

Year 10 Assessment & RoSA Guide 2025

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 NESAs; 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

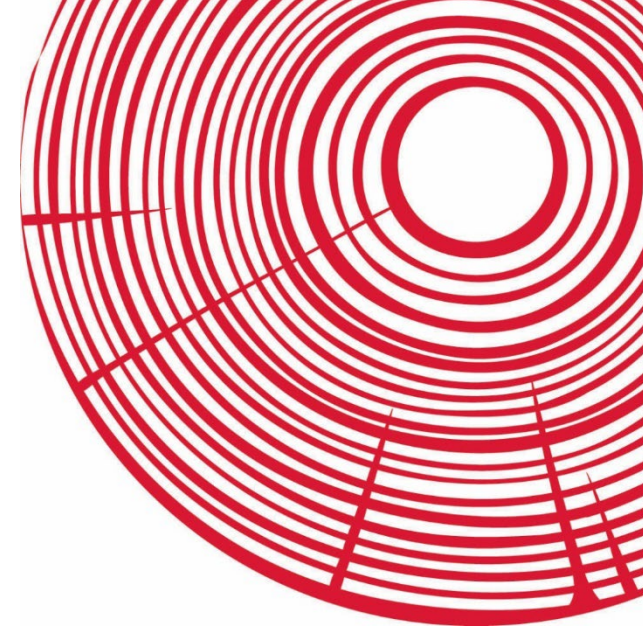
Adjustments relate to teaching, learning and assessment. They enable a student with disability to access syllabus outcomes and content and show their achievement.

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 SUBJECTS 2025

YEAR 10 ASSESSMENT SCHEDULE – CORE 2025

FACULTY: Mathematics

SUBJECT: Mathematics Core & Path (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Financial Mathematics & Equations	Networks (Core) or Surds (Pathway)	Data Analysis and Trigonometry
TYPE OF TASK		Class Test	Project	Class Test
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 7	Term 3 Week 9
COMPONENTS	WEIGHTING	OUTCOMES MA5-FIN-C-02 MA5-EQU-C-01 MA5-EQU-P-01/02	OUTCOMES MA5-NET-P-01 MA5-IND-P-02	OUTCOMES MA5-DAT-C-01/02 MA5-DAT-P-01 MA5-TRG-C-01/02 MA5-TRG-P-01/02
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 2025

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		Term 1 Week 10	Term 2 Week 9	Term 3 Week 9
COMPONENTS	WEIGHTING	OUTCOMES EN5-RVL-01; EN5-URA-01; EN5-URB-01; EN5-ECA-01	OUTCOMES EN5-URA-01; EN5-URB-01; EN5-ECA-01	OUTCOMES EN5-RVL-01; EN5-URC-01; EN5-ECA-01; EN5-ECB-01
EN5-RVL-01: Uses a range of personal, creative and critical strategies to interpret complex texts	15%	5%	-	10%
EN5-URA-01: Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures	20%	10%	10%	-
EN5-URB-01: Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes	20%	10%	10%	-
EN5-URC-01: Investigates and explains ways of valuing texts and the relationships between them	5%	-	-	5%
EN5-ECA-01: Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning	30%	10%	10%	10%
EN5-ECB-01: Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts	10%	-	-	10%
TOTAL	100%	35%	30%	35%

YEAR 10 ASSESSMENT SCHEDULE – CORE 2025

FACULTY: Science

SUBJECT: Science (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Processing and Analysing Data: The Key to Science	Motion Project: From Aim to Discussion	Final Examination
TYPE OF TASK		Data Analysis	Student Research Project	Examination
SUBMISSION DATE		Term 1 - Week 9	Term 3 - Week 7	Term 4 - Week 2
COMPONENTS	WEIGHTING	OUTCOMES SC5-7WS, SC5-17CW	OUTCOMES SC5-5WS, SC5-7WS, SC5-9WS, SC5-10PW	OUTCOMES SC5-9WS, SC5-10PW, SC5-11PW, SC5-15LW
Scientific Skills Develop knowledge, understanding of & skills in applying the processes of Working Scientifically	60%	30%	25%	5%
Knowledge & Understanding Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding of the nature, development, use and influence of science	40%	10%	5%	25%
TOTAL	100%	40%	30%	30%

YEAR 10 ASSESSMENT SCHEDULE – CORE 2025

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 2025

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 2025

FACULTY: PDHPE

SUBJECT: PDHPE (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Refined Movement Skills and Tactics	Overcoming Adversity	SEPEP Tournament	SEPEP Planning
TYPE OF TASK		Practical Performance	Case Study Reflection	Practical Performance	Critical Reflection
SUBMISSION DATE		Ongoing Term 1 Week 11	Week 5 Term 2 30.05.25	Week 1 Term 4 26.09.25	Week 5-10 Term 3 17.10.25
COMPONENTS	WEIGHTING	OUTCOMES PD 5-11	OUTCOMES PD 5-9	OUTCOMES PD 5-10	OUTCOMES PASS 5-5
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 2025

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 28.03.25	Term 2 Weeks 1-5 30.05.25	Term 3 Weeks 2-10 26.09.25	Term 3 Weeks 3-10 26.09.25
COMPONENTS	WEIGHTING	OUTCOMES PASS 5-1	OUTCOMES PASS 5-9	OUTCOMES PASS 5-8	OUTCOMES PASS 5-5
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

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 11	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 – ELECTIVE 2025

FACULTY: HSIE

SUBJECT: International Studies (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Portfolio Task	Cultural Event Poster	Independent Research Task
TYPE OF TASK		Portfolio of Class Activities (In Class)	Informative Poster and Written Reflection	Research Report
SUBMISSION DATE		Ongoing Due Term 3 Week 10	Term 1 Week 11	Term 2 Week 10
COMPONENTS	WEIGHTING	OUTCOMES IS5-3, IS5-6, IS5-12	OUTCOMES IS5-4, IS5-7, IS5-12	OUTCOMES IS5-10, IS5-9
UNDERSTANDING CULTURE Outline the characteristics of cultures; account for and provide examples of cultural change over time	50%	15%	15%	20%
CULTURE & IDENTITY Describe different types of identity, and analyse factors that contribute to identity	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

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 & Literacy Task
SUBMISSION DATE		Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 3 Week 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 – ELECTIVE 2025

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		Term 1 Week 10	Term 2 Week 10	Term 3 Week 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 2025

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		Term 1 Week 9	Term 2 Week 8	Term 3 Week 6
COMPONENTS	WEIGHTING	OUTCOMES CS5-4, CS5-10	OUTCOMES CS5-8, CS5-9	OUTCOMES CS5-2, CS5-5
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 2025

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		Term 1 Week 6	Term 2 Week 6	Term 3 Week 10
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 2025

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 & Folio	Presentation	Independent Research Project
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 4	Term 3 Week 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 & Research	10%	-	5 %	5%
Skills	40%	20%	-	20%
Problem Solving	25%	10%	-	15%
Knowledge & Understanding	25%	10%	15%	-
TOTAL	100%	40%	20%	40%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: Science

SUBJECT: Marine and Aquaculture Technology (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Sustaining Aquariums	Investigating Extreme	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 MAR5-7, MAR5-13	OUTCOMES MAR5-2, MAR5-14	OUTCOMES MAR5-3, MAR5-12
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%	40%	30%	30%
TOTAL	100%	40%	30%	30%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: CAPA

SUBJECT: Dance (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Safe Dance Practice	Australian Dance	Elements of Dance	Performance Quality
TYPE OF TASK		Peer Teach Activity	Extended Response	Solo Dance Performance	Digital Diary Presentation & Onsite Performance
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 5	Term 3 Week 10	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES DA5-PER-01 DA5-COM-01	OUTCOMES DA5-COM-02 DA5-APP-02	OUTCOMES DA5-PER-02	OUTCOMES DA5-APP-01
Performance	40%	10%	-	30%	20%
Composition	30%	10%	20%	-	-
Appreciation	30%	-	20%	-	-
TOTAL	100%	20%	40%	30%	10%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

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		Performance	Presentation	Composition	Performance
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 4 Week 1
COMPONENTS	WEIGHTING	OUTCOMES 5.1	OUTCOMES 5.6	OUTCOMES 5.7	OUTCOMES 5.3
Performance	50%	20%	-	-	30%
Listening	20%	-	20%	-	-
Composition	30%	-	-	30%	-
TOTAL	100%	20%	20%	30%	30%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: CAPA

SUBJECT: Photography (200hr)

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

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: CAPA

SUBJECT: Visual Arts (200hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Portfolio	Contemporary Practice	Body of Work	Onsite
TYPE OF TASK		Artworks	Extended Response	Artwork	Artist Statement /VAPD
SUBMISSION DATE		Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	Term 4 Week 2
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 – ELECTIVE 2025

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		Term 1 Week 10	Term 2 Week 9	Term 3 Week 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 & Research	40%	10%	15%	15%
Knowledge and skills in designing, managing, producing and evaluating a design project	15%	-	15%	-
Knowledge & Understanding	25%	10%	15%	-
TOTAL	100%	30%	45%	25%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: TAS

SUBJECT: Stem (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Engineering Fundamentals	Mechatronics	Aerodynamics	CAD/CAM
TYPE OF TASK		Report	Practical Task	Presentation	Practical & Folio
SUBMISSION DATE		Term 1 Week	Term 2 Week 4	Term 3 Week 1	Term 4 Week 5
COMPONENTS	WEIGHTING	OUTCOMES 5.1.2, 5.2.2	OUTCOMES 5.1.1, 5.4.1, 5.4.2, 5.5.1	OUTCOMES 5.6.1, 5.6.2, 5.3.2, 5.5.2	OUTCOMES 5.2.1, 5.3.1
Inquiry & Research	10%	5%	5%	-	-
Skills	40%	10%	15%	-	15%
Problem Solving	30%	5%	10%	15%	-
Knowledge & Understanding	20%	-	-	10%	10%
TOTAL	100%	20%	30%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: CAPA

SUBJECT: Music Production (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Practical Skills	Like a Version	Personal Project
TYPE OF TASK		Skills Competencies	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 5.1	OUTCOMES Collaboration 5.3	OUTCOMES Communication 5.2
Performance/Listening/Composition	50%	-	30%	20%
Music Technology	50%	30%	-	20%
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: CAPA

SUBJECT: Creative Arts Enrichment (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 4
TASK NAME		Forms in Nature	The Urban Landscape	Personal Project
TYPE OF TASK		2D Artwork	3D Artwork	Portfolio
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 10	Term 3 Week 10
COMPONENTS	WEIGHTING	OUTCOMES Creativity 5.4	OUTCOMES Critical Reflection 5.1	OUTCOMES Communication 5.5
Artmaking	80%	30%	30%	20%
Critical and Historical	20%	-	-	20%
TOTAL	100%	30%	30%	40%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: Science

SUBJECT: Psychology (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Psychological Approaches	Ethics	Order or Disorder?
TYPE OF TASK		Research Task	In Class Task	Case Study
SUBMISSION DATE		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
COMPONENTS	WEIGHTING	OUTCOMES PSY5-2, PSY5-8	OUTCOMES PSY5-5, PSY5-7	OUTCOMES PSY5-1, PSY5-8
Knowledge, understanding & skills of psychological theories, research methods, ethical considerations, human behaviour, personality, and cognition; critical analysis, communication, and the application of psychological concepts to real-world and social contexts	100%	30%	35%	35%
TOTAL	100%	30%	35%	35%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: Science

SUBJECT: Forensic Science (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3
TASK NAME		Crime Scene Investigation	Case Study	Forensic Techniques
TYPE OF TASK		Examination	Research	Analysis
SUBMISSION DATE		Term 1 Week 10	Term 2 Week 9	Term 3 Week 10
COMPONENTS	WEIGHTING	OUTCOMES SC5-6WS, SC5-8WS	OUTCOMES SC5-7WS, SC5-9WS	OUTCOMES SC5-5WS, SC5-8WS
Knowledge, understanding & skills of forensic science principles, investigation techniques, evidence analysis, crime scene procedures, ethical considerations, human behaviour in criminal contexts, and scientific inquiry; critical thinking, communication, and the application of forensic concepts to real-world criminal investigations and legal contexts	100%	30%	35%	35%
TOTAL	100%	30%	35%	35%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: English

SUBJECT: Film Making (100hr)

TASK NUMBER		TASK 1	TASK 2
TASK NAME		Individual Short Film and Production Diary	Group Film Project and Director's Statement
TYPE OF TASK		Take home	Take home
SUBMISSION DATE		Term 2 Week 9	Term 3 Week 9
COMPONENTS	WEIGHTING	OUTCOMES EN5-ECA-01, EN5-ECB-01, EN5-ECA-01	OUTCOMES EN5-URB-01, EN5-URC-01
Communicate through speaking, listening, reading, writing, viewing and representing	30%	15%	15%
Use language to shape and make meaning according to purpose, audience and context	20%	10%	10%
Think in ways that are imaginative, creative, interpretive and critical	25%	15%	10%
Express themselves and their relationships with others and world	15%	10%	5%
Uses, reflects on & assess their individual, collaborative skills for learning	10%	-	10%
TOTAL	100%	50%	50%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

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: Term 2 Week 5	Concluded by: Term 4 Week 5
COMPONENTS	WEIGHTING		
Communication & Collaboration Students effectively share ideas, document processes, and present their engineering solutions. They work collaboratively to plan, build, and troubleshoot projects, demonstrating teamwork, adaptability, and clear communication to achieve shared goals.	50%	25%	25%
Critical Thinking & Creative Thinking Students apply problem-solving, and innovation to design, construct, and optimise engineering solutions in Minecraft. They analyse challenges, experiment with materials and mechanics, and refine their designs using real-world engineering principles.	50%	25%	25%
TOTAL	100%	50%	50%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: PDHPE

SUBJECT: LIFT (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Foundational Lifts (1)	Gym Safety	Foundational Lifts (2)	Olympic Lifts
TYPE OF TASK		Practical Performance	Practical Evaluation	Practical Performance	Practical Performance
SUBMISSION DATE		Term 1 Week 4-11 11.04.25	Term 2 Week 3-10 04.07.25	Term 3 Week 3-10 26.09.25	Term 4 Week 1-4 07.11.25
COMPONENTS	WEIGHTING	OUTCOMES Critical Thinking	OUTCOMES Communication	OUTCOMES Collaboration	OUTCOMES Leadership
Foundational Compound Lifts	50%	25%	-	25%	-
Olympic Lifts & Variants	25%	-	-	-	25%
Accessories & Gym Safety	25%	-	25%	-	-
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: PDHPE

SUBJECT: Sport and Recreation for Life PASS-Z(100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Modified Games	Facilitating Junior Sport	Sporting Tournaments	Year 7 Swim Survival
TYPE OF TASK		Practical Performance	Practical Performance	Practical Performance	Practical Performance
SUBMISSION DATE		Term 1 Week 11 11.04.25	Term 2 Week 4 24.05.25	Term 3 Week 10 27.09.25	Term 4 Week 5 01.11.24
COMPONENTS	WEIGHTING	OUTCOMES Collaboration	OUTCOMES Leadership	OUTCOMES Collaboration	OUTCOMES Communication
Leadership & Initiative	30%	-	15%	10%	5%
Communication	20%	-	10%	-	10%
Collaboration	50%	25%	-	15%	10%
TOTAL	100%	25%	25%	25%	25%

YEAR 10 ASSESSMENT SCHEDULE – ELECTIVE 2025

FACULTY: PDHPE

SUBJECT: Targeted Rugby League PASS-Z (100hr)

TASK NUMBER		TASK 1	TASK 2	TASK 3	TASK 4
TASK NAME		Fantasy Football	Refined Skill	Tactical Application	Adapting to Feedback
TYPE OF TASK		Problem Solving	Practical Performance	Practical Performance	Practical Performance
SUBMISSION DATE		Term 1 Week 11 11.04.25	Term 2 Week 4 24.05.25	Term 3 Week 10 27.09.25	Term 4 Week 5 01.11.25
COMPONENTS	WEIGHTING	OUTCOMES Problem-Solving	OUTCOMES Technical Skill	OUTCOMES Game Application	OUTCOMES Improving Performance
Critical Reflection	35%	25%	10%		
Communication and Collaboration	35%		15%	10%	10%
Creativity	30%			15%	15%
TOTAL	100%	25%	25%	25%	25%

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	MATHEMATICS
T1- WK11	
TERM TWO	
T2 -WK1	
T2- WK2	
T2- WK3	
T2- WK4	
T2- WK5	
T2- WK6	
T2- WK7	
T2- WK8	
T2- WK9	MATHEMATICS
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	MATHEMATICS
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.

MISADVENTURE/ILLNESS DETAILS - (Student/Parent to complete then submit to Classroom Teacher)

Student Name: _____ Class: _____ Teacher: _____

Subject: _____ Due date of task: _____ Date Form 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/Carer required)
- I know in advance that I will be absent on the due date for my assessment task (evidence from Parent/Carer required)
- I will be/was involved in a school-based commitment which meant that I will be/I 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/Carer required)
- I have genuine grounds to appeal my assessment task result (your form will go to a panel for a decision)

Please outline details relation to absence and attach any additional evidence (i.e. illness, family holiday, approved leave)

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

Alternate date to complete the task	HT Decision	Approved/Not Approved	Notes:
NO PENALTY due to late submission	HT Decision	Approved/Not Approved	Notes:
An extension or alternate task	HT Decision	Approved/Not Approved	Notes:
My task reviewed / remarked	HT Decision	Approved/Not Approved	Notes:

Parent Signature: _____ Date: _____ Contact number: _____

School-related business – Supervising Teacher: _____ 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 (i.e. EEE Referral, special provisions) – please specify _____
- Estimate for task (can only be provided in Yr 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: _____