

Gosford High School



Integrity - Excellence - Spirit

Diversity - Opportunity

Year 10

Assessment Policy & Schedules

2022

This booklet contains essential information for students attempting courses in Year 10 2022. This booklet:

- specifies the assessment tasks and the weighting for each task
- provides a schedule of the tasks for each course
- outlines the school's assessment policies and procedures

Please become familiar with this document and retain it for future reference.

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A Message from the Principal

The successful completion of Year 10 marks four years of secondary schooling. It is an important milestone and represents a significant achievement for students as they prepare to enter the final years of high school. At the successful completion of Year 10, students will be eligible to receive the NSW Education Standards Authority (NESA) credential of the Record of School Achievement (RoSA). Under RoSA credentialing, students are required to attend school, apply themselves, complete coursework and all assessment tasks to the best of their ability and have a positive attitude towards their learning.

At Gosford High School, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each and may include tests, written or oral assignments, practical activities, fieldwork and projects. Tasks are required to be completed on or by the scheduled dates and times which are announced at least two weeks in advance.

Student performance is measured against course performance descriptors designed by the NESA to indicate to teachers how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents through a school report.

This Assessment Policy booklet aims to provide helpful information and explanations to students and their parents/caregivers and not only provides details about the procedures, but will also support students in their planning throughout year. I encourage all students and their parents/caregivers to read this booklet carefully. Students who are unclear about procedures or their responsibilities should immediately arrange an interview with the Deputy Principal.



Michael Smith
Principal

ASSESSMENT POLICY AND PROCEDURES

ASSESSMENT

The Gosford High School Assessment Policy has been designed to ensure:

- open and accountable procedures for all students consistent with the NESA requirements
- a fair and equitable environment in which each student can achieve individual excellence

Assessment Programs

Assessment Programs are designed for each course. These:

- Identify the student tasks which best measure each component.
- Specify values to be applied to each of the tasks to maintain the relative importance of each of the components.
- Schedule the various tasks throughout the course.
- Prepare an assessment schedule for students showing the requirements in each course, before the commencement of the assessment program.

This schedule includes:

1. The components and weights for each course, and
2. The week the tasks are due.

Any changes to assessment dates must be given in writing and with two weeks' notice approved by the Deputy Principal except where an extension of time is notified.

Principles Of Effective Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment:

- Provides opportunities for teachers to gather evidence about student achievement in relation to syllabus outcomes
- Enables students to demonstrate what they know and can do
- Clarifies student understanding of concepts and promotes deeper understanding
- Provides evidence that current understanding and skills are a suitable basis for future learning.

Each assessment task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and provide accurate information on each student's achievement

- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- Reflects a view of learning in which assessment helps students learn better rather than just receive a better mark
- Involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular classroom routines
- Involves teachers, students and parents reflecting on evidence
- Is inclusive of all learners.

Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment as learning:

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating learning goals to encourage growth and development
- Provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- Encourages peer assessment, self-assessment and reflection.

Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- Is used to plan future learning goals and pathways for students
- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Provides a transparent interpretation across all audiences.

Using these principles

The approach or approaches used will be informed by:

- The evidence of student learning to be gathered
- The processes for gathering the evidence
- The feedback to be provided to students.

For example, formal assessment provides an opportunity to collect evidence of student learning and may be used for grading and ranking purposes (assessment of learning) as well as informing feedback for students to improve their learning (assessment for learning).

REQUIREMENTS FOR THE AWARD OF A NSW RECORD of SCHOOL ACHIEVEMENT (RoSA) credential

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, **unless an exemption has been granted by the Principal.**

The RoSA credential will:

- Be a record of achievement for students who leave school before completing the Higher School Certificate (HSC)
- Contain a student's record of academic achievement up until the day they leave school as it is a cumulative credential
- Report results of moderated, school based assessment, not external tests
- Be available when a student leaves school any time after they complete Year 10
- Show a result for all courses completed in Year 10 and Year 11
- Be able to be reliably compared between students across NSW
- Give students the option to take online literacy and numeracy tests
- Be comprehensive and offer the ability to record a student's extracurricular achievements

ELIGIBILITY FOR A RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

Receiving the RoSA

Schools are responsible for requesting a RoSA through the enrolments section in [Schools Online](#). Once this has been completed, NESA will send a PDF of the RoSA to the student's [Students Online](#) account. Students cannot directly request a RoSA themselves.

Schools are able to generate an eRecord and check the student's course information is correctly recorded. This online eRecord can be used as an interim result report until the formal RoSA credential is delivered to the student's Students Online account.

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their Students Online account.

RoSA reporting and grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4
- monitored by NESA for fairness and consistency.

The grading system describes the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. For subjects other than Mathematics, NESA has developed Course Performance Descriptors which describe five levels of achievement from A to E. In Mathematics, grades are awarded from A10 to E2 according to the NESA Course Performance Descriptors. From the submitted grade NESA will produce the NSW Record of School Achievement showing a Grade, from A to E, in each course studied.

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

NESA also provides schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

Students who remain at school to complete their HSC will not receive a RoSA.

Satisfactory completion of a course

Students will be considered to have satisfactorily completed a course if, in the Principal's view there is sufficient evidence that they have:

- a) Followed the course developed or endorsed by NESA
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c) Achieved some or all of the course outcomes.

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including aspects such as - assignments, class participation and practical work.

'N' Determinations

If the Principal determines that a student has not fulfilled a course's requirements, they will receive an 'N' determination.

Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

There is a formal appeal process available to all students and this can be explained by the Year Adviser, Deputy Principal or Principal.

If a student receives an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

SCHOOL ASSESSMENT PROCEDURES

Students will complete school-based assessment tasks such as tests, written assignments, practical activities, fieldwork and projects.

THE SCHOOL'S RESPONSIBILITIES

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory components for assessment and the weightings to be attached to those components.

Each school will determine:

- a. The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based
- b. The weightings to be allocated to each task.

Schools are required to develop an assessment program for each of their courses.

This involves the following *responsibilities*:

- a. Number of tasks that will be used to measure students' achievement in each syllabus component
- b. Allocating weightings to each of the tasks
- c. Scheduling tasks
- d. Informing students at least two weeks in advance, in writing of:
 - the components and their weightings for each task
 - the general nature of each assessment task
 - a schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task
 - the weight value of each task in relation to the total weighted mark for the course
 - details of administrative arrangements associated with each task
 - details of the school's policy on malpractice in assessment tasks
 - details of the procedures to be implemented if tasks produce invalid or unreliable results
 - details of the procedures for dealing with student appeals arising from assessment tasks
- e. Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
- f. Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt
- g. Issuing standard NESA Year 10 Warning letters when performance in a course is in question.

Maintaining records

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program.

Schools are **not** required to retain evidence of assessments such as test papers, assignments, projects, practical exercises, etc.

The teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

Schools may offer, however, substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

School Principals have the authority to grant disability provisions for assessment tasks.
<http://ace.nesa.nsw.edu.au/ace-8072>

STUDENT'S RESPONSIBILITIES

This involves the following *responsibilities*:

- Meeting all course and school requirements including attendance at classes
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- Being aware of and following assessment requirements and procedures
- Making a serious attempt in all assessment tasks.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the questions/s asked. This may include copying or modifying some or all of the question/s or leaving a number of blanks
- Including frivolous or objectionable material
- Bringing unauthorised notes into the assessment or examination
- Accessing and/or copying information from an electronic device
- Purchasing and modifying a commercial product and submitting this as their own project
- Using online translation tools
- Using erasable pens. **Only** non-erasable pens are to be used in assessment tasks including examinations. Queries regarding marked tasks will not be addressed if any part of the task has been completed with an erasable pen
- Tasks will have to **be redone** in order to meet course outcome requirements but the **zero mark will remain**
- ***Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged***
- Submitting all tasks on or before the due date
- Being present for all 'in-class' tasks and examinations
- ***Understanding malpractice***

ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This assessment booklet provides you with an assessment schedule for each of your courses (see pages 25-50). Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified of the **due date** and **details** of an assessment task in writing at least two weeks before the task.

The written notification details of each task must include:

- The date and time of when the task will take place or when the task is due
- Components and their weighting as specified in the course assessment schedule
- The general nature (mode) of the assessment task
- The weight value of the task in relation to the total weighted mark for the course as specified in this policy
- Where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. If there are **any changes of date, students will receive an amended written notification.**

NOTE: The written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in the assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, term and week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students will be informed of any changes to the date – in writing, and two weeks in advance. The Principal is to be consulted if it is not possible to give 2 weeks' notice for changed tasks.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided where ever possible. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task, students are required to use the 'Assignment/Assessment Task Cover Sheet' included in this document (see page 54).

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

ABSENCE WHEN A TASK IS NOTIFIED

Whenever a student is absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Assessment Task Appeal Application** to the Deputy Principal (or if absent to the Principal) (see page 52 for a sample copy of form).

EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal using the school's **Assessment Task Appeal Application** (see page 52) **as soon as they are aware** of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in **ZERO** marks being awarded for that task.

PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and a Principal approved school activity or leave, the student **MUST** notify the Deputy Principal. Students must complete an **Assessment Task Appeal Application before the end of the next school day.**

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit an **Assessment Task Appeal Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **Assessment Task Appeal Application.**

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

Misadventure – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances. It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of **ZERO** will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy Principal **IMMEDIATELY** if circumstances will prevent them from doing so.

Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Assessment Task Appeal Application** to the Deputy Principal.

A student may also submit an **Assessment Task Appeal Application** to the Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance in that task.

Students must immediately report to the Deputy Principal and submit an **Assessment Task Appeal Application** if they feel that an issue has arisen during a task which may have had an impact on their performance.

Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Deputy Principal before **9am** on the due date, or carry out the following procedures:

- a. **Notify the Deputy Principal by telephone before 9am** on the day that the assessment task is due. Speak to the Deputy Principal to make arrangements for the task to be submitted **AND**
- a. **Before 9am on the day of their return to school** (the first school day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Assessment Task Appeal Application and submit the task**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate **for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided on page 55 of this policy for this purpose. This is to be attached to the Application and given to the Deputy Principal before 9am on the day of their return to school (the first school day the student is not covered by the medical certificate). **A**

medical certificate that merely states a student was unfit for work/study is not acceptable.

NOTE: In the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application:**

- a. Has not been submitted to explain their absence
- b. Has been submitted by the student but is not approved.

Absence on the day of an assessment task is to be conducted (exam, practical task, oral, test)

Students who are absent from school for a valid reason on the day of an assessment task **MUST:**

- a. **Notify the Deputy Principal by telephone by 9am** on the day of the assessment task and give an anticipated date for their return to school
- b. **Before 9am on the day of their return to school** (the first day the student is not covered by the medical certificate), see the Deputy Principal to submit an **Assessment Task Appeal Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate certifying the illness **occurred on the day of the assessment task. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACK DATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.** It is highly recommended that students request their doctor use the proforma provided on page 55 of this policy for this purpose. This is to be attached to the Application and given to the Deputy Principal before 9am on the day of their return to school (the first school day the student is not covered by the medical certificate). **A medical certificate that merely states a student was unfit for work/study is not acceptable.**
- c. Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return. Where appropriate, the Principal may authorise an estimate to be given.

Note: in the case of a student being absent from school on the day of an assessment task, a **ZERO** will be recorded for that task if an **Assessment Task Appeal Application:**

- a. Has not been submitted to explain their absence on the day of their return (the first school day the student is not covered by the medical certificate) or
- b. Has been submitted by the student but is not approved.

Misadventure

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional**

circumstances leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student **MUST**:

- a. **On the day of the task**, see the Deputy Principal to obtain an **Assessment Task Appeal Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate time-frame to complete the **Assessment Task Appeal Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness **MUST** obtain a medical certificate **for the relevant time period**.
- b. Return the completed **Assessment Task Appeal Application** to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon.

Note: If you are receiving disability provisions refer to page 23 of this booklet.

In the case of a student who has completed an assessment task and has submitted an **Assessment Task Appeal Application** but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the following will apply:

- a. If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task
- b. If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher. Before the final HSC assessment marks are calculated (that is, before the final school report and before the assessment marks are submitted to NESAs), the estimated mark for this task will again be calculated (based on comparable assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances

Limitations on Assessment Appeal Applications

You cannot submit an Assessment Appeal Application on the basis of:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- Loss of study time or facilities
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- Misreading examination timetables or instructions
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

LATE SUBMISSION OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be

submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Deputy Principal receives a completed an **Assessment Task Appeal Application** that provides an acceptable explanation for the late submission of a task (see page 52), the student will receive a **ZERO** mark for that task (see page 19).

GRANTING OF AN ASSESSMENT TASK APPEAL

If an **Assessment Task Appeal Application** has been upheld, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- Authorise for an estimate to be given
- Grant an extension of time
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld.

TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- When working at school, save the latest version of your work to your personal files on the school server
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - Check the compatibility of your home software with the school's technology
 - Sound files should be saved as an MP3, Video/DVD and Digital Media should be saved as MP4, AVI or MOV files
 - Save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.
- Students are to adhere to the instructions in regard to the proctoring of the task, this may include supervision by teams or other digital platforms and the integrity of the task must be upheld with no involvement from third parties
- Submission of any digital task within the due time is the responsibility of the student

- Digital submission of any task constitutes a digital signature that the student has submitted their own work

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing.

(Note: printing at school should only be a last resort and must be completed before the due hand in time).

FEEDBACK

Teachers provide feedback to students to assist their learning. Feedback on tasks should be meaningful and provide students with an indication of their performance relative to the outcomes being assessed and their general progress. The wording of outcomes and the band descriptions can be used, where appropriate, for providing feedback to students. Teachers are encouraged to make available work samples to students as a standards reference. Appropriate marking guidelines are devised prior to applying the task and certified by the Head Teacher. For each assessment task students should receive clear feedback on their performance. This should include what they are able to do and what they need to do in order to improve their performance.

This advice should indicate:

- Student attainments in the task relative to the outcomes
- Individual feedback (written or verbal) and group feedback by the teacher who marked the task (or particular section).

ORAL/PERFORMANCE/PRACTICAL TASKS

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations. Students must complete the task during the allocated time.

ZERO MARKS

A **ZERO** will be awarded when a student:

- Submits a task late (without a valid reason)
- Does not attempt the assessment task (non-attempt)
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded
- Is found to be involved in substantial malpractice

In such cases:

- Parents/guardians will be informed in writing
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course. (See pages 56-57 for a sample copy of Official Warning Letter).

MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. Malpractice includes, but is not limited to:

- Cheating
- Attempting to cheat
- Assisting others to cheat
- Colluding to facilitate either own advantage or advantage of another student.
- Submitting an assessment that was completed in a group and presenting it as individual work rather than completing it separately as per the notification.
- Copying someone else's work in part or in whole, and presenting it as their own
- Copying in an exam from other student or using information secretly brought in
- Using material directly from books, journals, CDs or the internet without reference to the source
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Paying someone to write or prepare material
- Distracting other students from their work during an assessment task
- Disrupting the assessment task in any way
- Breaching school examination rules
- Using non-approval aides during an assessment task
- Using online translation tools
- Contriving false explanations to explain work not submitted by the due date
- Altering of an assessment task that has already been marked
- Attempting to alter an assessment task that has already been marked
- Making up journal entries for a research project
- Copying information from an electronic device

If an allegation of malpractice is made by the class teacher or marker, it will be referred to the head teacher of the course. The incident will then be referred to an Assessment review panel for investigation where student(s) and their parents are made aware of the details and given an opportunity to respond. The decision with regard to malpractice having occurred will be made by the panel. The decision will be communicated in writing to the students with any penalty outlined. The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of **ZERO** may be awarded. If zero was awarded for malpractice, the student is required to complete the task or components of the task, to demonstrate completion of the outcomes.

In all situations involving malpractice, the Principal will be aware of the circumstances.

INVALIDITY OF ASSESSMENT TASKS

Where invalid or unreliable results have been produced by an assessment task the faculty Head Teacher should be notified. This may be where a task does not function as required, or where there are problems in the administration. An investigation will be undertaken by the Deputy Principal and Head Teacher of the faculty involved to ascertain the reasons for the unreliable or invalid results. One or more of the following processes may be implemented as appropriate:

- Negotiation with all students affected
- Implement an alternate task supplied for the whole or part of the original
- Mark adjustment to discount the invalid part of the test
- Other, as determined by the Head Teacher and Deputy Principal

QUERYING THE RESULT OF AN ASSESSMENT TASK

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. A teacher's professional judgement cannot be the basis of an appeal.

WARNING OF 'N' DETERMINATION

Students undertaking Year 10 courses must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, **regardless of whether or not these tasks contribute to the final assessment mark**. It is a matter for the class teacher's professional judgement to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the available marks.

Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Further information

A copy of the **Assessment, Certification and Examination (ACE) Manual** is available on the NESA website (in the Manuals section). The URL is: <https://ace.nesa.nsw.edu.au>

‘N’ DETERMINATIONS AND APPEALS

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation (see page 56). The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in a Year 10 course, an ‘N’ determination will be given. This means that the course will not be listed on the student’s Record of Achievement, and in the future it may also mean the possible withholding of the whole Higher School Certificate

The final decision regarding an ‘N’ determination recommendation will be made by the Principal. Any student given an ‘N’ determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the three Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESA.

ASSESSMENT TASK APPEAL APPLICATIONS BASED ON SPECIAL CONSIDERATION

The **Assessment Task Appeal Application** must be submitted to the Deputy Principal no later than **2 days AFTER** the assessment task is submitted or completed. Only information provided with the application will be considered as part of the appeal process. The Deputy Principal assesses the assessment task appeal application to determine whether the student's application is to be upheld or declined. An **‘Upheld’** determination is made after assessing that the student has followed the appropriate process to apply for consideration and sufficient evidence has been provided to justify:

- no penalty being applied to the student’s mark for the task
- an alternate task is scheduled
- a determination to estimate results to maintain rank or
- the application is classed as ‘to be reviewed.’

If the assessment appeal application is **‘Declined’**, no adjustments will be made. The **‘Declined’** determination is made on the basis that the student **has not** followed the appropriate process to apply for consideration or provided sufficient evidence.

If a student has applied for special consideration using the **Assessment Task Appeal Application**, and the task is ‘to be reviewed’, the outcome will be determined by the Assessment Review Panel after completion of all assessment tasks.

Students who have received provisions under disability provisions procedures should not submit an assessment appeal application as their performance in the assessment task has been supported - unless the application would request review of separate circumstances.

Subsequent/alternate task submission

If students are absent due to illness or misadventure and they satisfy the requirements of the policy an alternate task will be organised by school executive. Once the task has been

completed by the student they cannot then apply for special consideration for the same task.

Tasks to be reviewed at end of course

If a student completes a task but submits an assessment appeal form that has been assessed as 'to be reviewed', then the assessment review panel will review similar tasks to determine if disadvantage is evident. NOTE this cannot occur on multiple tasks within the course assessment schedule.

Task estimation to maintain rank

In exceptional circumstances it is not appropriate for the student to sit an alternate task in which case the Deputy Principal may determine the student's relative assessment rank is to be maintained.

A students' rank or mark cannot be provided on their school report until the review panels decision has been finalised. It is not the role of the Assessment review panel to determine a degree of disadvantage due to an illness, injury, or misadventure rather to determine if disadvantage has occurred through the comparison of similar tasks.

A further appeal may be lodged through the Principal to NESAs if the student is dissatisfied with the school review procedures.

ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

DISABILITY PROVISIONS

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any assessment tasks. This can be negotiated with the Head Teacher Welfare and Learning and Support Teacher.

Note the following unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESAs/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

PROCEDURES FOR TASK ADMINISTRATION

For separate classes completing the same course, Head Teachers are required to ensure:

- Students receive the same information to ensure consistency in the administration of the assessment task.
- Where possible, the task should be completed on the same day/period to protect the integrity of the task.
- All students have the same examination conditions and experiences.
- In subjects more than one class exists, all tasks (or section of) will be marked by the one teacher or be double marked for consistency.

During an assessment task, students must turn off their mobile phone and place it in their school bag. Students who breach this rule may have a penalty imposed, such as a zero for the task.

CONDUCT DURING EXAMINATIONS, TESTS OR ASSESSMENTS

Students must:

- Be prompt to the examination. Students should assemble outside the hall or other designated venue (minimum 15 minutes prior to the commencement of the examination, test or assessment).
- Wear full school uniform to all examinations.
- Cease speaking or communicating in any way as they enter the examination venue and remain **silent** while in the examination room except if talking to a supervisor.
- Complete an attendance slip for every examination. The slips will be collected and forwarded to the Deputy Principal.
- **Follow** the examination supervisor's **instructions** at all times.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Not write, use any equipment including highlighters, or annotate the examination paper in any way during reading time.
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material. Furthermore:
 - ✓ **NESA awards zero** to any script in which only the multiple choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a **non-attempt of the examination in that course**.
- You must not bring any of the following items into your assessments/exams:
 - ✓ Mobile phones
 - ✓ Programmable watches eg smart watches
 - ✓ Electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
 - ✓ Stopwatches
 - ✓ Paper or printed or written material (including your exam timetable)
 - ✓ Dictionaries (except in language exams, if allowed)
 - ✓ Correction fluid or correction tape
- You cannot borrow equipment during assessments or exams. Exam supervisors may inspect your equipment when you enter the room and will tell you where to place unauthorised items.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- **Behave ethically** – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat.

A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Creative and Performing Arts

DRAMA

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Australian Gothic Playbuild Performance and Logbook submission	Shakespeare Scripted Performance, Set Design and Logbook submission	Verbatim Theatre Playbuild Performance and Logbook submission	Critical Theatre Review OR Promotion Design and Logbook submission	
Timing	Term 1 Week 10	Term 3 Week 5	Term 4 Week 2	Term 4 Week 4	
Outcomes assessed	5.1.3, 5.2.2, 5.2.3, 5.3.2, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.1.3, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2	
Component	Weighting %				
Making	10	10	10	10	40
Performing	10	20	10		40
Appreciating	5	5	5	5	20
Total %	25	35	25	15	100

MUSIC

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Listening (in class)	Performance (in class)	Composition (hand in) + Listening (in class)	Performance (in class)	
Timing	Term 1 Week 9	Term 2 Week 2	Term 3 Week 2	Term 4 Week 2	
Outcomes assessed	5.7, 5.8, 5.10	5.2, 5.3	5.4, 5.5, 5.6, 5.9, 5.11	5.1, 5.12	
Component	Weighting %				
Performance		15		20	35
Composition			30		30
Listening	25		10		35
Total %	25	15	40	20	100

VISUAL ARTS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Art Study In class test	Body of Work + VAD Hand-in	Body of Work + VAD Hand-in	Art Study Examination	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 10	Term 4 Week 3	
Outcomes assessed	5.7,5.8,5.9,5.10	5.1,5.2,5.3,5.4,5.5,5.6	5.1,5.2,5.3,5.4,5.5,5.6	5.7,5.8,5.9,5.10	
Component	Weighting %				
Art making		30	30		60
Art study	20			20	40
Total %	20	30	30	20	100

English

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Multimodal Response	Written Response	Written Response	Portfolio	
Timing	Term 1 Weeks 9	Term 2 Week 8	Term 3 Week 2	Term 4 Week 2	
Outcomes assessed	EN5-1A EN5-5C EN5-6C	EN5-2A EN5-4B EN5-7D	EN5-2A EN5-7D EN5-9E	EN5-1A EN5-3B EN5-9E	
	Weighting %				
Total %	25	25	25	25	100

Human Society and Its Environment

COMMERCE (200 HRS ELECTIVE)

Task number	Task 1	Task 2	Task 3	
Nature of task	Law, Society and Politics Group Project	Political Involvement: Group Project Economic and Business Environment: Research Task	End of Course Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 4 Week 1	
Outcomes assessed	COM5.3, COM5.9	COM5.5, COM5.7	COM5.1, COM5.8	
	Weighting %			
Total %	30	30	40	100

GEOGRAPHY

Task Number:	Task 1	Task 2	Task 3	
Nature of Tasks:	Environmental Change Research and Submission	Topographic Skills Test	Multimedia Exposition	
Timing Semester 1:	Term 1 Week 7	Term 1 Week 10	Term 2 Week 3	
Timing Semester 2:	Term 3 Week 7	Term 3 Week 10	Term 4 Week 3	
Outcomes Assessed:	GE5-2, GE5-5 GE5-8	GE5-7	GE5-6, GE5-7, GE5-8	
	Weightings%			
Total	40	20	40	100

HISTORY

Task number	Task 1	Task 2	Task 3	
Nature of task	Holocaust Portfolio and In-class essay	Historical Site Skills Based Task	Rights and Freedoms: Research and Creative Task	
Timing Semester 1	Term 1 Week 7	Term 2 Week 2	Term 2 Week 5	
Timing Semester 2	Term 3 Week 7	Term 3 Week 10	Term 4 Week 2	
Outcomes assessed	HT 5-6, HT 5-10	HT 5-8	HT 5-3, HT 5-5	
	Weighting %			
Total %	40	20	40	100

INTERNATIONAL STUDIES (200 HRS ELECTIVE)

Task number	Task 1	Task 2	Task 3	
Nature of task	Research and Presentation	Extended Response	Global Inquiry Project	
Timing	Term 1 Week 9	Term 3 Week 5	Term 4 Week 1	
Outcomes assessed	IS3, IS7, IS9	IS5, IS6, IS8	IS4, IS8, IS12	
	Weighting %			
Total %	30	30	40	100

MAGNA HISTORIA (100 HRS ELECTIVE)

Task number	Task 1	Task 2	Task 3	
Nature of task	Extended Response	Presentation	Curate and Exhibit a Museum Exhibit	
Timing	Term 2 Week 2	Term 3 Week 2	Term 4 Week 2	
Outcomes assessed	HTE5-1, HTE5-2, HTE5-6	HTE5-1, HTE5-4, HTE5-10	HTE5-1, HTE5-8, HTE5-10	
	Weighting %			
Total %	40	30	30	100

PHILOSOPHY (100 HRS ELECTIVE)

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Extended Response	Symposiums	
Timing	Term 2 Week 3	Term 2 Week 10	Term 3 Week 9	
Outcomes assessed	PHL4, PHL5, PHL9	PHL3, PHL7, PHL8	PHL1, PHL2, PHL6	
	Weighting %			
Total %	30	30	40	100

Languages

FRENCH

Outcomes Interacting LFR5-1C manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate			TASK 1	TASK 2	TASK 3	TASK 4
	Due Date		Term 1 Week 8	Term 2 Week 6	Term 3 Week 6	Term 4 Week 3
Accessing & Responding LFR5-2C identifies and interprets information in a range of texts LFR5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences	Topic		What happened? Past relationships	Solving problems	Hopes, plans & dreams	All
	Format		Topic Test + conversation	Response to Text in French & Writing Portfolio	Topic Test	Conversati on + Writing Portfolio
Outcomes	Weightings					
Composing LFR5-4C experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences	Interacting	30	10			20
Systems of Language LFR5-5U demonstrates how French pronunciation and intonation are used to convey meaning LFR5-6U analyses the function of complex French grammatical structures to extend meaning LFR5-7U analyses linguistic, structural and cultural features in a range of texts	Accessing & Responding	40	15	5	20	
	Composing	30	5	10		15
	TOTAL	100	30	15	20	35
The Role of Language & Culture LFR5-8U explains and reflects on the interrelationship between language, culture and identity *note that scripted languages such as Japanese have 9 outcomes in the new syllabus, non-scripted languages e.g. French have 8. The systems of language and role of language and culture are assessed through tasks focusing on interacting, accessing and responding and composing.	Outcomes		LFR5-1C, LFR5-2C, LFR5-4C, LFR5-5U, LFR5-6U, LFR5-7U	LFR5-3C, LFR5-4C, LFR5-6U, LFR5-8U	LFR5-2C, LFR5-6U, LFR5-7U	LFR5-1C, LFR5-4C, LFR5-5U LFR5-6U

JAPANESE

<p>Outcomes</p> <p>Interacting LJA5-1C manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>Accessing & Responding LJA5-2C identifies and interprets information in a range of texts LJA5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>Composing LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences</p> <p>Systems of Language LJA5-5U demonstrates how Japanese pronunciation and intonation are used to convey meaning LJA5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning LJA5-7U analyses the function of complex Japanese grammatical structures to extend meaning LJA5-8U analyses linguistic, structural and cultural features in a range of texts</p> <p>The Role of Language & Culture LJA5-9U explains and reflects on the interrelationship between language, culture and identity</p> <p><small>*note that scripted languages such as Japanese have 9 outcomes in the new syllabus, non-scripted languages e.g. French have 8. The systems of language and role of language and culture are assessed through tasks focusing on interacting, accessing and responding</small></p>			TASK 1	TASK 2	TASK 3	TASK 4
	Due Date		Term 1 Week 10	Term 2 Week 7	Term 3 Week 5	Term 4 Week 2
	Topic		Holidays & Travel	Money, Money, Money	Future Plans and Dreams	All
	Format		Interview, Topic Test & Writing Portfolio	Skit	Topic Test & Writing Portfolio	Interview & Writing Portfolio
	Outcomes	Weightings				
	Interacting	25	5			20
	Accessing and Responding	40	20		20	
	Composing	35	5(D)	10	10(D+RRB)	10(D)
	TOTAL	100	30	10	30	30
	Outcomes		LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U	LJA5-4C, LJA5-5U	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U	LJA5-1C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U

SPANISH

Outcomes Interacting LSP5-1C manipulates Spanish in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate Accessing & Responding LSP5-2C identifies and interprets information in a range of texts LSP5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences Composing LSP5-4C experiments with linguistic patterns and structures to compose texts in Spanish, using a range of formats for a variety of contexts, purposes and audiences Systems of Language LSP5-5U demonstrates how Spanish pronunciation and intonation are used to convey meaning LSP5-6U analyses the function of complex Spanish grammatical structures to extend meaning LSP5-7U analyses linguistic, structural and cultural features in a range of texts The Role of Language & Culture LSP5-8U explains and reflects on the interrelationship between language, culture and identity * The systems of language and role of language and culture are assessed through tasks focusing on interacting, accessing and responding and composing.			TASK 1	TASK 2	TASK 3	TASK 4
	Due Date			Term 1 Week 6	Term 2 Week 5	Term 3 Week 10
Topic			Me, Myself and I	Daily Routine / Leisure	Maintaining a Balanced Lifestyle	All
Format			Video Self-Introduction	Topic Test	Topic Test	Writing Portfolio
Outcomes	Weightings					
Interacting	20				20	
Accessing & Responding	40			30	10	
Composing	40		10		10	20
TOTAL	100		10	30	40	20
Outcomes			LSP5-4C, LSP5-5U	LSP5-2C, LSP5-3C, LSP5-6U, LSP5-7U	LSP5-1C, LSP5-2C, LSP5-4C, LSP5-5U, LSP5-6U, LSP5-7U	LSP5-4C, LSP5-6U

Mathematics

MATHEMATICS 5.3

Task number	Task 1	Task 2	Task 3		
Nature of task	Topic Test Quadratic Equations, Further Graphs	Topic Test Financial Mathematics, Trigonometry	Yearly Examination Paper 1: Semester 1 review Paper 2: Semester 2		
Timing	Term 2 Week 2	Term 3 Week 3	Term 4		
			Paper 1 Week 1 Semester 1	Paper 2 Week 2 Semester 2	
	Weighting %				
Total %	25	35	40		100

MATHEMATICS 5.2

Task number	Task 1	Task 2	Task 3		
Nature of task	Topic Test Algebra, Equations, Rates and Ratio, Co-ordinate Geometry	Topic Test Further Graphs, Surds and Indices, Geometry	Yearly Examination Paper 1: Semester 1 review Paper 2: Semester 2		
Timing	Term 2 Week 2	Term 3 Week 3	Term 4		
			Paper 1 Week 1 Semester 1	Paper 2 Week 2 Semester 2	
	Weighting %				
Total %	25	35	40		100

PDHPE

PASS

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Issues in Sport Media Task	Small sided Games & Lawn Bowls	Event Management SEPEP	Technology in Sport	
Timing	Term 1 Week 10	Ongoing Term 1 & 2	Ongoing Term 3	Term 4	
Outcomes assessed	PASS5-4, PASS5-10	PASS5-5, PASS5-6	PASS5-5, PASS5-6	PASS5-7, PASS5-8	
Component					Weighting %
Research, Written Tasks or Topic Test	25			25	50
Movement Task		25	25		50
Total %	25	25	25	25	100

PDHPE

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of tasks	Exercise Your Mood Health Promotion Task	Movement skills Athletic, Dance, Fitness	Game Sense Modified Games Invasion Games	Risk Business PBL Task	
Timing	Term 1 Week 10	Ongoing Terms 1 & 2	Ongoing Terms 3 & 4	Term 3 Weeks 9 – 10	
Outcomes assessed	PD5-1, PD5-6	PD5-4, PD5-11	PD5-4, PD5-5	PD5-1, PD5-2	
Component					Weighting %
Research, Written Tasks or Topic Test	25			25	50
Movement Task		25	25		50
Total %	25	25	25	25	100

Science

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	'Me and My Genes' Biology Test	'Chemical Reactions' Chemistry Test	'Driving with Newton' Physics Test	Data Processing and Problem Solving	
Timing	At end of rotation	At end of rotation	At end of rotation	Term 3 TBA	
Outcomes assessed	LW3a-d, LW4a-d WS7	CW3a-g, CW4 WS6	PW1, PW2, CW1 WS8	WS4-9	
	Weighting %				
Total %	25	25	25	25	100

Marine and Aquaculture Technology

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Basic skills	Secondary sourced task Options 1-2	Student research project Options 3-5	
Timing	Week 6, Term 1	Week 5, Term 2	Week 6, Term 3	
Outcomes assessed	MARS5-9 MARS5-14 MARS5-10	MARS5-2 MARS5-3 MARS5-7	MARS5-1 MARS5-8 MARS5-13	
Weighting %				
Total %	30	35	35	100

TAS

DESIGN AND TECHNOLOGY

Task number	Task 1	Task 2a	Task 2b	Task 2c	
Nature of tasks	Design Challenge	IDP – Independent Design Project	IDP Folio Development; Prototype progress	IDP Project Solution	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5	Term 4 Week 3	
Outcomes assessed	DT5-1; DT5-3; DT5-4; DT5-5; DT5-7	DT5-1; DT5-2; DT5-3; DT5-6; DT5-7; DT5-8; DT5-9; DT5-10			
Component					Weighting %
Project Proposal, Process	5	10	10	15	40
Design Solution	20		15	25	60
Total %	25	10	25	40	100

FOOD TECHNOLOGY

Task number	Task 1	Task 2	Task 3	
Nature of task	Food Equity and Social Justice Task	Extreme Nutrition	Fads and Fallacies Task	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	
Outcomes assessed	FT5-1; FT5-2; FT5-5; FT5-6; FT5-7; FT5-8; FT5-9; FT5-10; FT5-11; FT5-12	FT5-1; FT5-2; FT5-3; FT5-4; FT5-5; FT5-6; FT5-7; FT5-8; FT5-9; FT5-10; FT5-11; FT5-12; FT5-13	FT5-1; FT5-2; FT5-6; FT5-7; FT5-8; FT5-9; FT5-10; FT5-11; FT5-12; FT5-13	
Component				Weighting %
Research	15	15	20	50
Practical Work: practical analysis; sensory evaluation	20	20	10	50
Total %	35	35	30	100

GRAPHICS TECHNOLOGY

Task number	Task 1	Task 2	Task 3	
Nature of task	Design Communication Graphics fundamentals	CAD and CAM 3D modelling and rapid prototyping	The Built Environment Landscape and architectural planning and rendering	
Timing	Term 1 Week 8	Term 2 Week 9	Term 4 Week 4	
Outcomes assessed	GT5-1, GT5-2, GT5-3, GT5-5	GT5-2, GT5-3, GT5-6, GT5-7, GT5-8, GT5-9, GT5-10	GT5-1, GT5-2, GT5-3, GT5-4, GT5-6, GT5-11, GT5-12	
Component				Weighting %
Research and Design Documentation	10	15	15	40
Design Solutions	20	20	20	60
Total %	30	35	35	100

INFORMATION SOFTWARE TECHNOLOGY

Task number	Task 1	Task 2a	Task 2b	Task 2c	
Nature of tasks	Communication and Design	Digital Media Product	Animation Product	IDP Project Solution	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 5	Term 4 Week 3	
Outcomes assessed	5.1.1; 5.2.2; 5.2.1; 5.2.2; 5.3.2;	5.1.1; 5.2.2; 5.2.1; 5.2.2; 5.3.2; 5.4.1; 5.5.1; 5.5.2; 5.5.3			
Component					Weighting %
Project Proposal, Process	10	10	10	10	40
Design Solution	15	15	15	15	60
Total %	25	25	25	25	100

INDUSTRIAL TECHNOLOGY – ENGINEERING

Task number	Task 1	Task 2	Task 3	
Nature of task	Engineered Structures Bridge Design	Aerodynamics Rocket Technologies	Engineered Mechanisms (Hydraulic Devices)	
Timing	Term 2 Week 2	Term 3 Week 3	Term 4 Week 4	
Outcomes assessed	IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-6; IND5-7, IND5—8; IND5-9; IND5-10	IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-6; IND5-7, IND5—8; IND5-9; IND5-10	IND5-1; IND5-2; IND5-3; IND5-4; IND5-5; IND5-6; IND5-7, IND5—8; IND5-9; IND5-10	
Component				Weighting %
Design Documentation	15	15	10	40
Design Solutions	20	20	20	60
Total %	35	35	30	100

iSTEM

Task number	Task 1	Task 2	Task 3	
Nature of task	iSTEM - Motion	iSTEM - Rapid prototyping	iSTEM Minor Project - Hypothesis and Experimentation	
Timing	Term 2 Week 2	Term 3 Week 2	Term 4 Week 3	
Outcomes assessed	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.6.1, 5.6.2, 5.7.1, 5.8.1	5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.6.1, 5.6.2, 5.7.1, 5.8.1	5.1.2, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.6.1, 5.6.2	
Component	Weighting %			
Project Classwork	25	25	20	70
Project Common task	10	10	10	30
Total %	35	35	30	100

TEXTILES AND DESIGN

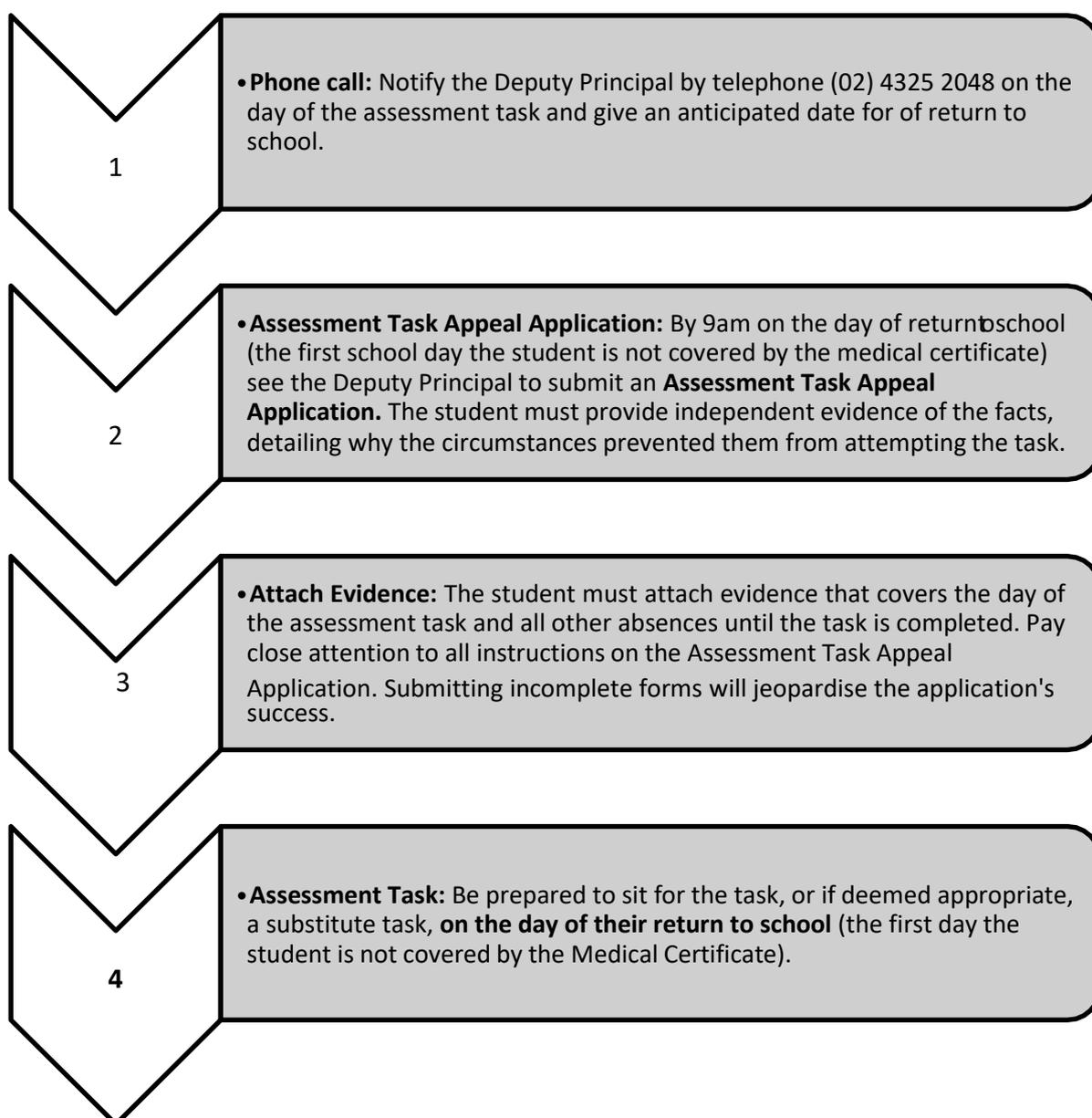
Task number	Task 1	Task 2		
Nature of task	Project 1: Working as a Textile Artist	Design Studio PBL		
Timing	Term 2 Week 2	Term 2 Week 8	Term 4 Week 4	
Outcomes assessed	TX5-3; TX5-5; TX5-6; TX5-7; TX5-8; TX5-9; TX5-10; TX5-11; TX5-12	TX5-1; TX5-2; TX5-4; TX5-5; TX5-7; TX5-8; TX5-9; TX5-10; TX5-11; TX5-12		
Component				Weighting %
Project Showcase	15	15	20	50
Practical Design Solution	10	10	30	50
Total %	25	25	50	100

APPENDICES



ABSENCE DUE TO ILLNESS OR MISADVENTURE

Gosford High School has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Gosford High School Assessment Policy.





Appendix 1 - STAGE 5 YEAR 10 ASSESSMENT TASK APPEAL APPLICATION

Name: _____ Course: _____
Assessment Task: _____ Date of task: _____
Teacher: _____ Class: _____

Reason for application (please tick):

- Other School Commitment on the day of an Assessment Task
- Extension (due to illness or exceptional circumstances)
- Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Disability Provisions for this assessment task?

- No
- Yes If yes, please provide details

Reasons supporting your application (to be completed by the student):

I have attached (please tick and complete relevant information):

- Medical Certificate from Doctor: _____ Date: _____
- Supporting letter from parent/caregiver: _____ Date: _____
- Other (please describe) _____

Student signature: _____ Date: _____

Parent/carer signature: _____ Date: _____

Deputy Principal / Panel's recommendation:

- Upheld
- To be reviewed
- Declined

Signature of Deputy Principal: _____ Date: _____

Signature of Head Teacher: _____ Date: _____

STEPS TO COMPLETE APPENDIX 1

1. Collect form immediately on return to school or prior from the Deputy Principal.



2. Complete form ensuring all sections are complete.



3. Attach any supporting documentation to the application.



4. Submit form to Deputy Principal



Gosford High School

Appendix 2: ASSIGNMENT/ASSESSMENT TASK COVER SHEET

Please attach this signed cover sheet to every assignment/assessment task you submit.

Surname:	Given Name:
Subject:	Due Date:
Teacher:	Task Title:
Date of submission:	

All My Own Work

1. *Acknowledgement of Sources by compiling a bibliography*

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. *Avoiding plagiarism / collusion*

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded / reworked some parts.

DECLARATION:

I have read and understood the **All My Own Work** statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

I have read and understood the Gosford High School Assessment Policy.

Student Signature/Confirmation: Date:



Gosford High School

Appendix 3: MEDICAL CERTIFICATE

(The school requires a student to notify their doctor that they are using this medical certificate to claim illness or misadventure for a scheduled assessment task)

Doctor's Name/Stamp: _____ Date: _____

Address: _____

I, _____ a legally qualified medical practitioner certify that on the above date, I examined _____ (patient's name).

- The patient is suffering from _____
(Diagnosis provided with patient's consent where possible)
- Is suffering from a medical condition of a confidential nature

In my opinion this condition will affect the completion of the following: (please tick)

	In minor way	Moderately	Severely
CLASS ATTENDANCE			
WRITTEN ASSIGNMENTS			
PRACTICAL ASSIGNMENTS			
PRIVATE STUDY			

For the period: _____ to _____

EXAMINATIONS: I certify that the student is medically unfit to sit for examination/s on:

OTHER REMARKS: _____

.....

Signature of medical practitioner

.....

Date

Appendix 4: SAMPLE COPY OF OFFICIAL WARNING LETTER



Gosford High School

Racecourse Rd

Gosford NSW 2250

Ph: 02 43252048

Fax: 02 43233175

Email: gosford-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First St
Sydney NSW 2000

Dear Mr and Mrs Smith

OFFICIAL WARNING – Non-completion of a RoSA Course

This letter is to advise that your son, Eric Smith, is in danger of not meeting the requirements for satisfactory completion of the Year 10 course in English.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the 1st official warning we have issued notifying you that Eric is at risk of not completing the above course.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the RoSACertificate. In Year 10, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Eric is not currently meeting one or more of these requirements. In particular, he has not applied himself with diligence and sustained effort to the set tasks and experiences provided in the

course by the school.

Opportunity to correct the problem

The following tasks or requirements need to be completed by Eric to correct the problem.

Task or course requirement	Percentage weighting	Original due date	Action required by student	Date for completion
IRP	15%	31/07/2022	Resubmit	31/08/2022

Action by parent/guardian

To support Eric in meeting the course requirements, we request that you discuss this matter with him, and encourage and support him to carry out the required actions. If you have any questions about this matter, please contact Ms J Thomas.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mr R Graham
Class Teacher

Ms J Thomas
Head Teacher

Ms W Clarke
Principal

.....
Acknowledgement of Official Warning
Please return to the school office

I have received the letter dated Wednesday, 1st August 2022 advising me that Eric is in danger of not meeting the course completion requirements for English, and am aware that this is the 1st official warning.

I am aware that any course not satisfactorily completed will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the RoSA Certificate.

Parent/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____