



Year 10 Assessment & RoSA Guide 2024

INFORMATION FOR STUDENTS AND FAMILIES

**Collaborating to
empower learners**

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What is the Record of School Achievement (RoSA)?

The Record of School Achievement (RoSA) is a credential that lists all mandatory courses (Math, English, Science, HSIE, PDHPE), 200 hr Electives and in some cases, accelerated Stage 6 courses that a student has completed over Year 9 and 10. The RoSA provides students, parents, employers, and the general community with information on student achievement at the end of the courses. The guidelines set out in this booklet are consistent with the NSW Education Standards Authority (NESA) Assessment Certification and Examination Manual.

The RoSA certificate can be accessed, on request, if students leave school before completing the HSC.

Students have access to the courses and the grades they have achieved via the NESA students online site around the end of November.

The RoSA shows the student's name, school and grades awarded to each course. If students have undertaken Life Skills courses then they will still receive a RoSa with attached documents called "Profile of Student Achievement" that gives more details of outcomes attained during the Life Skills courses.

For more information, go to:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

The Assessment and Reporting Process

Assessment Processes - Grades

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2.

Each course has a set of **objectives and outcomes** that indicate the skills, knowledge and understanding that should be achieved by students by the end of the course.

Student performance in relation to these objectives and outcomes can be assessed through formal assessment tasks, on-balance professional judgement and class tests, activities and/or events.

A profile of individual student's achievement is built up across a broad range of tasks and events that are judged against the **course performance descriptors**. Course performance descriptors have been developed for each course (see appendix 1: English course performance descriptors). They describe the main features of a typical student's performance at each grade (A,B,C,D,E) measured against the syllabus objectives and outcomes for the course.

Assessment Processes - Reports

Waratah Campus communicates student's achievement through Semesterised academic reports, an interim report at the end of Term 1, Teacher/Carer discussions and carer access to our 24 hr online learning platform; Canvas.

Assessment Processes - schedules

An assessment schedule is published by the school for each course. These documents indicate the name of the task, the form the task will take, the date the task will be submitted, the outcomes assessed by the task and the weighting assigned.

Assessment Processes - notifications

The teacher responsible for the course will ensure that a more detailed explanation of the task (Assessment Task Notification) is issued at least 2 weeks prior to the due date.

Assessment Task Notification forms are consistent across courses to ensure that students and carers can become familiar with the format used across Junior and Senior Campuses.

Assessment Processes – student signing

On distribution of all Year 10 assessment tasks students must sign a tracking sheet indicating that they have received the task. Students will then be required to sign the tracking sheet again on the day of submission and again when they have the task handed back with feedback.

If students are not in attendance regularly and are unable to sign for tasks, the school will send out warning letters indicating they may not be recorded as a RoSA student on the NESAsite and therefore be unable to access a RoSA certificate.

Assessment Processes – submitting by due date

Year 10 assessment processes are aligned with the requirements of Year 11 and 12. This is to ensure that students who go on to Stage 6 education will already be familiar with the processes and requirements at Jesmond Campus.

Assessment tasks must be completed and submitted before or on the due date.

Late Submission or Non-Submission of an Assessment Task by due date

Assessment tasks must be completed and submitted before or on the due date.

Tasks not submitted by the due date must still be completed.

When submitted late, an **Illness/Misadventure Appeal form can be submitted with the task if there has been a valid reason for the late submission.**

These forms are available from Head Teachers. There is a copy of this form on the last page of the book. You may use this.

Tasks submitted late will be marked, and the student will receive feedback from their teacher. **A mark of 0** will be recorded unless an Illness/Misadventure Appeal is submitted and upheld.

If a student does not submit a task, a “non-attempt” will be recorded for that task, and the N determination procedures followed. Students must make a serious attempt at all course work, or the Principal will certify that the ROSA course has not been studied satisfactorily.

The Illness / Misadventure Appeal process

If an Illness/Misadventure Form is to be lodged on a submitted task, it should be made before the day the task is due **with work done up to that point attached**.

Definitions:

- **Illness or accident** such as sickness or physical injury suffered directly by the student that allegedly affected the student's performance in the assessment task or the student's ability to complete the task.
- **Misadventure** such as any event or happening beyond the student's control, which allegedly affected the student's performance in the assessment task or the student's ability to complete the task, e.g., death or serious illness of a family member, flood, fire or accident. (Social functions and holidays are not misadventure.)
- **Failure to submit** an Illness or Misadventure Appeal Form will be interpreted as an admission that the student can offer no valid reason for the late assessment, and accordingly, a mark of zero will be awarded for the task. Assessment tasks submitted after the due date, without independent evidence of illness or misadventure will be awarded zero marks.

Illness and Misadventure process - Absence on the Day the Task is Due

It is a serious situation if a student is absent on the day of a task or absent on the day a task is due. An **Illness or Misadventure Appeal Form** must be completed. It is the student's responsibility to lodge this form as soon as possible (within one week) with the respective Head Teacher. A Doctor's Certificate (or from another health professional) is preferred to explain the absence of the student if sick. In the case of misadventure, written evidence from another person, for example, a police officer, should be provided. It is preferable that this person should not be related to the student. In the case of a death in the family, written notification is required.

Illness and Misadventure process - Illness during the Sitting of a Task

If a student becomes ill during the sitting of a task, the teacher/supervisor should be informed immediately and an appeal form submitted within one week of submitting the task.

Illness and Misadventure process - Excursions or Representing the School When a Task is Due

If a student is participating in an excursion or representing the school on the day, an assessment task is due; then **the task should be presented before** the planned activity. In exceptional circumstances, when this is not possible, an Illness/Misadventure Form needs to be completed.

Illness and Misadventure process – Consideration to submission of the Appeal Form

As much detail as possible should be provided to support the student's case on the Appeal Form. Appeals will be considered as follows:

- In the case of documented medical problems, the Head Teacher will advise the relevant classroom teacher that consideration is to be given.

OR

- In other cases, the respective Head Teacher will organise a panel consisting of the Deputy Principal and/or Year Adviser and/or Principal to consider the Appeal Form

Where an acceptable reason is **given and supported**, (for example, Doctor's Certificate) the student may be:

- a) granted an extension without penalty
- b) set a substitute task without penalty
- c) given an estimate based on other evidence (substitute task needs to be organised before an estimate mark is considered).

Students may lodge an appeal / review of the final decision.

A student **cannot submit an appeal** on the basis of retrospective information which should have been conveyed and negotiated with the Head Teacher prior to the due date of the task.

Such as:

- Difficulties in preparation or loss of preparation time – for example, as a result of illness during the course.
- Alleged deficiencies in tuition.
- Long-term illnesses such as glandular fever – unless you have suffered a ‘flare-up’ or exacerbation of your symptoms during the assessment period.
- The same grounds for which you received special exam provisions – unless you have experienced additional difficulties during an exam session.
- Misreading the school exam timetable.
- Misreading school exam instructions.

Appeals can also be made in the above manner if a student feels unfairly treated as a result of the process used in an assessment task.

Appeal forms are available from each Faculty Head Teacher and Deputy Principal.

How to be successful in completing a course

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

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

The N Determination Warning letters generated by Head Teachers of each course will always indicate which of these areas have not been demonstrated so that the student can ensure this is corrected for the future.

Satisfactory completion of course - Supported by avoidance of Malpractice / Offensive or Non-Serious Attempt at Tasks or Course Work

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

- Copying someone else's work in part or whole, and presenting it as their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
- Paying someone to write or prepare material
- Breaching school examination rules, e.g. communication with other students during an examination
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date

- Assisting another student in engaging in malpractice.

Any student participating in malpractice will be awarded zero marks for the task. Tasks should have correct referencing for sources used.

If a student is found to be truanting the day/period a task is due or truanting classes to complete a task, a mark of zero may be awarded. Should a student submit an assessment task that is offensive, vulgar or inappropriate for the circumstances then, a mark of zero will be awarded.

Satisfactory completion of course – Supported by appropriate Conduct During Tests and Examinations

If a student does not follow the rules as detailed below, he or she may be removed from the test room and dealt with following the School Conduct and Discipline Policy.

I. Students must:

- follow the day-to-day rules of the school;
- follow the supervisors' instructions at all times;
- behave politely and courteously towards the supervisors and other students;
- make a serious attempt at answering all questions in the test;
- place any watch they have on top of the desk where a supervisor can see it;
- stop writing when advised to by the supervisor.

II. Students must not:

- take a mobile phone into the test room;
- eat in the test room except as approved by a supervisor;
- speak to any other person other than a supervisor during a test;
- behave in any way likely to disturb the work of any other student or upset the conduct of the test;
- attend a test while under the influence of alcohol or illicit drugs;
- take into the test room, or refer to, any books, notes, paper, or any equipment other than the equipment allowed during the examination;

- take an electronic device such as an organiser, dictionary or computerised watch into the test room unless approved by the NSW Education Standards Authority (NESA);
- remove any test material from the test room;
- write before being instructed by the supervisor to do so.

Satisfactory completion of course – Attendance makes a difference!

Where a student's attendance pattern may jeopardise the satisfactory completion of a course, the reason for absence and its likely effect on the student's course progress should be established. Principals will consider:

- the nature and duration of the absence;
- the standing of the student within the course at the time of the absence;
- the student's prior pattern of attendance, application, and achievement; and
- the ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. In cases of prolonged absence and where the Principal is NOT satisfied that course completion criteria can be met or that progress can be maintained, the Principal may judge that catching up is not feasible. As far as possible, early warning of the consequences for a student of such an absence should be given. The warning must relate the absence to the non-completion of course requirements. **The student may be withdrawn from the course.**

Absence through illness and physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

In many instances, schoolwork may be undertaken while at home or in the hospital through Canvas. In this way, the Principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

A student affected by long-term illness may elect to accumulate the Record of School Achievement. The student will then be graded with the cohort of students with whom he or she completes each course. These will be recorded in the ROSA when the student exits the school system.

Absence on holidays

It may be possible for compensatory assignments to be negotiated, completed, and submitted by students who are absent on holidays. In this way, the Principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

Some students may be judged able to catch up missed work upon return, to meet course requirements and achieve the outcomes of the course.

While the NSW Education Standards Authority (NESA) does not mandate attendance requirements, Principals may determine that, as a result of absences, the course completion criteria may not be met. Absence will be regarded seriously by the Principal, who must give students early warning of the consequences of such absences.

If at any time it appears that a student is at risk of being given an “N” Award determination in any course, the Principal must warn the student as soon as possible and advise the parent or caregiver in writing. The warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the “N” determination.

Students who have been absent from school should, on every occasion, ask the teacher if assessment information has been given out immediately on return to school. Extension of time WILL NOT be granted unless there are exceptional circumstances.

What do I need to know about Non-Completion of Course Determination? N Warning letters

If at any time it appears that a student is at risk of receiving an 'N' (Non-completion of course requirements) determination in any course, the Principal must:

- (a) advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and
- (b) advise the parent or guardian in writing (if the student is under the age of 18)
- (c) request from the student/parent/guardian a written acknowledgment of the warning
- (d) issue at least one follow-up warning letter if the first letter is not effective; and
- (e) retain copies of all relevant documents.

Waratah Campus has made a commitment to issue these N Determination Warning letters within 3 to 5 days of the assessment task being submitted.

Principal's Determination

This is the decision made by the principal 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.

A student who is given an 'N' determination in a **mandatory course** will not receive a RoSA but will receive a Transcript of Study. If a student receives an N determination for a 200hr elective then they will still receive a RoSA but will have an N determination recorded against the course.

There is a set timeline for appeals and feedback.

Disability Provisions

Students with disability can access syllabus outcomes and content in a range of ways. They can do this with or without adjustments as appropriate.

Special Provisions

Students may follow the NSW curriculum but apply for special provisions (supports at assessment/exam times) to the NSW Education Standards Authority (NESA). The Head Teacher Learning and Support will assist students in making an application for special provisions. When special provisions are granted by the NSW Education Standards Authority (NESA), it is the responsibility of students with special needs to see the Learning and Support staff at least one week before each scheduled assessment task. This will allow time for the particular provisions to be organised.

Adjustments

Adjustments relate to teaching, learning and assessment. They enable a student with disability to access syllabus outcomes and content and show their achievement.

Life Skills

All students are entitled to participate in and progress through the curriculum. Years 7–10 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes. It can occur in a range of situations or environments such as the school and wider community.

All satisfactorily completed courses including those based on Life Skills outcomes and content are listed on the RoSA and HSC credentials. Courses not satisfactorily completed will be reported as 'Not completed'. Students will also receive a Profile of Student Achievement with their credential. It lists the Life Skills outcomes achieved in each course studied.



Year 10 Assessment Schedule – Core and Elective 2024

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: English
SUBJECT: English (200hr)

Task Number		TASK 1	TASK 2	TASK 3
TASK NAME		Novel Study Analytical Essay	Shakespeare's Macbeth Analytical Response	Imaginative Writing and Reflection
TYPE OF TASK		Take home	In class	Take home
SUBMISSION DATE		T1 – WK 10	T2 – WK 9	T3 – WK 9
COMPONENTS	WEIGHTING	OUTCOMES EN5-URA-01; EN5-URB-01; EN5- ECA-01	OUTCOMES EN5-URA-01; EN5-URB- 01; EN5-ECA-01	OUTCOMES EN5-URA-01; EN5-URB- 01; EN5-ECA-01; EN5- ECB-01
Communicate through speaking, listening, reading, writing, viewing and representing.	15%	5%	5%	5%
Use language to shape and make meaning according to purpose, audience and context.	30%	10%	10%	10%
Think in ways that are imaginative, creative, interpretive and critical.	25%	5%	10%	10%
Express themselves and their relationships with others and their world.	20%	10%	10%	-
Uses, reflects on and assess their individual and collaborative skills for learning.	10%	-	-	10%
TOTAL	100%	30%	35%	35%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: HSIE
SUBJECT: Geography (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Analysis	Fieldwork	Course Examination
TYPE OF TASK		Analysis & Writing (At Home & In Class)	Research & Writing (In Class & Field)	Examination (In Class)
SUBMISSION DATE		Term 2 Week 3	Term 3 Week 5	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES GE5-4, GE5-6	OUTCOMES GE5-7, GE5-8	OUTCOMES GE5-3, GE5-5
Communicating Geographically	25%	15 %	5 %	5 %
Geographical Inquiry Skills	25%	5 %	15 %	5 %
Knowledge and Understanding of Geographical Concepts	25%	10 %	-	15 %
Using Geographical Tools	25%	-	10 %	15 %
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: HSIE
SUBJECT: History (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Source Analysis	Extended Response	Course Examination
TYPE OF TASK		Source Analysis (In Class & At Home)	Extended Response (At Home & In Class)	Examination (In Class)
SUBMISSION DATE		Term 2 Week 3	Term 3 Week 7	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES HT5-5, HT5-8	OUTCOMES HT5-3, HT5-9	OUTCOMES HT5-2, HT5-6
Communicating Historically	30%	5 %	15 %	10 %
Historical Inquiry Skills	30%	15 %	5 %	10 %
Knowledge and Understanding	40%	10 %	10 %	20 %
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: HSIE
SUBJECT: Commerce (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		My Commerce Portfolio	Employment & Work Futures Task	Course Examination
TYPE OF TASK		Portfolio of Class Activities (In Class)	Research Task (At Home & In Class)	Examination (In Class)
SUBMISSION DATE		Ongoing Due Term 3 Week 10	Term 1 Week 10	Term 4 Week 2
COMPONENTS	WEIGHTING	OUTCOMES COM5-2, COM5-4, COM5-6, COM5-9	OUTCOMES COM5-5, COM5-7	OUTCOMES COM5-1, COM5-8
Communication	40%	10 %	10 %	20 %
Inquiry & Research	30%	15 %	15 %	-
Knowledge and Understanding	30%	5 %	5 %	20 %
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: Mathematics
SUBJECT: Mathematics 5.1 (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Right-Angled Triangles and Linear Relationships	Financial Mathematics	Area and Surface Area and Non-Linear relationships
TYPE OF TASK		Class Test	Project	Class Test
SUBMISSION DATE		Term 1 – Week 9	Term 2 – Week 9	Term 3 – Week 9
COMPONENTS	WEIGHTING	OUTCOMES MA5.1-10MG MA5.1-16NA	OUTCOMES MA5.1-14NA	OUTCOMES MA5.1-8MG MA5.1-17NA
COMMUNICATION	25%	10 %	5 %	10 %
INQUIRY AND RESEARCH	25%	10 %	5 %	10 %
SOURCE BASED	25%	10 %	5 %	10 %
KNOWLEDGE AND UNDERSTANDING	25%	10 %	5 %	10 %
TOTAL	100%	40%	20%	40%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: Mathematics
SUBJECT: Mathematics 5.2 (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Equations and Vivariate Data Analysis	Financial Mathematics	Linear Relationships & Simultaneous Equations
TYPE OF TASK		Class Test	Project	Class Test
SUBMISSION DATE		Term 1 – Week 9	Term 2 – Week 9	Term 3 – Week 9
COMPONENTS	WEIGHTING	OUTCOMES MA5.2-8NA MA5.2-16SP	OUTCOMES MA5.1-4NA	OUTCOMES MA5.2-9NA MA5.2-8NA
COMMUNICATION	25%	10 %	5 %	10 %
INQUIRY AND RESEARCH	25%	10 %	5 %	10 %
SOURCE BASED	25%	10 %	5 %	10 %
KNOWLEDGE AND UNDERSTANDING	25%	10 %	5 %	10 %
TOTAL	100%	40 %	20%	40%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: Mathematics
SUBJECT: Mathematics 5.3 (200hr)

TASK NUMBER		TASK 1		TASK 2	TASK 3
TASK NAME		Surface Area & Volume and Quadratic Expressions & Equations		Non-Linear Relationships	Non-Right-Angled Trigonometry and Polynomials
TYPE OF TASK		Class Test		Project	Class Test
SUBMISSION DATE		Term 1 – Week 9	Term 2 – Week 9	Term 3 – Week 9	
COMPONENTS	WEIGHTING	OUTCOMES MA5.2-11MG, MA5.3-13MG, MA5.3-14MG, MA5.3-7NA		OUTCOMES MA5.3-9NA	OUTCOMES MA 5.3-15MG MA5.3-10NA
COMMUNICATION	25%	10 %		5 %	10 %
INQUIRY AND RESEARCH	25%	10 %		5 %	10 %
SOURCE BASED	25%	10 %		5 %	10 %
KNOWLEDGE AND UNDERSTANDING	25%	10 %		5 %	10 %
TOTAL	100%	40%		20%	40%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: PDHPE
SUBJECT: PDHPE (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Overcoming Adversity	Refined movement skills	SEPEP Planning	SEPEP Tournament
TYPE OF TASK		Case Study Analysis	Practical Performance	Critical Reflection	Practical Performance
SUBMISSION DATE		Term 2 Weeks 4	Ongoing Semester One	Term 4 Weeks1	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES PD 5-1	OUTCOMES PD 5-11	OUTCOMES PD 5-6	OUTCOMES PD 5-10
Health, Wellbeing and Relationships	25%	25%			
Movement Skill and Performance	50%		25%		25%
Healthy, Safe, and Active Lifestyles	25%			25%	
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2024

FACULTY: PDHPE
SUBJECT: Physical Activity and Sports Studies (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Body Systems Applied	Physical activity Roles	Coaching Session	Movement skill, technique and performance
TYPE OF TASK		PORTFOLIO OF EVIDENCE	PRACTICAL PERFORMANCE	PLAN AND IMPLEMENT	PRACTICAL PERFORMANCE
SUBMISSION DATE		Term 1 Week 9	Term 2 Weeks 1-5	Term 3 Weeks 2-10	Term 3 Weeks 3-10
COMPONENTS	WEIGHTING	OUTCOMES PASS 5.1	OUTCOMES PASS 5-9	OUTCOMES PASS5 5-5 PASS 5-8	OUTCOMES PASS 5-7
Foundations of Physical Performance	20%	20%			
Physical activity and sport in Society	50%		30%		20%
Enhancing Participation and Performance	30%			30%	
TOTAL	100%	20%	30%	30%	20%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: Science
SUBJECT: Science (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Reaction Rate Chemistry	From Analysis to Action	Final Examination
TYPE OF TASK		First-hand Investigation	Data Analysis	Examination
SUBMISSION DATE		Term 1 - Week 7	Term 3 - Week 8	Term 4 - Week 2
COMPONENTS	WEIGHTING	OUTCOMES SC5-4WS, SC5-5WS, SC5-7WS, SC5-9WS, SC5-17CW	OUTCOMES SC5-7WS, SC5-8WS, SC5-10PW, SC5-15LW, SC5-17CW	OUTCOMES SC5-7WS, SC5-8WS, SC5- 10PW, SC5-11PW, SC5- 13ES, SC5-15LW, SC5- 17CW
Scientific Skills Develop knowledge, understanding of & skills in applying the processes of Working Scientifically	60%	25 %	20 %	15 %
Knowledge & Understanding Physical World, Earth and Space, Living World, Chemical World, and understanding of the nature, development, use and influence of science	40%	10 %	10 %	20 %
TOTAL	100%	35%	30%	35%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: Science

SUBJECT: Marine and Aquaculture Technology (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Aquarium Design	Shipwreck Case Study	Marine Management
TYPE OF TASK		Design	Presentation	Case Study
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10
COMPONENTS	WEIGHTING	OUTCOMES MAR5-10, MAR5-11	OUTCOMES MAR5-1, MAR5-14	OUTCOMES MAR5-3, MAR5-7
Knowledge, Understanding and Skills - of marine and aquatic environments, economic sustainability of aquaculture, skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities and researching, experimenting, and communicating in marine and aquaculture contexts.	100%	30%	35%	35%
TOTAL	100%	30%	35%	35%

YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2024

FACULTY: TAS
SUBJECT: Child Studies (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Play and the Developing Child, Child services and careers	Safety, Health, and Nutrition	Diverse Needs of Children
TYPE OF TASK		Portfolio	Practical Task, Design, and Research	Research Task
SUBMISSION DATE		T 1 – WK 9	T 2 - WK 8	T 3 – WK 6
COMPONENTS	WEIGHTING	OUTCOMES CS5-4 CS5-10	OUTCOMES CS5-8 CS5-9	OUTCOMES CS5-2 CS-5
COMMUNICATION	30%	10%	10%	10%
INQUIRY AND RESEARCH	20%		10%	10%
SOURCE BASED	20%	10%	10%	
KNOWLEDGE AND UNDERSTANDING	30%	10%	10%	10%
TOTAL	100%	30%	40%	30%



YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2024

FACULTY: TAS

SUBJECT: Design and Technology – Food (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Best of the Bush	Cultural Cuisine	Mystery Box
TYPE OF TASK		PRACTICAL & BOOKWORK	RESEARCH TASK & PRACTICAL PRESENTATION	PRACTICAL
SUBMISSION DATE		T 1 - WK 10	T 2 – WK 10	T3 – WK 9
COMPONENTS	WEIGHTING	OUTCOMES DT 5-7, DT 5-6, DT5-5	OUTCOMES DT5-3, DT 5-8, DT5-9, DT5-10	OUTCOMES DT5-2, DT5-9
Communication	20%	10 %	10 %	-
Inquiry and Research	10%	-	10 %	-
Knowledge and skills in designing, managing, producing and evaluating a design project	60%	30 %	20 %	10 %
Knowledge and Understanding	10%	-	-	10 %
TOTAL	100%	40%	40%	20%



YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2024

FACULTY: TAS
SUBJECT: Food Technology (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 2	TASK 3
TASK NAME		Food Service and Catering	Food for Special Occasions	Food Product and Development	Food Equity
TYPE OF TASK		Portfolio	Practical Examination	Practical Presentation & Folio	Research and Literacy Task
SUBMISSION DATE		T 1 - WK 9	T 2 – WK 4	T3 – WK 8	T3 – WK 8
COMPONENTS	WEIGHTING	OUTCOMES FT5-1, FT5-3, FT5-4, FT5-5	OUTCOMES FT5-8, FT5-10, FT5-11	OUTCOMES FT5-2, FT5-5, FT5-9, FT5-13	OUTCOMES FT5-6, FT5-7, FT5-12, FT5-13
Communication	15%		10%		5%
Inquiry and Research	25%	5%		10%	10%
Practical source based	40%	10%	15%	15%	
Knowledge and understanding	20%	10%			10%
TOTAL	100%	25%	25%	25%	25%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: TAS

SUBJECT: Design & Technology- Timber & Metal (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Child's Toy Project	Written Task Case Study	Practical & Portfolio
TYPE OF TASK		Practical Design Project	Written Task	Portfolio / Project
SUBMISSION DATE		T 2 – WK 2	T 2 – WK 10	T 3 – WK 10
COMPONENTS	WEIGHTING	OUTCOMES DT 5-1, DT 5-3	OUTCOMES DT 5-1, DT 5-2, DT 5-6	OUTCOMES DT 5-7, DT 5-8
Knowledge and understanding of Course Content	45%	15%	15%	15%
Knowledge and skills in designing, managing, producing and evaluating a major design project	55%	10%	10%	35%
TOTAL	100%	25%	25%	50%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: TAS

SUBJECT: Industrial Technology Timber (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Joinery Test	Project Development	Final Product
TYPE OF TASK		Practical Test	Presentation of practical and folio development	Project & Folio
SUBMISSION DATE		T 1 - WK 6	T 2 – WK 6	T 3 – WK10
COMPONENTS	WEIGHTING	OUTCOMES IND 5.2, 5.5	OUTCOMES IND 5.1, 5.6, 5.7	OUTCOMES IND 5.2, 5.8, 5.9
Knowledge and understanding of Course Content	15 %	10 %	5 %	
Knowledge and skills in designing, managing, and evaluating a major design project	45 %	15 %	10 %	20 %
Project	40%		10 %	30 %
TOTAL	100%	25%	25%	50%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: TAS
SUBJECT: STEM (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Design for Space	Biomedical	Elective Independent Project
TYPE OF TASK		PRACTICAL TASK AND FOLIO	PRESENTATION	INDEPENDENT RESEARCH PROJECT
SUBMISSION DATE		T 1- WK 8	T 2 – WK 4	T 3 – WK 8
COMPONENTS	WEIGHTING	OUTCOMES 5.1.2, 5.2.2	OUTCOMES 5.1.1, 5.4.1, 5.4.2, 5.5.1	OUTCOMES 5.2.1, 5.3.1
INQUIRY AND RESEARCH	10%		5 %	5 %
SKILLS	40%	20 %		20%
PROBLEM SOLVING	25%	10 %		15 %
KNOWLEDGE AND UNDERSTANDING	25%	10 %	15%	
TOTAL	100%	40%	20%	40%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: CAPA
SUBJECT: Music (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Performance	My Musical Influence	My Song My Way	Presentation of Personal Projects
TYPE OF TASK		Practical Performance	Oral Presentation	Composition	Practical Performances
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES 5.1	OUTCOMES 5.7	OUTCOMES 5.8	OUTCOMES 5.3
Performance	50%	20%			20%
Composition	20%			20%	
Listening	30%		30%		
TOTAL	100%	20%	30%	20%	30%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: CAPA
SUBJECT: Visual Arts (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	Task 4
TASK NAME		Abstraction	Contemporary Practice	Personal Project	Onsite
TYPE OF TASK		Painting	Extended Response	Artwork	Body of Work /VAPD
SUBMISSION DATE		Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES 5.3	OUTCOMES 5.9	OUTCOMES 5.1	OUTCOMES 5.6
Artmaking	60%	20%		20%	20%
Critical and Historical Studies	40%		20%		20%
TOTAL	100%	20%	20%	20%	40%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: CAPA

SUBJECT: Photographic and Digital Media (200hr)

TASK NUMBER		TASK 1	TASK 2	Task 3	Task 4
TASK NAME		Documentary Photography	Visual Arts Process Diary	Body of Work	Contemporary Practice
TYPE OF TASK		Visual Analysis	Experiments, Reflections, Concepts	Artworks and Artist Statement	Critical Study
SUBMISSION DATE		Term 1 Week 7	Term 2 Week 3	Term 3 Week 9	Term 3 Week 9
COMPONENTS	WEIGHTING	OUTCOMES 5.10	OUTCOMES 5.4	OUTCOMES 5.6	OUTCOMES 5.7
Artmaking	60%		20%	40%	
Critical and Historical Studies	40%	20%			20%
TOTAL	100%	20%	20%	40%	20%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: CAPA
SUBJECT: Drama (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Scripted or Self Devised Performance	Issue-Based Theatre	Contemporary Theatre Study: Ruby Moon
TYPE OF TASK		Monologue	Group Devised Performance	Dramatic Analysis: Essay
SUBMISSION DATE		Term 2, Week 1	Term 2, Week 10	Term 3, Week 9
COMPONENTS	WEIGHTING	OUTCOMES 5.1.4, 5.2.1, 5.2.2, 5.2.3	OUTCOMES 5.1.1, 5.1.3, 5.2.1, 5.3.2	OUTCOMES 5.1.3, 5.3.1, 5.3.3
Performing	30 %	15 %	15%	
Making	40 %	10 %	15%	15%
Appreciating	30 %	10 %	5%	15 %
TOTAL	100 %	35 %	35%	30 %



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: English
SUBJECT: Film making (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Individual Short Film and Production Diary	Group Film Project and Directors Statement	Class Filmmaking Project and Reflection
TYPE OF TASK		Take home	Take home	Take home
SUBMISSION DATE		T2 – WK 2	T3 – WK 6	T4 – WK 4
COMPONENTS	WEIGHTING	OUTCOMES EN5-1A, EN5-3B, EN5-7D	OUTCOMES EN5-1A, EN5-2A, EN5-5C, EN5-7D, EN5-9E	OUTCOMES EN5-1A, EN5-3B, EN5-4B, EN5-9E
Communicate: speaking, listening, reading, writing, viewing, representing.	30%	10%	10%	10%
Use language to shape and make meaning according to purpose, audience, and context.	20%	10%	5%	5%
Think in ways that are imaginative, creative, interpretive, and critical.	25%	5%	10%	10%
Express themselves and their relationships with others and the world.	15%	10%	5%	5%
Use, reflect, assess individual, collaborative skills.	10%		5%	5%
TOTAL	100%	35%	35%	30%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: HSIE

SUBJECT: Aboriginal Studies (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Connections Task	Investigation Checkpoint	Immersion Project
TYPE OF TASK		Task 1	Task 2	Project
SUBMISSION DATE		Term 1, Week 7	Term 3, Week 5	Term 4, Week 2
COMPONENTS	WEIGHTING	OUTCOMES AST5-3, AST5-8	OUTCOMES AST5-10, AST5-11	OUTCOMES AST5-2, AST5-4, AST5-11
COMMUNICATION	30%	15 %	5 %	10 %
INQUIRY AND RESEARCH	30%		15 %	15 %
KNOWLEDGE AND UNDERSTANDING	40%	15 %	10 %	15 %
TOTAL	100%	30%	30%	40%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: HSIE
SUBJECT: German (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	Task 4
TASK NAME		Tense	Wetter / Weather	Reisen / Travel	Examination
TYPE OF TASK		Reading and responding	Listening and Responding	Writing	Yearly Examination
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 3	Term 3 Week 8	Term 4 Week 2
COMPONENTS		LGR5-2C LGR5-3C	LGR5-3C LGR5-6U	LGR5-2C LGR5-8U	LGR5-1C LGR5-5U
INTERACTING	20 %		10 %	10 %	
ASSESSING AND RESPONDING	30 %	5 %	10 %		15 %
COMPOSING	30 %	10 %		15 %	5 %
SYSTEMS OF LANGUAGE / ROLL OF LANGUAGE AND CULTURE	20 %	10 %			10 %
TOTAL	100 %	25 %	20 %	25 %	30 %



YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2024

FACULTY: PDHPE

SUBJECT: Targeted Rugby League (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Refining skills With Feedback	Strength and conditioning	Tactical Plays	Adapting Plays
TYPE OF TASK		Practical Performance (In class)	Analysis and plan (In class/ at home)	Practical Performance (In class)	Portfolio of evidence (In class)
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 2-10	Term 3 Weeks 3-10	Term 4
COMPONENTS	WEIGHTING	Critical Reflection	Critical Reflection Collaboration	Collaboration Creativity	Communication Creativity
Critical Reflection	35%	25%	10%		
Communication and Collaboration	35%		15%	10%	10%
Creativity	30%			15%	15%
TOTAL	100%	25%	25%	25%	25%



YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2024

FACULTY: PDHPE

SUBJECT: Sport and Recreation for Life (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Modified Games	Gala Day	Sporting Tournaments	Year 7 Swim School
TYPE OF TASK		Practical performance	Facilitation and Evaluation	Practical Performance	Facilitation and Evaluation
SUBMISSION DATE		Week 11- Term 1	Week 4 -Term 2	Week 11 - Term 3	Week 3 -Term 4
COMPONENTS	WEIGHTING	Critical Thinking	Communication	Collaboration	Leadership
Knowledge and understanding	50%	15%	15%	10%	10%
Skills	50%	10%	10%	15%	15%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: Science
SUBJECT: Forensic Science (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Crime Scene Investigation	Case Studies	Forensic Techniques
TYPE OF TASK		Examination	Research Task	Real-world Analysis
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8
COMPONENTS	WEIGHTING	OUTCOMES SC5-7WS, SC5-8WS, SC5-10PW	OUTCOMES SC5-9WS, SC5-10PW, SC5-14LW, SC5-17CW	OUTCOMES SC5-7WS, SC5-16CW
Scientific Skills Develop knowledge, understanding & skills in applying the processes of Working Scientifically	50%	20%	15%	15%
Knowledge & Understanding Develop knowledge and understanding about the nature, development, use and influence of science.	50%	15%	20%	15%
TOTAL	100%	35%	35%	30%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: Science

SUBJECT: Engineering in Minecraft (100hr)

TASK NUMBER		TASK 1	TASK 2
TASK NAME		Introduction to Minecraft, Automation in Minecraft.	Coding in Minecraft, Logic Gates in Minecraft.
TYPE OF TASK		Ongoing Assessment	Ongoing Assessment
SUBMISSION DATE		Concluded by: T2 Week 5	Concluded by: T4 Week 5
COMPONENTS	WEIGHTING		
Communication	25%	12.5%	12.5%
Collaboration	25%	12.5%	12.5%
Critical Thinking	25%	12.5%	12.5%
Creative Thinking	25%	12.5%	12.5%
TOTAL	100%	50%	50%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: Science
SUBJECT: Psychology (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Approach Psychology	Ethics	Order or Disorder
TYPE OF TASK		Research Task	Presentation	Case Study
SUBMISSION DATE		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8
COMPONENTS	WEIGHTING	OUTCOMES PSY5-2, PSY5-8	OUTCOMES PSY5-5, PSY5-8	OUTCOMES PSY5-6, PSY5-8
Scientific Skills Develop knowledge, understanding & skills in applying the processes of Working Scientifically	50%	15 %	20 %	15 %
Knowledge & Understanding Develop knowledge and understanding about the nature, development, use and influence of science.	50%	15 %	20 %	15 %
TOTAL	100%	30 %	40 %	30 %



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: TAS

SUBJECT: Masterchef Food technology (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		My Kitchen Rules	My Kitchen Rules	Meal Kit cooking
TYPE OF TASK		PORTFOLIO	PRACTICAL	PRESENTATION
SUBMISSION DATE		T 1 - WK 10	T 2 - WK 9	T 3 - WK 6
COMPONENTS	WEIGHTING	OUTCOMES DT 5-1 DT 5-7	OUTCOMES DT 5-2 DT5-6 DT 5-8	OUTCOMES DT 5-2 DT 5-10
COMMUNICATION	20%	10%		10%
INQUIRY AND RESEARCH	40%	10%	15%	15%
KNOWLEDGE AND SKILLS IN Designing, managing, producing and evaluating a design project	15%		15%	
KNOWLEDGE AND UNDERSTANDING	25%	10%	15%	
TOTAL	100%	30%	45%	25%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: TAS

SUBJECT: Fashion Design (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Mood board and Design Communication	Fashion Illustration and Garment	Major Work
TYPE OF TASK		PRACTICAL & PORTFOLIO	PRACTICAL & PORTFOLIO	PRACTICAL & PORTFOLIO
SUBMISSION DATE		T 1 - WK 10	T 2 – WK 9	T 4 – WK 2
COMPONENTS	WEIGHTING	OUTCOMES DT 5-1 DT 5-7	OUTCOMES DT 5-2 DT5-6 DT 5-8	OUTCOMES DT 5-9 DT 5-10
COMMUNICATION	30%	10%	10%	10%
INQUIRY AND RESEARCH	10%		5%	5%
KNOWLEDGE AND SKILLS IN DESIGNING, MANAGING, PRODUCING AND EVALUATING A DESIGN PROJECT	40%		10%	30%
KNOWLEDGE AND UNDERSTANDING	20%	10%	5%	5%
TOTAL	100%	20%	30%	50%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: TAS

SUBJECT: Timber – Inspire and Create (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		WHS & Tools, Equipment and Techniques	Mini Design Project	Final Project Folio	Final Project Practical
TYPE OF TASK		PRACTICAL TEST	FOLIO & PROJECT	FOLIO	PROJECT
SUBMISSION DATE		T 1 - WK 9	T 2 - WK 9	T 3 - WK 10	T 4 - WK 1
COMPONENTS	WEIGHTING	OUTCOMES IND5-1, IND5-3, IND5-4, IND5-6	OUTCOMES IND5-1, IND5-2, IND5-3, IND5-5, IND5-6	OUTCOMES IND5-2, IND5-3, IND5-5, IND5-6	OUTCOMES IND5-4, IND5-5, IND5-6, IND5-8, IND5-9
Knowledge and understanding of course content	40%	10 %	10 %	10 %	10 %
Knowledge and skills in designing, managing, producing and evaluating a major design project	60%	5 %	15 %	20 %	20 %
TOTAL	100%	15%	25%	30%	30%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: CAPA
SUBJECT: Music Production (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Making a Cover Our Own	Like a Version	Personal Project
TYPE OF TASK		Class Performance	Solo/ Small group Arrangement/ Performance	Personal Project submission/ presentation
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 6	Term 4 Week 4
COMPONENTS	WEIGHTING	OUTCOMES Creativity 5.4	OUTCOMES Collaboration 5.3	OUTCOMES Communication 5.2
Performance/Listening/Composition	65%	30%	15%	20%
Music Technology	35%		15%	20%
TOTAL	100%	30%	30%	40%



YEAR 10 ASSESSMENT SCHEDULE- CORE 2024

FACULTY: CAPA

SUBJECT: Creative Arts Enrichment (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Forms in Nature	Artist and Audience	Monsterboards	Personal Project
TYPE OF TASK		Sculpture	Site Specific Artwork	Artwork	Artwork
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8	Term 4 Week 4
COMPONENTS	WEIGHTING	OUTCOMES Creativity 5.4	OUTCOMES Collaboration 5.1	OUTCOMES Communication 5.5	OUTCOMES Critical Reflection 5.6
Artmaking	80%	20	20	20	20
Critical and Historical	20%				20
TOTAL	100%	20%	20%	20%	40%



YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2024

FACULTY: TAS

SUBJECT: Vocational Education – Hospitality (120hr Accelerated Year 11)



Cookery
 Qualifications: SIT20421 Certificate II in Cookery
 Cohort: 2024 – 2025
 Training Packages: SIT Tourism, Travel and Hospitality

RTO – Department of Education – 90333, 90222, 90072, 90162

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1 Safety in the Kitchen	Task 2 Service Please	Exam Optional
Ongoing Assessment of Skills and Knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 10 Term 2 Date TBC	Week 10 Term 3 Date TBC	Week Term Date TBC
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2024

FACULTY: TAS

SUBJECT: Vocational Education – Metals and Engineering Introduction



Manufacturing and Engineering Introduction
 Qualifications: MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate in Engineering Pathways
 Cohort: 2024 – 2025 59732 2 Units x 2 years
 Training Packages: MEM05 Metal and Engineering (Version 11.1) & MEM – Manufacturing and Engineering (Release 2.1)

RTO – Department of Education – 90333, 90222, 90072, 90162

Assessment Events		Task 1 Week 10 Term 1 Date TBC	Task 2 Week 2 Term 3 Date TBC	Task 3 Week 10 Term 3 Date TBC
Code	Unit of Competency			
MEM13015	Work safely and effectively in manufacturing and engineering	x		
MEM16006	Organise and communicate information	x		
MEM11011	Undertake manual handling	x		

MEM18001	Use hand tools		X	
MEM18002	Use power tools/hand held operations		X	
MEM12024	Perform computations			X
MEM16008	Interact with computing technology			X
MEM07032	Use workshop machines for basic operations			X

*** Students must complete 35 hours of work placement during the course in 2024.**

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy. *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

Cohort 2024 - 2025 RTO - Department of Education - 90333, 90222, 90072, 90162 Assessment Schedule – MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways QPA Yes Version 0.13

APPENDIX 1 EXAMPLE of English Performance Descriptors from NESAs

Areas for Assessment

- **Reading, listening, viewing**
- **Writing, speaking, representing**
- **Communicating and context**
- **Analysing language**
- **Interpretive, imaginative and critical thinking**
- **Expressing views**

Grade A

A student at this grade typically:

- through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts
- perceptively investigates the context and perspective of texts and the relationships between and among them
- constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts
- responds imaginatively and critically in a highly effective way to verbal and visual imagery
- displays a distinct personal style, composes with confidence, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts
- is able to generalise confidently from engaging with texts to present a wide variety of views of the world
- consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts
- with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations
- independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

Grade B

A student at this grade typically:

- through close and wide study, responds to demanding, imaginative, factual and critical texts
- investigates with some insight the context and perspective of texts and the relationships between and among them
- closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms, and features and structures of those texts
- responds imaginatively and critically in an effective way to verbal and visual imagery
- displays a developing personal style, composes with confidence, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
- is able to generalise from engaging with texts to present a range of views of the world
- clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
- with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations
- independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

Grade C

A student at this grade typically:

- through close and wide study, responds to a range of imaginative, factual and critical texts
- investigates the context and perspective of texts and the relationships between and among them
- analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts
- responds imaginatively to verbal and visual imagery
- displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
- is able to generalise from engaging with texts to present differing views of the world
- demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
- conforms to, or challenges, an audience's preconceptions and expectations
- with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

Grade D

A student at this grade typically:

- demonstrates some ability to respond to a range of texts
- discusses the context and perspective of texts and the relationships between and among them
- discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
- responds to verbal and visual imagery
- composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts
- is able to generalise at times from engaging with texts to present some differing views of the world
- with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts
- is able to identify and discuss some obvious preconceptions and expectations of an audience
- with guidance, is able to reflect on their individual and collaborative skills for learning.

Grade E

A student at this grade typically:

- demonstrates some evidence of the ability to respond to a limited range of texts
- with teacher support, discusses the context and perspective of texts and the relationships between and among them
- with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
- responds in a rudimentary way to verbal and visual imagery
- with teacher support, composes spoken, written, visual, multimodal and digital texts for a limited range of purposes, audiences and contexts
- is able to generalise at times from engaging with texts to present a limited view of the world
- with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts
- is able to identify some obvious expectations of an audience
- with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.

ASSESSMENT OVERVIEW

SEMESTER ONE

TERM ONE	
T1 -WK2	
T1- WK3	
T1- WK4	
T1- WK5	
T1- WK6	
T1- WK7	
T1- WK8	
T1- WK9	
T1- WK10	
T1- WK11	
TERM TWO	
T2 -WK1	
T2- WK2	
T2- WK3	
T2- WK4	
T2- WK5	
T2- WK6	
T2- WK7	
T2- WK8	
T2- WK9	
T2- WK10	
STUDENTS ARE ENCOURAGED TO RECORD ASSESSMENT TASKS ON THIS OVERVIEW TO KEEP TRACK OF UPCOMING ASSESSMENTS	

SEMESTER TWO

TERM THREE	
T3 -WK1	
T3- WK2	
T3- WK3	
T3- WK4	
T3- WK5	
T3- WK6	
T3- WK7	
T3- WK8	
T3- WK9	
T3- WK10	
TERM FOUR	
T4 -WK1	
T4- WK2	
T4- WK3	
T4- WK4	
T4- WK5	
T4- WK6	
T4- WK7	
T4- WK8	
T4- WK9	
T4- WK10	
STUDENTS ARE ENCOURAGED TO RECORD ASSESSMENT TASKS ON THIS OVERVIEW TO KEEP TRACK OF UPCOMING ASSESSMENTS	

Illness / Misadventure Appeal Form

An illness/misadventure form must be submitted in the following instances:

- A student knows in advance of an assessment task that they will be absent
- A student is unexpectedly and genuinely absent in the lead up to or on the due date of an assessment task
- A student has reasonable grounds to appeal the decision of an assessment result

In the case of a genuine absence, the completed and signed form must be submitted within 48 hours of return to school. An electronic version of this form is available at [Parent Information > Forms and Downloads](#) on our website.

Misadventure/Illness Details

Student or parent to complete then submit to classroom teacher

Student Name	_____	Year	_____
Subject / Class	_____	Teacher	_____
Task Name	_____	Due Date of Task	_____
		Date Form Submitted	_____

Reasoning and Evidence

What is the reason for submitting this Illness/Misadventure application? Indicate one of the following:

- I was genuinely absent on the day of my assessment task (evidence from parent required)
- I know in advance that I will be absent on the due date for my assessment task (evidence from parent required)
- I will be / was involved in a school based commitment which meant
- I will be / was genuinely absent on the day of my assessment task (evidence from supervising teacher required)
- I have had an extended absence in the lead up to my assessment task (evidence required from parent required)
- I have genuine grounds to appeal my assessment task result (panel for a decision)

Please outline details relating to absence and attach any additional evidence (eg illness, family holiday, approved leave – Please add any supporting documentation):

What am I requesting?

Indicate one of the following:

- I am requesting an alternate date to complete the task
- I am requesting NO PENALTY due to late submission
- I am requesting an extension or alternate task
- I am requesting my task is reviewed/remarked

Signatures

Student Signature	_____	Date	_____
Parent Signature	_____	Date	_____

Classroom Teacher Recommendation

Classroom Teacher to complete before submitting to Head Teacher. Please ensure recommendations uphold the faculty and school assessment policy to ensure fairness to all students. Sufficient evidence in the form of a parent explanation and signature is required.

- No penalty and alternate date to complete - please specify new date
- Reduced penalty - please specify Extension granted - please specify new date
- Alternate/differentiated task - please specify
- Additional support (ie EEE referral, special provisions) - please specify
- Estimate for task (can only be provided in Year 10 based on a comparable class task being administered by CT)
- Resubmission or remarking of task - please specify
- Appeal not to be upheld - please specify

Please outline details for above chosen reason:

Please indicate if the student has already completed/submitted the task: Yes / No / Partial

CT Signature _____

Date _____

Head Teacher Notes

Head Teacher to choose one of the following outcomes after reviewing form and supporting evidence:

- Accept the recommendation of the class teacher (satisfied with evidence provided)
- Reject the recommendation of the class teacher Other outcome

HT Signature _____

Date _____

Misadventure/Illness Decision - Student Notification

- APPROVED
- NOT APPROVED

Student Signature _____

CT Signature _____

HT Signature _____

Class _____

Task _____

Date _____