number	Task Type	Description	Outcomes	When
1	Practical	Body Matters	PD5-5, PD5-7, PD5-11	Ongoing Practical to be completed by Term 1, Week 10
2	Theory and Practical	Boost Your Performance	PD5-4, PD5-5, PD5-7, PD5-10, PD5-11	Ongoing practical and theory task to be completed by end of Term 2 CRT to determine due date
3	Final Examination	All outcomes may be assessed	PD5-1- PD5-11	Term 3 Week 8 Examination Week

assesses their own and others' capacity to reflect on and respond positively to challenges PD5-1

researches and appraises the effectiveness of health information and support services available in the community PD5-2

analyses factors and strategies that enhance inclusivity, equality and respectful relationships PD5-3

adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts PD5-4

appraises and justifies choices of actions when solving complex movement challenges PD5-5

critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity PD5-6

plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities PD5-7

designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity PD5-8

assesses and applies self-management skills to effectively manage complex situations PD5-9

critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts PD5-10

refines and applies movement skills and concepts to compose and perform innovative movement sequences PD5-11

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Child Studies (Elective)

Task Number	Task Type	Description	Outcomes	When
1	Presentation	Create a birthday party	CS5-2, CS5-9, CS5-11, CS5-12	Term 1 Week 9
2	Portfolio	Develop a portfolio of play activities	CS5-4, CS5-2, CS5-5	Term 2 Week 9
3	Examination	All topics	All relevant outcomes may be assessed	Term 3 Week 8

identifies the characteristics of a child at each stage of growth and development CS5-1

describes the factors that affect the health and wellbeing of the child CS5-2

analyses the evolution of childhood experiences and parenting roles over time CS5-3

plans and implements engaging activities when educating and caring for young children within a safe environment CS5-4

evaluates strategies that promote the growth and development of children CS5-5

describes a range of parenting practices for optimal growth and development CS5-6

discusses the importance of positive relationships for the growth and development of children CS5-7

evaluates the role of community resources that promote and support the wellbeing of children and families CS5-8

analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing CS5-9

demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts CS5-10

analyses and compares information from a variety of sources to develop an understanding of child growth and development CS5-11

applies evaluation techniques when creating, discussing and assessing information related to child growth and development CS5-12

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Commerce (Elective)

Task Number	Description	Outcomes	When
1	Law, Society and Political Involvement – Research Task Law Reform	COM5-3 COM5-5 COM5-7	Term 1, Week 9
2	Travel task	COM5.1 COM5-6 COM5-7	Term 3, Week 8
3	Yearly Examination	COM5-1 COM5-2 COM5-8	Term 4, Week 3

ASSESSMENT SCHEDULES ELECTIVES

Year 9/10 History (Elective)

Task Number	Description	Outcomes	When
1	History, Heritage and archaeology Research Task	HTE5-1, HTE5-7	Term 1, Week 10
2	Heroes and villains Historical Investigation	HTE5-6 HTE5-8 HTE5-10	Term 2, Week 10
3	Yearly Examination	HTE5-6, HTE5-4 HTE5-9	Term 4, Week 4

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Dance (Elective)

Task Number	Task Type	Description	Outcomes	When
1	Presentation	Safe dance practices and anatomy in dance	5.1.1, 5.1.2, 5.1.3	Term 1 Week 10
2	Performance	Performance of composition with rationale	5.2.1, 5.2.2	Term 2 Week 7
3	Composition	Create and structure movement to express and communicate idea	5.2.1, 5.2.2,	Term 3 Week 8

5.1.1: A student 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: A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance.

5.1.3: A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance.

5.2.1: A student explores the elements of dance as the basis of the communication of ideas.

5.2.2: A student composes and structures dance movement that communicates an idea.

5.3.1: A student describes and analyses dance as the communication of ideas within a context.

5.3.2: A student identifies and analyses the link between their performances and compositions and dance works of art.

5.3.3: A student applies understandings and experiences drawn from their own work and dance works of art.

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Food Technology (Elective)

Description

The aim of the Food Technology course is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Task Number	Description	When
1	Food Product and Development - Design Folio and Practical Activities <ul style="list-style-type: none"> • 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 • FT5-10 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 • FT5-13 evaluates the impact of activities related to food on the individual, society and the environment 	Term 2, Week 3
2	Yearly Examination	Term 3 – Week 8 / 9
3	Food for Special Needs - Recipe Development and Practical Activities <ul style="list-style-type: none"> • FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product • 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 • FT5-13 evaluates the impact of activities related to food on the individual, society and the environment 	Term 4, Week 2

ASSESSMENT SCHEDULES ELECTIVES

Year 10 International Studies (Elective)

Task Number	Description	Outcomes	When
1	Comparing Cultures	INST5-2 INST5-3 INST5-4	Term 1, Week 10
2	Culture in film task	INST5-7, INST5-8 INST5-12	Term 3, Week 9
3	Yearly Examination	INST5-2 INST5-4 INST5-9	Term 4 Week 4

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Industrial Technology (Metals)

Description

The aim of the Industrial Technology -Metal course is to develop knowledge, understanding, skills and values related to metal technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The course aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

TASK	DESCRIPTION	WHEN
1	<p>Project One – Core Metal 1: Practical Project</p> <ul style="list-style-type: none"> • 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 • IND5-3 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 	Term 2, Week 10
2	Yearly Examination	Term 3, Week 8 / 9
3	<p>Project Two – Core Metal 1: Practical Project and Design Folio</p> <ul style="list-style-type: none"> • 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 • IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects • IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects 	Term 4, Week 2

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Industrial Technology (Timber)

Note: Practical Project 1 and 2 will be run concurrently as student move through using the lathe.

Task Number	Description	When
1	<p>Specialised Module: Timber 2 - Practical Project 1</p> <ul style="list-style-type: none"> • 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 • IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction 	Term 2, Week 8
2	Yearly Examination	Term 3, Week 8 / 9
3	<p>Specialised Module: Timber 2 - Practical Project 2</p> <ul style="list-style-type: none"> • 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 • IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects • 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 • IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various application 	Term 4, Week 2

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Italian (Elective)

Task Number	Task 1	Task 2	Task 3
Nature of tasks	New Beginnings Speaking Task (interacting: Speaking)	In contact Listening Task (Accessing and Responding: Listening)	Have a good weekend Multimodal Presentation (Communication: Composing)
When	Term 1, Week 6	Term 2, Week 8	Term 3, Week 6
Outcomes	LIT5-1C, LIT5-2C LIT5-3C, LIT5-5U LIT5-8U	LIT5-2C, LIT5-4C LIT5-7U	LIT5-1C, LIT5-2C LIT5-4C, LIT5-6U

LIT5-1C manipulates Italian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LIT5-2C identifies and interprets information in a range of texts

LIT5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LIT5-4C experiments with linguistic patterns and structures to compose texts in Italian, using a range of formats for a variety of contexts, purposes and audiences

LIT5-5U demonstrates how Italian pronunciation and intonation are used to convey meaning

LIT5-6U analyses the function of complex Italian grammatical structures to extend meaning

LIT5-7U analyses linguistic, structural and cultural features in a range of texts

LIT5-8U explains and reflects on the interrelationship between language, culture and identity

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Music (Elective)

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Contemporary and Cultural Australian Music Research Task and Piece Analysis	Music for Small Ensembles Performance Task	20th & 21st Century Music Minimalism Composition	Concept Consolidation Examination and Performance
When	Term 1, Week 10	Check in T2, W5 Term 2, Week 9	Term 3, Week 10	Term 4, Week 2 (exam period)
Outcomes	5.7, 5.8, 5.11	5.1, 5.2, 5.3	5.4, 5.5, 5.6, 5.10	5.8, 5.9, 5.11 5.1, 5.2, 5.3
Component				
Performing				
Composing				
Listening				
Musicology				

ASSESSMENT SCHEDULES ELECTIVES

Year 10 PASS (Elective)

Task Number	Task Type	Description	Outcomes	When
1	Practical and Theory	Body systems and energy for physical activity	PASS5-1 PASS5-2, PASS5-9	Ongoing practical and theory task to be finalised by Term 1 Week 10
2	Practical and Theory	Coaching	PASS5-5, PASS5-7, PASS5-8, PASS5-10	Term 2: Practical and theory components determined by CRT
3	Yearly Examination	All modules may be assessed	All relevant outcomes may be assessed	Term 3 Week 8

discusses factors that limit and enhance the capacity to move and perform PASS5-1

analyses the benefits of participation and performance in physical activity and sport PASS5-2

discusses the nature and impact of historical and contemporary issues in physical activity and sport PASS5-3

analyses physical activity and sport from personal, social and cultural perspectives PASS5-4

demonstrates actions and strategies that contribute to active participation and skilful performance PASS5-5

evaluates the characteristics of participation and quality performance in physical activity and sport PASS5-6

works collaboratively with others to enhance participation, enjoyment and performance PASS5-7

displays management and planning skills to achieve personal and group goals PASS5-8

performs movement skills with increasing proficiency PASS5-9

analyses and appraises information, opinions and observations to inform physical activity and sport decisions PASS5-

10

ASSESSMENT SCHEDULES ELECTIVES

Year 10 Visual Arts (Elective)

Task Number	Task 1	Task 2	Task 3	Task 4
Nature of tasks	Modern Art Movements Cubist Painting	Social Commentary Written Assessment on Social Activist Barbara Kruger	Gothic with Gaudi Gothic Architecture Sculpture	Written Exam Short and extended response
When	Term 1, Week 10	Term 2, Week 5	Term 3, Week 10	Term 4 (Exam period)
Outcomes	5.1, 5.3, 5.6	5.8, 5.10	5.2, 5.4, 5.5	5.7, 5.8, 5.9
Component				
Artmaking				
Critical and Historical Interpretations				