



Year 10 Assessment & RoSA Guide 2022

INFORMATION FOR STUDENTS AND
FAMILIES

Collaborating to
empower learners

- **What is the Record of School Achievement?**
- **How do teachers assess student work and allocate grades?**
- **What happens if the student is unable to submit the task on the due date?**
- **What it takes to complete a course successfully.**
- **What do you need to do and avoid to achieve success?**
- **What do I need to know about Non-Completion of Course Determination and Principal's decisions to N Determine?**
- **Disability provisions**
- **Assessemnt schedules for each course**
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- **Assessment date overview**
- **Illness and Misadventure Form**

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

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.

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 NESA site 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.

Assessment Processes - 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 2022

FACULTY: ENGLISH

SUBJECT: ENGLISH

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Representation	Ambiguity of Power	Poet Study/Craft of Writing
TYPE OF TASK		Analytical Essay	Discursive Writing	Imaginative Writing
SUBMISSION DATE		T1 - WK 10	T2 – WK 9	T3 – WK 9
COMPONENTS	WEIGHTING	OUTCOMES: EN5-1A, EN5-3B, EN5-5C, EN5-7D	OUTCOMES: EN5-3B, EN5-4B, EN5-5C, EN5-8D	OUTCOMES: EN5-1A, EN5-2A, EN5-4B, EN5-6C, EN5-9E
Communicate through speaking, listening, reading, writing, viewing and representing.	20%	10%		10%
Use language to shape and make meaning according to purpose, audience and context.	40%	15%	15%	10%
Think in ways that are imaginative, creative, interpretive and critical.	15%		10%	5%
Express themselves and their relationships with others and their world.	15%	5%	10%	
Learn and reflect on their learning	10%			10%
TOTAL	100%	30%	35%	35%

YEAR 10 ASSESSMENT SCHEDULE- CORE 2022

FACULTY: HSIE

SUBJECT: GEOGRAPHY

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Yr10 Geography Task 1	Yr10 Geography Task 2	Yr10 Geography Task 3
TYPE OF TASK		PRESENTATION (In Class & At Home)	VARIOUS (In Class & At Home)	EXAM (In Class)
SUBMISSION DATE		Term 2 - Week 2	Term 3 – Week 10	Term 4 - Week 1/2
COMPONENTS	WEIGHTING	OUTCOMES GE5-6, GE5-7, GE5-8	OUTCOMES GE5-2, GE5-7, GE5-8	OUTCOMES GE5-3, GE5-4, GE5-5
Communicating Geographically	25%	10%	5%	10%
Geographical Inquiry Skills	25%	15%	10%	-
Knowledge & Understanding of Geographical Concepts	25%	5%	5%	15%
Using Geographical Tools	25%	-	10%	15%
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE - CORE 2022

FACULTY: HSIE

SUBJECT: HISTORY

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Yr10 History Task 1	Yr10 History Task 2	Yr10 History Task 3
TYPE OF TASK		WRITTEN RESPONSE (In Class & At Home)	VARIOUS (In Class & At Home)	EXAM (In Class)
SUBMISSION DATE		Term 1 - Week 11	Term 3 - Week 8	Term 3 - Week 9/10
COMPONENTS	WEIGHTING	OUTCOMES HT5-3, HT5-6, HT5-7, HT5-9	OUTCOMES HT5-1, HT5-2, HT5-5, HT5-8, HT5-10	OUTCOMES HT5-3, HT5-4, HT5-6, HT5-9
Communicating Historically	30%	15 %	5 %	10 %
Historical Inquiry Skills	30%	5 %	15 %	10 %
Historical Knowledge & Understanding	40%	10 %	10 %	20 %
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: HSIE

SUBJECT: COMMERCE (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Yr10 Commerce Task 1	Yr10 Commerce Task 2	Yr10 Commerce Task 3
TYPE OF TASK		RESEARCH REPORT (In Class & At Home)	VARIOUS (In Class & At Home)	EXAM (In Class)
SUBMISSION DATE		Term 1 - Week 10	Term 3 – Week 10	Term 4 – Week 1/2
COMPONENTS	WEIGHTING	OUTCOMES COM5-1, COM5-2, COM5-3, COM5-7	OUTCOMES COM5-3, COM5-4, COM5-5, COM5-6, COM5-9	OUTCOMES COM5-1, COM5-8,
COMMUNICATION	30%	10 %	5 %	15 %
INQUIRY AND RESEARCH	30%	15 %	15 %	-
KNOWLEDGE AND UNDERSTANDING	40%	5 %	10 %	25 %
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: LOTE

SUBJECT: GERMAN (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4	Task 5
TASK NAME		Past Tense	Wetter	Reisen	Das Umwelt	Course Examination
TYPE OF TASK		Writing and Responding	Listening Test	Blog	Role Play	Examination
SUBMISSION DATE		Term 1 Week 7	Term 2 Week 3	Term 2 Week 6	Term 3 Week 8	Term 4 Week 2
COMPONENTS	WEIGHTING	OUTCOMES LGR4-1C, LGR4-4C	OUTCOMES LGR4-3C, LGR4-6U	OUTCOMES LGR4-1C, LGR4-4C, LGR4-8U	OUTCOMES LGR4-2C, LGR4-7U	OUTCOMES LGR4-1C, LGR4-5U
INTERACTING	20%			5 %	10 %	5%
ASSESSING AND RESPONDING	30%	5 %	15 %			10 %
COMPOSING	30%	10 %		10 %	5 %	5 %
SYSTEMS OF LANGUAGE THE ROLE OF LANGUAGE AND CULTURE	20%	5 %		5 %		10 %
TOTAL	100 %	20%	15%	20%	15%	30%

YEAR 10 ASSESSMENT SCHEDULE - CORE 2022

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS 5.1

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Financial Mathematics	Right Angles triangles and Linear Relationships	Probability & Area and Surface Area	Single variable Data analysis and Non-Linear relationships
TYPE OF TASK		Assignment/ Presentation*	Summary Sheet/ Class Test	Summary Sheet/ Class Test	Summary Sheet/
SUBMISSION DATE		T 1 - WK 6	T 2 - WK 3	T 3 - WK 2	T 3 - WK 10
COMPONENTS	WEIGHTING	OUTCOMES MA5.1-4NA	OUTCOMES MA5.1-10MG MA5.1-6NA	OUTCOMES MA5.1-13SP MA5.1-8MG	OUTCOMES MA5.1-7NA MA5.1-2WM
COMMUNICATION	25%		5 %	10 %	10 %
INQUIRY AND RESEARCH	25%	15 %	3 %	5 %	2 %
SOURCE BASED	25%		10 %		15 %
KNOWLEDGE AND UNDERSTANDING	25%		10 %	13 %	2 %
TOTAL	100%	15%	28%	28%	29%

YEAR 10 ASSESSMENT SCHEDULE - CORE 2022

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS 5.2

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Equations & Bivariate Data	Rates & Linear Relationships	Financial Mathematics	Simultaneous Equations and Non-Linear Relationships
TYPE OF TASK		Summary Sheet/ Class Test	Summary Sheet/ Class Test	Assignment/ Presentation*	Summary Sheet/ Class Test
SUBMISSION DATE		T 1 - WK 9	T 2 - WK 8	T 3 - WK 5	T 4 - WK 3
COMPONENTS	WEIGHTING	OUTCOMES MA5.2-8NA MA5.2-16SP	OUTCOMES MA5.2-5NA MA5.2-9N	OUTCOMES MA5.1-4NA	OUTCOMES MA5.2-8NA MA5.2 -10NA
COMMUNICATION	25%	5 %	10 %		10 %
INQUIRY AND RESEARCH	25%	3 %	5 %	15 %	2 %
SOURCE BASED	25%	10 %			15 %
KNOWLEDGE AND UNDERSTANDING	25%	10 %	13 %		2 %
TOTAL	100%	28%	28%	15%	29%

YEAR 10 ASSESSMENT SCHEDULE - CORE 2022

FACULTY: MATHEMATICS

SUBJECT: MATHEMATICS 5.3

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Surface Area & Volume and Quadratic Expressions and Equations	Surds and Bivariate data	Non-Linear Relationships	Polynomials and Probability
TYPE OF TASK		Summary Sheet/Class Test	Summary Sheet/Class Test	Assignment / Presentation*	Summary Sheet/Class Test
SUBMISSION DATE		T 1 - WK 8	T 2 – WK 6	T 3 – WK 5	T 4 – WK 3
COMPONENTS	WEIGHTING	OUTCOMES MA 5.3 12MG MA 5.3 5NA/7NA	OUTCOMES MA 5.3 6NA ,MA 5.3 18/19SP	OUTCOMES MA5.3-9NA	OUTCOMES MA5.3-10NA MA 5.2 17SP
COMMUNICATION	25%	5 %	10 %		10 %
INQUIRY AND RESEARCH	25%	3 %	5 %	15 %	2 %
SOURCE BASED	25%	10 %			15 %
KNOWLEDGE AND UNDERSTANDING	25%	10 %	13 %		2 %
TOTAL	100%	28%	28%	15%	29%

YEAR 10 ASSESSMENT SCHEDULE – CORE 2022

FACULTY: PDHPE

SUBJECT: PDHPE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Overcoming Adversity	Movement Skill	Modified games	SEPEP
TYPE OF TASK		FORMATIVE CHECK POINTS	PRACTICAL PERFORMANCE	GAME DESIGN AND APPRAISAL	PROJECT PLANNING PRACTICAL PERFORMANCE
SUBMISSION DATE		ONGOING TERM 2	Ongoing Semester 1	ONGOING TERM 2	ONGOING TERM 2 AND TERM 3
COMPONENTS	Weighting	OUTCOMES PD 5-1	OUTCOMES PD5-4 PD5-5 PD5-11	OUTCOMES PD 5-5 PD 5-8	OUTCOMES PD5-7 PD5-9 PD5-10
Health, Wellbeing and Relationships	25%	10%			
Movement Skill and Performance	50%		25%		25%
Healthy, Safe and Active Lifestyles	25%			25%	15%
TOTAL	100%	10%	25%	25%	40%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2022

FACULTY: PDHPE

SUBJECT: PHYSICAL ACTIVITY AND SPORT STUDIES(PASS)

CROSSFIT (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Body Systems and Sport	Applied Movement	Coaching Lesson Plan	Coaching Peers
TYPE OF TASK		TASK 1	PRACTICAL PERFORMANCE	PLANNING DOCUMENT	PEER ASSESSMENT
SUBMISSION DATE		T 1- WK 8	Ongoing Semester 1	T 3 – WK 2	T 3 – WK 5
COMPONENTS	OUTCOMES PASS 5.1	OUTCOMES PASS 5.1	OUTCOMES PASS 5.7 PASS 5.9	OUTCOMES PASS 5.8	OUTCOMES PASS 5.7
Knowledge and understanding	55	15	10	25	10
Skills	45	10	15		15
TOTAL	25%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2022

FACULTY: PDHPE

SUBJECT: PHYSICAL ACTIVITY AND SPORT STUDIES(PASS) (200Hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Body Systems and Sport	Applied Movement	Coaching Lesson Plan	Coaching Peers
TYPE OF TASK		TASK 1	PRACTICAL PERFORMANCE	PLANNING DOCUMENT	PEER ASSESSMENT
SUBMISSION DATE		T 1– WK 8	Ongoing Semester 1	T 3 – WK 2	T 3 – WK 6
COMPONENTS	WEIGHTING	OUTCOMES PASS 5.1	OUTCOMES PASS 5.7 PASS 5.9	OUTCOMES PASS5.5 PASS 5.6	OUTCOMES PASS 5.8 PASS 5.9
Knowledge and understanding	55 %	10 %	10 %	25 %	10 %
Skills	45 %	15 %	15 %		15 %
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE - CORE 2022

FACULTY: SCIENCE

SUBJECT: SCIENCE

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		SRP	Half Yearly Exam	Yearly Exam	Practical Investigation
TYPE OF TASK		Student research project	Examination	Examination	First-hand investigation
SUBMISSION DATE		T 1 - WK 9	T 2 - WK 5	T 3 - WK 4	T 3 - WK 9
COMPONENTS	WEIGHTING	OUTCOMES SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS	OUTCOMES SC5-10PW, SC5-15LW	OUTCOMES SC5-15LW, SC5-17CW, SC5-10PW, SC5-11PW, SC5-7WS	OUTCOMES SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS
Scientific Skills - Develop knowledge, understanding of & skills in applying the processes of Working Scientifically	60%	25 %		20%	15%
Knowledge & Understanding - Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science	40%		30%	10%	
TOTAL	100%	25%	30%	30%	15%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: TAS

SUBJECT: CHILDHOOD 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		Poster and Presentation	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 CS5-8 CS5-10	OUTCOMES CS5-9 CS5-12	OUTCOMES CS5-11 CS-2
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 2022

FACULTY: TAS

SUBJECT: FOOD and DESIGN (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		T1 - WK10	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 2022

FACULTY: TAS

SUBJECT: GRAPHICS TECHNOLOGY (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Folio of Floor Plan Drawings	Australian Architecture Task	Product and Technical Illustration Task
TYPE OF TASK		Collection of Drawings	Written and Drawing Task	Presentation of work
SUBMISSION DATE		T 2 - WK 2	T 2 – WK 10	T 3 – WK 10
COMPONENTS	WEIGHTING	OUTCOMES GT 5-1, GT 5-2, GT 5-3, GT 5-4, GT 5-6, GT 5-7	OUTCOMES GT 5-6, GT 5-7, GT 5-8, GT 5-9, GT 5-10	OUTCOMES GT 5-8, GT 5-9, GT 5-10, GT 5-11, GT 5-12
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 %	35 %	10 %
TOTAL	100%	25%	50%	25%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: TAS

SUBJECT: TIMBER (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Project Design	Project Development	Final Product
TYPE OF TASK		Folio	Presentation of practical and folio development	Project & Folio
SUBMISSION DATE		T 1 - WK10	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 - ELECTIVE 2021

FACULTY: TAS

SUBJECT: iSTEM (200hrs)

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 - ELECTIVE 2022

FACULTY: CAPA

SUBJECT: MUSIC (200HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Performance	Aural Exam	Composition	Final Course Examination + Showcase
TYPE OF TASK		Practical	Examination	Composition	Performance and examination
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 6	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES 5.1	OUTCOMES 5.8	OUTCOMES 5.5	OUTCOMES 5.3, 5.9
Performance	40%	20%			20%
Composition	20%			20%	
Listening	40%		30%		10%
TOTAL	100%	20%	30%	20%	30%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: CAPA

SUBJECT: VISUAL ARTS (200HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3	Task 4
TASK NAME		Essay	Abstraction	Controversy	Passion Project
TYPE OF TASK		Essay	Painting	Artwork	Body of Work VAPD
SUBMISSION DATE		Term 1 Week 6	Term 1 Week 10	Term 2 Week 10	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES 5.9, 5.10	OUTCOMES 5.3	OUTCOMES 5.1, 5.2	OUTCOMES 5.6, 5.5, 5.4
Artmaking	60%		20 %	20 %	20 %
Critical and Historical Studies	40%	20 %			20 %
TOTAL	100%	20%	20%	20%	40%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2022

FACULTY: CAPA

SUBJECT: PHOTOGRAPHIC AND DIGITAL MEDIA (200HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		PHOTOJOURNALISM	BODY OF WORK	VISUAL ARTS PROCESS DIARY	EXAM
TYPE OF TASK		ESSAY	ARTWORKS AND ARTIST STATEMENTS	EXPERIMENTS, REFLECTIONS, CONCEPTS	EXAM
SUBMISSION DATE		T 2 – WK 6	T 3 – WK 10	T 4 – WK 1	T 4 – WK 1
COMPONENTS	WEIGHTING	OUTCOMES 5.8	OUTCOMES 5.1, 5.4	OUTCOMES 5.5, 5.6	OUTCOMES 5.9, 5.10
ARTMAKING	60%		40%	20%	
CRITICAL AND HISTORICAL STUDIES	40%	20%			20 %
TOTAL	100%	20%	40%	20%	20%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: CAPA

SUBJECT: DANCE (200hrs)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Safe Dance Practice	Dance in Australia	Elements of Dance	Performance Quality
TYPE OF TASK		Floor work design Research and Practical Activity booklet	Research activity booklet	Practical Activity booklet & Performance in class	Digital Diary Presentation & Performance
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 week 1
COMPONENTS	WEIGHTING	OUTCOMES 5.1.1, 5.2.2	OUTCOMES 5.3.1, 5.2.1,	OUTCOMES 5.2.2, 5.3.2	OUTCOMES 5.4.1
Performance		15%		15%	10%
Composition		10%		15%	5%
Appreciation			25%		5%
TOTAL	100%	25%	25%	30%	20%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: CAPA

SUBJECT: DRAMA (200hrs)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Me to We	The Awakened Child	Transdisciplinary Transformation
TYPE OF TASK		Improvisation and Peer feedforwarding	Group- devised Performance	Multimodal journal
SUBMISSION DATE		Term 2 Week 1	Term 3 Week 8	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES 5.1.1, 5.1.2, 5.1.3, 5.3.1	OUTCOMES 5.1.4, 5.2.1, 5.2.2, 5.2.3	OUTCOMES 5.3.2, 5.3.3
Performing	30 %	15%	15%	
Making	40%	10%	30%	
Appreciating	30%	15%		15%
TOTAL	100%	40%	45%	15%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: ENGLISH

SUBJECT: YOU BE THE COACH (100HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		NRL Research Sway	Coaching Drills Practical Task	You Be the Coach Sway	Running A Training Session
TYPE OF TASK		PORTFOLIO OF WORK	DEMONSTRATION OF PROCEDURAL TEXT	PORTFOLIO OF WORK	DEMONSTRATION OF PROCEDURAL TEXT
SUBMISSION DATE		T 1 WK 7	T1 - T 2 (ongoing) WK 5	T 3 WK 7	T3- T 4 (ongoing) WK 5
COMPONENTS	WEIGHTING	OUTCOMES EN5-1A, EN5-6C, EN5-7D	OUTCOMES EN5-4B, EN5-9E	OUTCOMES EN5-2A, EN5-4B,	OUTCOMES EN5-4B, EN5-9E
Communicate through speaking, listening, reading, writing, viewing and representing.	30%	10%	10%		10%
Use language to shape and make meaning according to purpose, audience and context.	25%	5%	5%	10%	5%
Think in ways that are imaginative, creative, interpretive and critical.	15%			15%	
Express themselves and their relationships with others and their world.	10%	10%			
Uses, reflects on and assesses their individual and collaborative skills for learning	20%		10%		10%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: HSIE

SUBJECT: ABORIGINAL STUDIES(100HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Task 1	Task 2	Task 3
TYPE OF TASK		RESEARCH REPORT (In Class & At Home)	VARIOUS (In Class & At Home)	QUIZ (In Class)
SUBMISSION DATE		Term 1 - Week 9	Term 3 – Week 10	Term 4 – Week 1/2
COMPONENTS	WEIGHTING	OUTCOMES AST5-1, AST5-2, AST5-7	OUTCOMES AST5-3, AST5-8, ATS5-9	OUTCOMES AST5-4, AST5-5. AST5-6
COMUNICATION	30%	10 %	15%	5 %
INQUIRY AND RESEARCH	30%	10 %	15 %	5 %
KNOWLEDGE AND UNDERSTANDING	40%	10 %	10 %	20 %
TOTAL	100%	30%	40%	30%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2022

FACULTY:HSIE

SUBJECT: INTERNATIONAL STUDIES (100HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Cross-Cultural Presentation	World Religions Task	Cultural Expo	Global Quiz
TYPE OF TASK		Research Presentation	Research	Collaborative	CANVAS Quiz
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 5	Term 3 Week 8	Term 4 Week 3
COMPONENTS	WEIGHTING	OUTCOMES 1.3 ,4.1, 4.3	OUTCOMES 2.1, 3.2	OUTCOMES 1.3, 3.3, 4.2	OUTCOMES 1.2, 3.2, 3.3
COMMUNICATION	25%	10 %	-	5 %	10 %
INQUIRY AND RESEARCH	25%	5 %	15 %	5 %	-
SKILLS OF CULTURAL ANALYSIS	25%	5 %	5 %	10 %	5 %
KNOWLEDGE AND UNDERSTANDING	25%	5 %	5 %	5 %	10 %
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: LOTE

SUBJECT: LANGUAGES (100HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Language 1	Language 2	Language 3	Language 4
TYPE OF TASK		PRESENTATION (In Class)	ASSESSING & RESPONDING (In Class)	CULTURE RESEARCH TASK (In Class)	ASSESSING & RESPONDING (In Class)
SUBMISSION DATE		Term 1 - Week 11	Term 2- Week 9	Term 3 – Week 6	Term 4 – Week 4
COMPONENTS	WEIGHTING	OUTCOMES LGR5-2C, LGR5-4C, LGE5-5U	OUTCOMES LGE5-2C	OUTCOMES LGE5-4C	OUTCOMES LGR5-1C, LGE5-5U
INTERACTING	30%	5	5	-	10
ASSESSING & RESPONDING	30%	-	15	-	15
COMPOSING	20%	10	5	5	-
SYSTEMS OF LANGUAGE THE ROLE OF LANGUAGE & CULTURE	30%	10	-	20	-
TOTAL	100%	25	25	25	25

YEAR 10 ASSESSMENT SCHEDULE -ELECTIVE 2022

FACULTY: PDHPE

SUBJECT: SPORT AND RECREATION FOR LIFE (100HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Movement transfer	Coaching	Speedball / Volleyball and Modified Games	Year 7 Swim School
TYPE OF TASK		Practical performance	Inquiry Based Learning	Practical Performance	Coaching
SUBMISSION DATE		Ongoing Term 1	Week 7-10 (Term 2)	Week 10 (Term 3)	Week 2 (Term 4)
COMPONENTS	WEIGHTING				
Knowledge and understanding	50%	10%	15%	10%	15%
Skills	50%	15%	10%	15%	10%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE- ELECTIVE 2022

FACULTY: SCIENCE

SUBJECT: FORENSIC SCIENCE (100HR)

TASK NUMBER		Task 1	Task 2
TASK NAME		Case Study	First-Hand Investigation
TYPE OF TASK		Forensic Investigation	First-Hand Investigation
SUBMISSION DATE		T2 – WK 3	T3 – WK 7
COMPONENTS	WEIGHING		
Scientific Skills	50%		50%
Knowledge & Understanding	50%	50%	
TOTAL	100%	50%	50%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: SCIENCE

SUBJECT: ENGINEERING IN MINECRAFT (100HR)

TASK NUMBER		TASK 1	TASK 2
Topics Assessed		Introduction to Minecraft, Automation in Minecraft.	Coding in Minecraft, Logic Gates in Minecraft, Minor Project.
TYPE OF TASK		Ongoing Assessment	Ongoing Assessment
SUBMISSION DATE		Concluded by: T2 Week 5	Concluded by: T4 Week 5
COMPONENTS	WEIGHTING	50%	50%
Scientific Skills	50%	25%	25%
Knowledge and Understanding	50%	25%	25%
TOTAL	100%	50%	50%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: TAS

SUBJECT: Masterchef - Food Technology (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		My Kitchen Rules	My Kitchen Rules	Cultural Cuisine
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 DT 5-6 DT 5-8	OUTCOMES DT 5-3 DT 5-10
COMMUNICATION	10%	10%		10%
INQUIRY AND RESEARCH	10%	10%	15%	15%
KNOWLEDGE AND SKILLS IN DESIGNING, MANAGING, PRODUCING AND EVALUATING A DESIGN PROJECT	70%		15%	
KNOWLEDGE AND UNDERSTANDING	10%	10%	15%	
TOTAL	100%	30%	45%	25%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

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 AND PORTFOLIO
SUBMISSION DATE		T 1 - WK 10	T 2 - WK 9	T 4 - WK 6
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 - ELECTIVE 2022

FACULTY: TAS

SUBJECT: TIMBER

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 - ELECTIVE 2022

FACULTY: CAPA

SUBJECT: MUSIC SOFTWARE AND 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 Performance	Personal Project submission/ presentation
SUBMISSION DATE		T1 – WK 10	T2 – WK 6	T4 – WK 4
COMPONENTS	WEIGHTING	OUTCOMES 5.4	OUTCOMES 5.3 5.6	OUTCOMES 5.2 5.10
Performance/ Listening/ Composition	65%	30 %	15 %	20%
Music Technology	35%		15 %	20%
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: CAPA

SUBJECT: CREATIVE ARTS ENRICHMENT (100HR)

TASK NUMBER		TASK 1	TASK 2	Task 3	Task 4
TASK NAME		Forms in Nature	Community Project	Monsterboards	Personal Project
TYPE OF TASK		Sculpture	Mural	Artwork	Artwork/VAPD
SUBMISSION DATE		T1 – WK 10	T2 – WK 10	T3 – WK 10	T4 – Wk7
COMPONENTS	WEIGHTING	OUTCOMES 5.4	OUTCOMES 5.1, 5.2	OUTCOMES 5.3, 5.5	OUTCOMES 5.6, 5.7, 5.8
Artmaking	80%	20 %	20 %	20%	20%
Critical and Historical	20%				20%
TOTAL	100%	20%	20%	20%	40%

YEAR 10 ASSESSMENT SCHEDULE - ELECTIVE 2022

FACULTY: CAPA

SUBJECT: PERSONAL PURSUIT PROGRAM (100HR)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Project Discussion	Impacting Humanity	Research Report	Project Showcase
TYPE OF TASK		Journal/ Check-in/ documentation/ Reflections	Presentation/ Group Task	Extended Response	Exhibition
SUBMISSION DATE		T2 – WK 6	T2 – WK 4	T3 – WK 8	T4 – WK 1
COMPONENTS	WEIGHTING	OUTCOMES FFL_2.2	OUTCOMES FFL1.4	OUTCOMES FFL1.3	OUTCOMES FFL1.1
CRITICAL THINKING & PROBLEM SOLVING	20%	10%			10%
INITIATIVE & ENTREPRENEURSHIP	20%	10%	10%		
EFFECTIVE ORAL & WRITTEN COMMUNICATION	25%			10%	15%
ACCESSING AND ANALYZING INFORMATION	25%	10%		15%	
CITIZENSHIP	10%		10%		
TOTAL	100%	30%	20%	25%	25%

VET- MANUFACTURING AND ENGINEERING INTRODUCTION

School Name: Callaghan College Waratah
Manufacturing and Engineering Introduction

2022 -2023 Student Competency Assessment Schedule COURSE:

A Assessment Events for C Certificate I in Engineering MEM10119			Cluster 1	Cluster 2	Cluster 3	Work Placement 1*
			Week 10	Week 10	Week 10	Week
Cluster	Code	Unit of Competency	Term 1	Term 2	Term 3	Term
			Date	Date	Date	Date
Cluster 1 Welcome to the Industry	MEM13015 MEM16006 MEM11011	Work safely and effectively in manufacturing and engineering Organise and communicate information Undertake manual handling				
Cluster 2 Right Tool, Right Job	MEM18001 MEM18002	Use hand tools Use power tools/hand held operations				
Cluster 3 Engineering in Practice	MEM12024 MEM16008 MEM07032	Perform computations Interact with computer technology Use workshop machines for basic operations				

Depending on the achievement of units of competency, the possible qualification outcome is a a Certificate I in Engineering MEM10119 or a Statement of Attainment towards a Certificate I in Engineering MEM10119 OR a SOA towards a MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

* Selected units only to be confirmed by your teacher.

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". This means a course mark is not allocated.

Assessment Events for SOA towards MEM20413 Certificate II in Engineering Pathways - HSC			Cluster 4		Cluster 6	Work Placement 2*
			Week	Week	Week	Week
			Term	Term	Term	Term
			Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency				
Cluster 4 Can we Build it?	MEMPE006A MEMPE001A	Undertake a basic engineering project Use engineering workshop machines				
Cluster 5 Sparks and Noise	MEMPE002A MEMPE004A	Use Electric welding machines Use fabrication equipment				
Cluster 6 My Pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry				

Depending on the achievement of units of competency, the possible qualification outcome is a MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways OR a SOA towards a MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

*** Selected units only to be confirmed by your teacher.**

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”. This means a course mark is not allocated.

VET- Hospitality

COURSE: SIT20416 Certificate II in Kitchen operations

Preliminary

2022 - 2023

Assessment Events			Cluster 1	Cluster 2	Cluster 3		Work Placement 1*	
			Week 9	Week 9	Week 6	Week	Week	Week
			Term 1	Term 2	Term 3	Term	Term	Term
Cluster	Code	Unit of Competency	Date	Date	Date	Date	Date	Date
Cluster 1 Cook safe, work safe, eat safe	SITXWHS001	Participate in safe work practices						
	SITXFSA001	Use hygienic practices for food safety						
Cluster 2 Pop up sandwich bar	SITHCCC003	Prepare and present sandwiches						
	SITXINV002	Maintain the quality of perishable items						
	SITXFSA002	Participate in safe food handling practices						
Cluster 3 Keeping up to date	SITHIND002	Source and use information on the hospitality industry						
		Work effectively with others						
Cluster 7 (A) Working in industry (work placement 1)	SITHIND003	Use Hospitality skills effectively						
	BSBSUS201	Participate in environmentally sustainable work practices						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen operations**

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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". This means a course mark is not allocated.

COURSE: SIT20416 Certificate II in Kitchen operations
HSC
2022 - 2023

Assessment Events for			Cluster 4	Cluster 5	Cluster 6		Work Placement 2*	
			Week 10	Week 10	Week 5	Week	Week	Week
			Term 4	Term 1	Term 3	Term	Term	Term
			Date:	Date:	Date:	Date:	Date:	Date:
Cluster	Code	Unit of Competency						
Cluster 4 All day dining	SITHCCC002	Prepare and present simple dishes						
	SITHCCC005	Prepare dishes using basic methods of cookery						
	SITHKOP001	Clean kitchen premises and equipment						
	SITHCCC001	Use food preparation equipment						
Cluster 5 Lite Bites	SITHCCC006	Prepare appetisers and salads						
	SITHCCC005	Prepare dishes using basic methods of cookery						
	SITHKOP001	Clean kitchen premises and equipment						
	SITHCCC001	Use food preparation equipment						
Cluster 6 What's on the menu?	SITHCCC005	Prepare dishes using basic methods of cookery						
	SITHKOP001	Use food preparation equipment						
	SITHCCC001	Clean kitchen premises and equipment						
Cluster 7 (B) Working in industry (work placement 2)	SITHIND003	Use Hospitality skills effectively						
	BSBSUS201	Participate in environmentally sustainable work practices						

Depending on the achievement of units of competency, the possible qualification outcome is a **SIT20416 Certificate II in Kitchen operations** or a Statement of Attainment towards a **SIT20416 Certificate II in**

Kitchen operations

The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

* Selected units only to be confirmed by your teacher.

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". This means a course mark is not allocated.

APPENDIX 1 EXAMPLE of English Performance Descriptors from NESA

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	
T4- WK11	

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.

Misadventure/Illness Details – student or parent to complete then submit to classroom teacher

Student name: _____ Class: _____ Teacher: _____

Subject: _____ Due date of task: _____ Date form is submitted: _____

What is the task? _____

1. **Why are you submitting this form?** 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 from parent required)
- ☐ I have genuine grounds to appeal my assessment task result (*Your form will go to a panel for a decision*)

Please outline details relating to absence and attach any additional evidence: (ie illness, family holiday, approved leave)

2. **What am I requesting?** Indicate one of the following: (request will be circled if approved)

I am requesting an alternate date to complete task	HT Decision	Approved / Not Approved Notes:
I am requesting NO PENALTY due to late submission	HT Decision	Approved / Not Approved Notes:
I am requesting an extension or alternate task	HT Decision	Approved / Not Approved Notes:
I am requesting my task is reviewed/remarked	HT Decision	Approved / Not Approved Notes:



Parent signature: _____ Date _____ Contact number: _____

For school related business - Supervising teacher signature: _____ Date: _____



Misadventure/Illness Decision – to be detached and returned to student

Student name: _____ Class: _____ Teacher: _____

Task: _____ HT signature: _____ Date: _____

Decision: **Approved / Not Approved**

Classroom Teacher Recommendation – CT 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 indicate if the student has *already* completed/submitted the task: YES ☐ NO ☐

CT name: _____ CT signature: _____ Date: _____

Please ensure all sections of the form are completed before submitting to the HT.

Head Teacher Notes

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

Notes: _____

Head Teacher signature: _____ Date: _____