

# Bulli High School

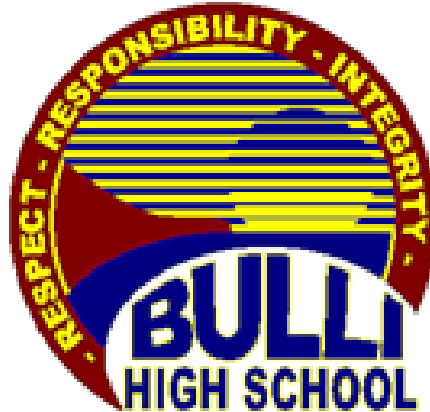
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## *YEAR 10 ASSESSMENT GUIDE 2022*

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*Respect - Responsibility - Integrity*

This booklet was published in March 2022 and is subject to change. Students and parents are advised to refer to the school's website for the latest version:

<https://bulli-h.schools.nsw.gov.au/>

**Bulli HS website**



**Learning at our school**



**Assessment and Reporting**



**YEAR 10 Assessment Guide  
2022**

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## Learning Expectations for Success

If you wish to exceed your own expectations in learning, the following non-negotiable rules of engagement apply:

1. Display a **positive attitude** and **strong work ethic** in every lesson.
2. Come fully prepared to learn and **take risks with your learning**.
3. **READ, READ, READ** – in class and beyond.
4. Work **collaboratively** with your peers and your teacher.
5. Develop a **habit of drafting, editing, refining** final versions of your work.
6. Complete all classwork and homework to a **high standard**.
7. **Reflect** on your progress and assess your work.
8. Show how you **incorporate feedback** into your work.
9. Use '**Checklist for Success**' table when you self-assess.
10. Understand that **ALL your work will contribute to your learning** and school reports. Every component counts – your class notes will be checked; your evidence of learning will be checked; your attitude and behaviours will be noted. See the pie chart below:



This booklet provides you with the GUIDELINES and PROCESSES to be a successful Year 10 student at Bulli High School.

It also outlines Bulli High School's and the NSW Education Standards Authority (NESA) policies to ensure equity for all students undertaking their education at Bulli High School.

**Use this booklet as a guide.  
Meeting all requirements and expectations  
is now**

## **YOUR RESPONSIBILITY**

Your teachers are here to help...

### **Key Points to Remember:**

- You must **hand in the task ON OR BEFORE THE DUE DATE** to avoid a penalty. You should submit all tasks at the beginning of the due date, due period or time, as per scheduled on your Assessment Notification.
- Submitted tasks must be **A SERIOUS ATTEMPT** and be a reasonable standard according to your stage and ability.
- All submitted tasks must be **YOUR OWN WORK.**
- If you are **unexpectedly sick or away on the day of a task YOU STILL HAVE TO HAND IN YOUR TASK or attempt it on the next available day.**
- If you know you are going to be away because of a school event or another reason – **TALK TO YOUR TEACHER before you go – you may hand in your task before the due date.**
- Reading the **correct due date and time/period** for tasks is **YOUR RESPONSIBILITY.**
- **TECHNOLOGY MALFUNCTION** is NOT A VALID REASON to hand work in late. Read the notes on Policy on **'Technology Use for Assessment Tasks' on Page 15**

## INTRODUCTION

The purpose of this handbook is to inform students and their parents of the Schedule of Assessments for each subject in Year 10. The Assessment Schedule is a formal set of procedures, which is supervised by the respective Head of Faculty. Bulli High School's Assessment Schedule is designed to measure the achievement of all students undertaking a course in a consistent and comparable manner. Students will be asked to undertake many other tasks which do not form part of the Assessment Schedule, e.g. homework, class work, etc. Students will be assessed on all work attempted in class as well as in formal tasks as part of their final assessment and reporting for each stage in learning.

A careful examination of the Schedule of Assessments for each subject allows students to plan their time to ensure that work is not left to the last minute. Successful planning is an important key to students achieving their highest potential. Students are encouraged to write the dates into the school diary or a yearly planner or calendar (as provided in Appendixes B and C on the last two pages of this booklet).

Students are allocated a **grade** based on their demonstration of skills and achievement of outcomes.

All students and their parents are recommended to read through the handbook thoroughly.

Students are expected to be aware of assessment procedures and rules and follow them.

Reporting of student progress is also addressed in the handbook with the dates set out for completion for the whole year.

If you have any further questions or require clarification on the Assessment Policy or Guides, please do not hesitate to contact the **Head Teacher Teaching & Learning**.

## ASSESSMENT AND REPORTING GUIDE

### Preamble

The central purpose of assessment is to provide information on student achievement and progress and to set the direction for ongoing teaching and learning.

### What is an 'Assessment'?

Assessment of student learning in an outcomes-focused approach centres on describing student performance in relation to stated learning outcomes for each subject area. Provision of appropriate learning programs for all Bulli High School students is our core business. We are committed to implementing the most appropriate teaching, learning and assessment strategies that can be applied to address the stated outcomes.

### What is the Purpose of an Assessment?

Assessment provides information for participants in the teaching and learning process to compare what is known and can be demonstrated against standards.

Assessment takes many forms in the classrooms:

- Formal and informal observation and discussion with students
- Formal assessment tasks
- Formative monitoring and adjustment of teaching
- Summative assessment at key stages
- Comparing evidence of achievement with other students
- Comparing evidence of achievement against syllabus standards.

Assessment provides vital information at the point of planning, along the way and at the end of a cycle in preparation for the next teaching and learning cycle.

### What is the K - 10 Curriculum Framework?

The K-10 Curriculum Framework establishes parameters for the NSW Education Standards Authority curriculum for the compulsory years of schooling. The framework draws on an understanding of effective pedagogy that emphasizes outcomes and standards. The syllabuses clearly articulate standards that show what students are expected to know and be able to do at each stage from Year 7 to Year 10. This provides the context for realistic assessment and meaningful reporting of student achievement.

### What is the Standards Framework?

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Standards-referenced assessment:	Standards describe:
<ul style="list-style-type: none"> <li>• Links the achievement of students to specified standards, through evidence collected from a number and variety of activities and from observations overtime</li> <li>• Involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• What students are expected to know, understand and do at each stage, described in NSW syllabuses through outcomes, content and stage statements</li> <li>• How well students have achieved.</li> </ul>

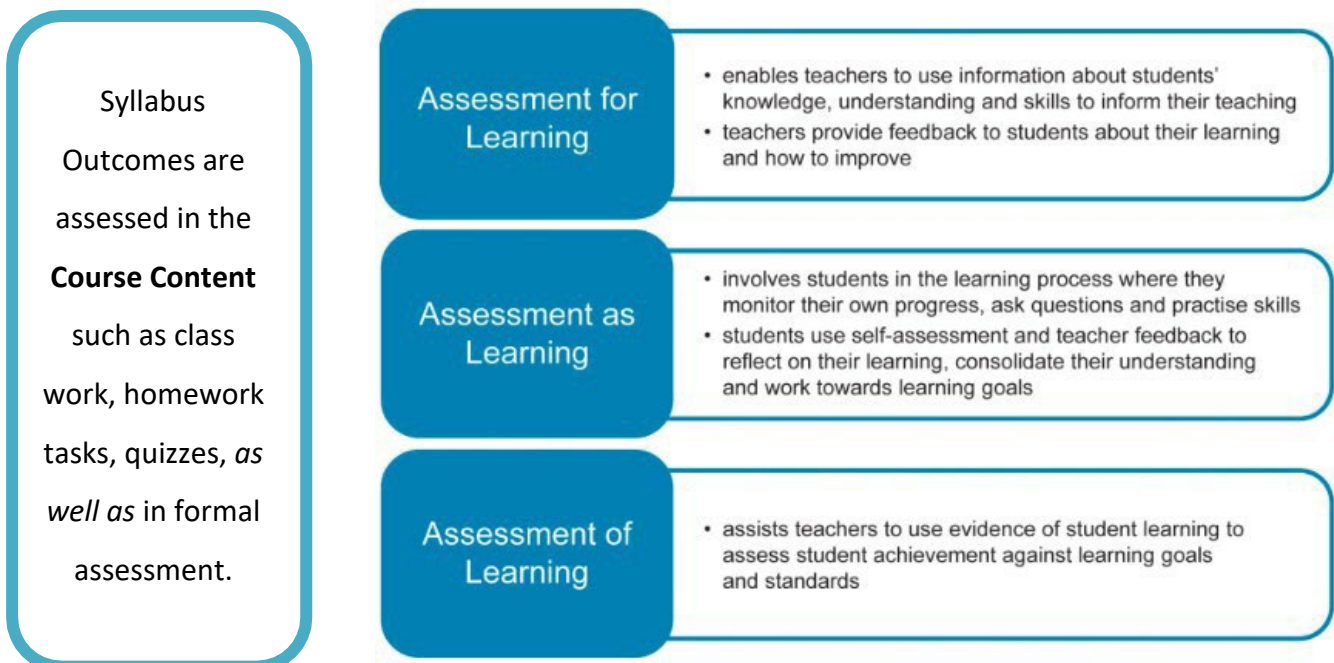
### What is an Outcomes-Focused Approach to Teaching and Learning and Assessment?

#### Syllabus outcomes:

- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.

#### Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
- monitor student progress throughout each stage
- assess and measure student achievement against intended learning at each stage
- report student progress and achievement during and at the end of a stage.





## ASSESSMENT POLICIES

### Year 10 Assessment Schedules

Each subject has an assessment schedule for the year.

The schedule is a guide to enable students and teachers to plan their time in an efficient and effective manner. The assessment schedule is not fixed, as there are many reasons for a change to occur. If tasks are to change, students will be notified.

### Notification

This booklet serves as a **preliminary notification of all assessment tasks**. Assessment Task notifications will be issued in writing, at least two weeks before the due date.

### Penalties for Late Submissions

Students are required to **submit their assessment task on or before the due date**.

#### STAGE 5: Year 10 RoSA

The penalty for late submission of a task, failure to submit a task or a 'non-diligent attempt of a task is:

- **a mark of 'zero' is awarded**
- **an N-Warning notification is recorded**
- **the student may be at-risk of not qualifying for the RoSA Certificate.**

In the case of a student being awarded a mark of zero '0', parents will be notified in writing. To satisfactorily complete the course, the assessment task must be submitted.

### Standard Requirements

Students are required to make a serious attempt of all the tasks, which are set out in the assessment program of each course as well as in their course work. Students who do not meet this requirement will be deemed unsatisfactory in the course. The school will inform students and their parents in writing concerning unsatisfactory progress or the risk of not completing courses.

## Illness / Misadventure Appeal Process

Planned Absence	Unexpected Absence
<p>The student:</p> <ul style="list-style-type: none"> <li>▪ must inform the teacher <b><u>at least one week in advance to discuss an alternative arrangement.</u></b></li> <li>▪ must seek Principal's Leave for extended planned absences (see Principal or Deputy Principal)</li> <li>▪ must submit an Illness/Misadventure appeal form with supporting evidence to explain the nature of the student's absence from the task or failure to submit the task on the due date. The supporting evidence must be independently verified by a medical practitioner or Justice of the Peace, or supervising/organising teacher for school events and commitments.</li> <li>▪ must attempt or resolve the assessment task on their return to school or within the timeframe specified, in accordance with the assessment policy or extension of time if granted.</li> </ul>	<p>The student:</p> <ul style="list-style-type: none"> <li>▪ must inform the teacher as soon as possible, <b><u>on the day of the assessment task.</u></b></li> <li>▪ must submit an Illness/Misadventure appeal form with supporting evidence to explain the nature of the student's absence from the task or failure to submit the task on the due date. The supporting evidence must be independently verified by a medical practitioner or Justice of the Peace, or supervising/organising teacher for school events and commitments.</li> <li>▪ must attempt or resolve the assessment task on their return to school or within the timeframe specified, in accordance with the assessment policy or extension of time if granted.</li> </ul>

A student who misses an assessment task through illness or misadventure **MUST comply with the process outlined above. An Illness/Misadventure Appeal approved may result in the student:**

- a) submitting the task at the earliest possible opportunity and being awarded the mark received;
- b) be given a substitute task on return to school;
- c) be given an estimate for the task (only where (a) and (b) are not possible)

## Evidence of Dishonesty

Students who are proven to have been dishonest in completion of an assessment task will be **awarded zero for that task**. The task is to be attempted again and submitted.

## Plagiarism

All submitted work must be the work of the student. Work copied from other students, books, pamphlets, electronic or digital devices, from the internet, etc. and submitted as 'original' pieces or the student's own work, will be given **zero due to malpractice**. Students should ensure that they reference their work appropriately to acknowledge the original source. The student may be required to attempt the task again. Please read the **Academic Integrity Policy** at the back of this handbook for more information (Appendix A).

## Student Appeal

Any student who feels that they have been treated differently to other students, or that a mistake has been made must bring this to the attention of their **classroom teacher as soon as possible**. Any student who feels that assessment procedures were not followed may make a **formal appeal in writing to the Head Teacher Teaching and Learning**.

## Satisfactory Completion of Course Requirements

During the courses of study, students will be given many tasks that are designed to increase knowledge and skills of the course material. It is important that all of these tasks are completed to the best of the student's ability in order to obtain maximum benefit from the courses. Only some of the tasks that students complete will be assessable but it is a requirement to complete all set work including homework; and submit it to the teacher on the due date.

Students must demonstrate their satisfactory effort and achievement.

## Satisfactory Attendance Record

Students who have an unsatisfactory attendance record run the risk of not meeting course requirements. Students who are likely to be absent from school for a significant period of time because of illness, injury, etc. must notify their Year Adviser. Where possible, 'catch-up work' will be set in order for students to satisfactorily complete all course requirements.

## REPORTING

### What is Reporting?

Reporting is the process of identifying, gathering and interpreting information about student achievement and progress gained from the assessment process.

### What is the Purpose of Reporting?

The purpose of reporting is to support teaching and learning by providing feedback to students, parents and teachers. Students' learning achievements and progress are also reported to other schools and to employers.

At Bulli High School students will receive a level of achievement as outlined below:

Level	General Performance Descriptors
<b>Outstanding</b>	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to the new situations.
<b>High</b>	The student has a thorough knowledge and understanding of the content and a high level of competence in the process and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>Sound</b>	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
<b>Basic</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>Limited</b>	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
<b>Not demonstrated</b>	The student has not demonstrated the knowledge and understanding necessary to make an assessment of the competence in this course.

It should be noted that a student working at their expected level for their age will be expected to gain outcome of "sound".

### Reporting Dates

Bulli High School reports on 7-10 students three times during a school year:

- Interim Reports – End Term 1
- Semester 1 Reports – End Term 2
- Semester 2 Reports - End Term 4

These are anticipated dates and may vary due to unforeseen circumstances. Actual dates will be published in the school newsletter at the time of issue.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

Students enrolled into Stage 5 (which begins in Year 9) will be undertaking courses that allow them to work towards attaining a Record of School Achievement (RoSA). The RoSA is awarded when students leave school permanently. Students may leave school any time after they turn 17. If students wish to leave school before they are 17 they must have completed Year 10 and either have full time employment or be engaged in some other full time training or education program.

- The RoSA will contain the grades they have achieved in Year 10 and Year 11, as well as HSC results (if applicable).
- Students who fail to complete the course requirements of Year 10, 11 or 12 will not receive a RoSA.
- Students who receive an N-Determination (see below) in any subject in Years 10, 11 or 12 will also not receive a RoSA.
- In both these cases, students will be entitled to a document called a “Transcript of Study” which will list the subjects they have completed and grades for the subjects completed. Subjects which have not been successfully completed because of an N-Determination will be included but marked as “N”.

### Completion of Stage 5 Courses for the RoSA

The RoSA can be awarded by NESA to eligible students at the end of Year 10 based on work completed in Years 7-10. Students will receive.

- Grades (A-E) determined by the school and sent to NESA for all subjects completed at the end of Year 10.
- A list of courses satisfactorily completed in Years 7 - 8 in Creative Arts (Music and Art), Technology and Applied Studies and Languages Other Than English (LOTE) is also given.

In order to be eligible for the RoSA, students must have;

1. Studied a set pattern of courses
2. Satisfactorily completed course requirements including class work and assessment tasks

### HSC Minimum Standards Test

**Students who will complete the HSC in 2022 or later** will need to meet the HSC minimum standard to receive the HSC.

To show they meet the standard the student needs to:

- ✓ pass the online reading test and
- ✓ pass the online writing test and
- ✓ pass the online numeracy test.

### Disability Provisions and Exemptions

Some students with learning disabilities will be eligible for extra provisions for the online tests, or be exempt from meeting the HSC Minimum Standard in order to receive their HSC.

Students will have up to four chances a year to pass each of the tests from Year 10 until a few years after the HSC. The school will help determine students’ readiness to take each test, in consultation with parents/carers.

### Studied a Set Pattern of Courses

<b>English</b>	<ul style="list-style-type: none"> <li>All students must have studied English in each Years 7-10</li> <li>All students must have completed a minimum of 400 hours of English by the end of Year 10.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Students must have studied Mathematics in each Years 7-10</li> <li>All students must have completed a minimum of 400 hours of Mathematics by the end of year 10.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>All students must have studied Science in each Years 7-10</li> <li>All students must have completed a minimum of 400 hours of Science by the end of Year 10.</li> </ul>
<b>Human, Society &amp; Its Environment</b>	<ul style="list-style-type: none"> <li>All Students must have studied either History, Geography or Commerce in each of Years 7-10.</li> <li>All students must have completed a minimum of 400 hours in one or more of these courses by the end of Year 10.</li> <li>Note: At some stage during Years 7-10 students must have completed a minimum of 100 hours of Australian History and 100 hours of Australian Geography.</li> </ul>
<b>Creative Arts</b>	<ul style="list-style-type: none"> <li>All students must have completed at least 100 hours of music before the end of Year 10.</li> <li>All students must have completed at least 100 hours of Visual Arts before the end of Year 10.</li> </ul>
<b>Technological &amp; Applied Studies</b>	All students must have completed at least 200 hours in these subjects from Years 7-10. This includes at least 50 hours of computer studies.
<b>PD/H/PE</b>	<ul style="list-style-type: none"> <li>All students must have studied PD/Health/PE in each of the Years 7-10.</li> <li>All students must have completed a minimum of 300 hours of PD/H/PE by the end of Year 10.</li> </ul>
<b>LOTE</b>	All students must have completed at least 100 hours in one language other than English in one year before the end of Year 10.

### Satisfactorily Completed Course Requirements

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

1. Followed the course developed or endorsed by the Board
2. Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school
3. Achieved some or all of the course outcomes.

**\*It is unlikely that you will be able to satisfactorily complete the course if you do not attend all classes regularly because you will not have followed the course or applied yourself with diligence.**

## ASSESSMENT POLICY FOR YEARS 9 & 10 (RoSA)

The RoSA is an externally awarded credential and is therefore governed by strict rules to ensure that all students are treated fairly. The information below sets out these rules as applied at Bulli High School.

### STUDENT RESPONSIBILITIES

1. It is a requirement that each student satisfactorily complete each course in which they are enrolled. In order to do this, students are required to demonstrate that they have:
  - Followed the course which has been developed by NESA
  - Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course and,
  - Achieved some or all of the course outcomes.
2. Each student is required to make a serious attempt of all tasks which are set out in the assessment program of each course. This includes all oral assessment tasks.
3. Students must present their own work at all times and submit all tasks by the due date. See Appendix A for the School's Academic Integrity Policy.
4. In courses where students are required to submit a major project for assessment they must:
  - Show consistent progress over a period of time.
  - Provide all supporting evidence of where they obtained their information or carried out their work
  - Maintain a log or process diary detailing the progress of the project.
5. In the event of a student failing to complete a set task on the due date, they must complete an application for Accident/Misadventure/Illness/Special Circumstances following the procedures. Appendix B sets out a summary of the procedure to be followed. The School Review Panel will consider the request and determine whether:
  - An estimate based on all other assessment tasks be given
  - A substitute task be set and completed
  - An extension of time be granted
  - A mark of zero be given
  - A non-attempt be awarded and a N-Determination Warning be issued.
6. Students will receive a ZERO mark for tasks which:
  - are not their 'own work'
  - have not been submitted on the due date
  - have not been exempted by the process above.
7. Students must make a genuine attempt at completing assessment tasks which contribute in excess of 50 of the available marks. Students who do not meet this requirement will be deemed to have not completed the course.

8. If a student decides to question the grading or mark awarded on a RoSA assessment task, a request must be made to the course teacher, in **writing**, within **two days** of the task being returned.
9. Students are required to complete non-assessable tasks as determined by their teachers. Non-compliance with this requirement may result in the student not having satisfactorily completed the relevant course.
10. Bulli High School will inform students and their Parents/Carers in writing concerning non-completion of courses. Students who have been given an 'N' determination for the non-completion of any course will have the right to appeal to NESAs.
11. Students must follow the procedures set out in the "Examination Rules" (Appendix A) in relation to their conduct during examinations. Failure to follow these rules will, in the case of a serious or repeated breaches, lead to students being removed from the examination and awarded zero.

## TECHNOLOGY USE FOR ASSESSMENT TASKS

1. Assessment tasks should be presented in 'hard copy' (printed copy or hand-written) **unless specifically requested by the teacher.**
2. Submission of assessment tasks by email will only be allowed with express **permission of the teacher setting the task and/or students will be notified on the Task Notification Sheet.**
3. If the task requires electronic submission or by its nature must be submitted in digital format (e.g. a PowerPoint presentation, webpage etc.), **students are responsible for keeping a backup copy of the entire task.**
4. Students who hand in their task on an electronic storage device **must demonstrate to the teacher prior to the task due date, that the file can be opened and read** by the computer to be used by the teacher.
5. **Students are responsible for any printing required for tasks prior to the date and/or period the task is due.**
6. **Technology malfunction on the due date of a task will not be considered for an appeal.** Students are responsible for ensuring they have a copy of their work or draft work. Students are able to access a range of products and services available before school, during class and break times, such as desktops, email or cloud-based programs, and printer. **Students are advised to access these products and services at school if there are issues with technology at home.**



## STUDENT APPEAL PROCESS

### 1. Accident, Illness and Misadventure

- a) If a student believes that their performance in an assessment task has been affected by illness or an unforeseen accident or misadventure they may appeal to the Senior School Review Panel.
- b) Students may also appeal if an accident/illness and/or misadventure prevents them from attending an examination. Failure to attend an examination is serious. The School must be informed at once if a student is unable to sit for an examination. (Parents/carers should ring the front office and ask for the message to be passed on to their teacher.)
- c) Misadventure appeals include incidents which are outside the students' control but which allegedly affect performance in an examination or the ability to submit an assessment task.

### 2. Special Circumstances

If a student knows that an assessment task is due when they will be absent from school due to "Special Circumstances", (e.g. representative sporting commitments/performing arts festivals, work experience etc.), then the student must lodge an appeal at least **two days prior** to their departure, via their teacher or Faculty Head Teacher to the Senior School Review Panel for deliberation.

It is a school expectation and policy that students can and will submit hand-in tasks the day before or prior to departure time for excursions, other school commitments or appointments, scheduled on the due date of such assessment tasks.

### 3. The Appeals Process Does Not Cover

- a) Matters relating to long term loss of preparation time.
- b) Matters that could have been avoided e.g. misreading a timetable, missing a bus, misreading the due date etc.
- c) Long-term illnesses such as glandular fever, anxiety attacks or similar unless there is a "flare up" during the time.
- d) Technology failure such as printer malfunction, internet failure, etc. (See previous page -15)

#### 4. Evidence

Students must be able to provide evidence that clearly identifies the disadvantage experienced.

Supporting evidence must include:

- a) A detailed statement by the student explaining how they have been affected.
- b) A detailed medical certificate with dates as well as a statement of how their performance had been affected. In the case of misadventure a statutory declaration should be provided with dates and times.
- c) Any other evidence the student believes to be appropriate.

Note: Submission of a Medical Certificate does NOT mean that an Appeal will be automatically upheld.

#### 5. Time Frame for Lodging an Appeal:

Appeals relating to:

<b>Assessment Tasks</b>	<b>Your teacher must be notified on or before the due date.</b> Written evidence must be supplied <b>within one week</b> of the due date.
<b>Written Examinations</b>	<b>Your teacher must be notified on the day of the examination.</b> Written evidence must be supplied <b>within one week</b> of the last examination.

**Note: Appeals lodged outside these times will only be considered by the Senior School Review Panel in EXCEPTIONAL cases. Appeals lodged AFTER the marks or grades are issued will NOT be considered in ANY CIRCUMSTANCES.**

## NON-COMPLETION OF YEAR 10 COURSE

The Principal can determine, as a result of absence from class and/or lack of sustained effort, that a student be awarded a Non-Completion of Course or “N-Determination”, for a particular course.

Should a student be awarded an N-Determination, they will be ineligible for the RoSA. They will instead receive a “Transcript of Study”.

This may also result in the students not progressing to Year 11.

The school is required to warn students and their Parents/Carers in writing, and allow sufficient time for the student to correct the problem which has placed them at risk. In general, a student will receive three warnings before the Principal will recommend to NESA that an N- Determination be awarded.

### What are N-Warning notifications?

Students must be ‘satisfactory’ in their course in order to receive a Year 10 Grade. Students who do not comply by completing course work (class tasks) or (assessment tasks) may be at risk of being ‘unsatisfactory’ in their course.

Teachers are responsible for reminding or alerting students to their unsatisfactory status, but it is the student’s responsibility to ensure they resolve tasks to rectify the situation and become satisfactory by following the teacher’s instructions on N-warning notifications.

N-Warnings may be issued by for Malpractice, Integrity concerns, Plagiarism, Non-diligent Attempt of coursework and assessments.

### FIRST WARNING LETTER:

This N-Award Warning will be recommended by the class teacher and issued by the Head Teacher and Principal. The class teacher and /or Faculty Head Teacher who will explain the reasons for the warning and indicate what has to be done to correct the situation will interview the student. Parents/Carers will be informed in writing.

### SECOND WARNING LETTER:

This N-Award Warning indicates that the student must speak immediately with his /her class teacher and make every effort to correct the problem. The Head Teacher and/or Head Teacher (Teaching and Learning) or Principal or Deputy Principal will interview the student. Parents/Carers will be contacted and/or may be asked to attend the interview.

### CONTINUED OR FURTHER CONCERN:

If the N-Award Warnings have not been resolved, the student may receive a formal N-Award Determination for that subject. Students will be notified and/or interviewed by the Principal who will explain what actions, if any, the student can take to meet requirements. The Principal will notify Parents/Carers.



<b>ELECTIVE COURSE : YEAR 10 PHILOSOPHY AND PSYCHOLOGY</b>					<b>KLA: ENGLISH</b>
<b>Assessment Schedule: 2022</b>					
<b>Name of Task</b>	<b>Task 1:</b>	<b>Task 2:</b>	<b>Task 3:</b>	<b>Task 4:</b>	<b>Weighting</b>
<b>Task Description</b>	Half-Yearly Examination Multiple choice and short answer examination covering topics studied in class.	Classical Conditioning Experiment.	Social Psychology Experiment	Yearly Examination.	
<b>Proposed Date</b>	Term 1 Week 10	Term 2 Week 5	Term 3 Week 7	Term 4 Week 5	
<b>Subject Outcomes</b>	1.1	1.1, 3.1, 3.2, 3.3	1.2, 2.1, 3.1	2.2, 3.1, 3.2, 4.2	
<b>Components</b>					
<b>Marks</b>	<b>10</b>	<b>25</b>	<b>30</b>	<b>35</b>	<b>100%</b>

<b>MANDATORY COURSE : YEAR 10 GEOGRAPHY</b>				<b>KLA: HSIE</b>
<b>ASSESSMENT SCHEDULE 2022</b>				
<b>Name of Task</b>	<b>Task 1: Skills Test</b>	<b>Task 2: Assignment / ICT Skills</b>	<b>Task 3: End of Course Examination</b>	<b>Weighting</b>
<b>Task Description</b>	Test examines Geography skills relevant to Stage 5 course.	Students research a local contemporary issue. To be completed in Terms 2 and 3 (3 stages).	Final examination testing all topics; including multiple choice, short answer and extended response questions.	
<b>Proposed Date</b>	Term 1 Week 10	Term 3 Week 3	Term 4 Week 4	
<b>Syllabus Outcomes</b>	GE5.1 - 5.4, 5.7	GE5.1 - 5.7	GE5.1 - 5.3, 5.7	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	15	10	20	<b>45</b>
<b>Skills</b>	5	5	20	<b>30</b>
<b>Research/Fieldwork</b>	-	25	-	<b>25</b>
<b>Marks</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

<b>MANDATORY COURSE : YEAR 10 HISTORY</b>				<b>KLA: HSIE</b>
<b>ASSESSMENT SCHEDULE: 2022</b>				
<b>Name of Task</b>	<b>Task 1: Half Yearly Task - Rights and Freedoms</b>	<b>Task 2: The Holocaust</b>	<b>Task 3: Semester 2 Examination</b>	<b>Weighting</b>
<b>Task Description</b>	Source and knowledge-based essay: 'Rights and Freedoms'	Multi-Media Assignment.	Examination on all topics studied and includes multiple choice, short answer and extended response questions.	
<b>Proposed Date</b>	Term 2 Weeks 3	Term 3 Week 7	Term 4 Week 4	
<b>Syllabus Outcomes</b>	HT 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10	HT 5.2, 5.3, 5.6, 5.7, 5.8, 5.9, 5.10	HT 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.8, 5.9	
<b>Components</b>				
<b>Knowledge and understanding of Course content</b>	20	-	30	<b>50</b>
<b>Source Skills</b>	10	10	5	<b>25</b>
<b>Research</b>	-	20	5	<b>25</b>
<b>Marks</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>MANDATORY COURSE: YEAR 10 COMMERCE</b>				<b>KLA: HSIE</b>
<b>Assessment Schedule: 2022</b>				
<b>Name of Task</b>	<b>Task 1: Employment Issues/Travel task</b>	<b>Task 2: Law in Society – Legal Portfolio</b>	<b>Task 3: Final examination</b>	<b>Weighting</b>
<b>Task Description</b>	Investigate changing work patterns within Australia or develop a scrapbook of an overseas trip. Dependent on teacher choice.	Research task, requiring students to investigate cases and the operation of the legal system.	Final examination covering content from Law in Society, Travel, Towards Independence and Employment issues.	
<b>Proposed Date</b>	Term 2 Week 3	Term 3 Week 3	Term 4 Week 4	
<b>Syllabus Outcomes</b>	COM5-1, 5-2, 5-4, 5-6, 5-7, 5-8, 5.9	COM5-1, 5-2, 5.3, 5-4, 5-6, 5-7, 5-8, 5.9	COM5-1, 5-2, 5.3, 5-4, 5-6, 5-7, 5-8	
<b>Components</b>				
<b>Knowledge and understanding of course content</b>	20	25	10	<b>55</b>
<b>Skills</b>	-	5	-	<b>5</b>
<b>Research/Fieldwork</b>	20	5	-	<b>25</b>
<b>Literacy</b>	-	5	10	<b>15</b>
<b>Marks</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>



MANDATORY COURSE : YEAR 10 MATHEMATICS					KLA: MATHEMATICS
ASSESSMENT SCHEDULE 2022					
Name of Task	Task 1: Semester 1 Class Tests	Task 2: Semester 1 Examination	Task 3: Semester 2 Class Tests	Task 4: Semester 2 Examination	Weighting
Task Description	Topic tests completed at end of each topic	Formal examination completed simultaneously by all classes in the year	Topic tests completed at end of each topic	Formal examination completed simultaneously by all classes in the year.	
Proposed Date	Progressive	Term 2 Week 5	Progressive	Term 4 Week 3	
Subject Outcomes	Chapters 1-6 inclusive	<b>Topics 1 - 5 inclusive.</b> <i>(Note: students doing 5.3 course will be notified of omitted content in examination.)</i>	<b>Topics 7-13 inclusive.</b>	<b>Topics 6 - 11 inclusive.</b> <i>(Note: students doing 5.3 course will be notified of omitted content in examination.)</i>	
<b>Components</b>					
Knowledge	10	10	10	10	<b>40</b>
Application	10	10	10	10	<b>40</b>
Problem Solving	5	5	5	5	<b>20</b>
Marks	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

MANDATORY COURSE: YEAR 10 PDHPE					KLA: PDHPE
ASSESSMENT SCHEDULE: SEMESTER 1 - 2022					
Name of Task	Task 1: Practical Assessment	Task 2: Assignment	Task 3: Practical Assessment	Task 4: Formative Assessment	Weighting
Task Description	Term 1: Biathlon Term 2: Field Games	Personal portfolio and resume.	Term 3: Latin American Dance Term 4: Striking & Catching	On-going assessment based on information taught in the 'WWW' unit.	
Proposed Date	Term 1: Weeks 3 – 8 Term 2: Weeks 1 - 5	Term 1 Weeks 9	Term 3: Weeks 6 - 7 Term 4: Weeks 1 - 6	Term 3 Week 10	
Syllabus Outcomes	PD5-4, PD5-10	PD5-1, PD5-8, PD5-9	PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-3, PD5-6, PD5-10	
<b>Components</b>					
Knowledge & Understanding	-	25	-	25	50
Skills	25	-	25	-	50
Marks	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

ELECTIVE COURSE: YEAR 10 P.A.S.S					KLA: PDHPE	
ASSESSMENT SCHEDULE: 2022						
Name of Task	Task 1: Surf Survival (Theory & Practical)	Task 2: Enhancing Performance	Task 3: Coaching (Theory & Practical)	Task 4: 'Fit As' Written Report	Task 5: Practice, Precision, Participation	Weighting
Task Description	Students will be assessed in a series of practical tasks and theory exam.	Students will undergo practical assessment of a number of fundamental movement skills.	(a) Complete on-line Beginning Coaching course. (b) Develop a series of lesson plans and implement with a group of students	Students will measure fitness using standardised testing. Students will construct a written analysis of their personal fitness based on the two sets of data.	Students will be assessed on their performance based on skill progression, teamwork and participation in varying game situations.	
Proposed Date	Term 1 Weeks 5 - 10	Term 2 Weeks 1 - 5	Term 3 Weeks 3 - 10	Term 1 Weeks 1-3 Term 4 Weeks 1-3	Terms 3 & 4 Weeks 1 - 6	
Syllabus Outcomes	PASS5-5, PASS5-7, PASS5-9	PASS5-5, PASS5-7, PASS5-9	PASS5-5, PASS5-6, PASS5-8	PASS5-1, PASS5-2, PASS5-6, PASS5-10	PASS5-5, PASS5-7, PASS5-9	
Weighting	25	20	25	15	15	100

MANDATORY COURSE: YEAR 10 SCIENCE				KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2022 – SEMESTER 1					
Name of Task	Task 1: Skills Test	Task 2: Research Task	Task 3: Semester 1 Examination	Task 4: Homework Tasks	Weighting
<b>Task Description</b>	Including interpreting secondary data and graphing	Research answers to questions on radioactivity. Answers given later under examination conditions	Knowledge and Understanding of course content	10 tasks to be completed.	
<b>Proposed date</b>	Term 1 Week 8	Term 2 Week 3	Term 2 Week 5	Ongoing	
<b>Syllabus Outcomes</b>	Working Scientifically: SC5 – 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <ul style="list-style-type: none"> <li>Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available (SC5 – 16CW)</li> <li>Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials (SC5 -17CW)</li> </ul>				
<b>Components</b>					
<b>Knowledge and Understanding</b>	-	10	40	5	<b>55</b>
<b>Working Scientifically</b>	15	5	5	5	<b>35</b>
<b>Communication</b>	5	5	5	-	<b>15</b>
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>50</b>	<b>10</b>	<b>100</b>

MANDATORY COURSE: YEAR 10 SCIENCE				KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2022 – SEMESTER 2					
Name of Task	Task 1: Skills Test	Task 2: Research Task	Task 3: End of Semester Examination	Task 4: Homework Tasks	Weighting
Task Description	Including interpreting secondary data and graphing.	Student Research Project – plan and report.	Knowledge and Understanding of course content	10 tasks to be completed.	
Proposed date	Term 3 Week 8	Term 3 TBC	Term 4 Week 4	Ongoing	
Syllabus Outcomes	Working Scientifically: SC5 – 4WS, 5WS, 6WS, 7WS, 8WS, 9WS Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community (SC5-12ES) Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues (SC5- 13ES)				
<b>Components</b>					
Knowledge and Understanding	-	10	40	5	<b>55</b>
Working Scientifically	15	5	15	5	<b>35</b>
Communication	5	5	5	-	<b>15</b>
Marks	<b>20</b>	<b>20</b>	<b>50</b>	<b>10</b>	<b>100</b>

<b>ELECTIVE COURSE: YEAR 10 MARINE STUDIES</b>					<b>KLA: SCIENCE</b>
<b>ASSESSMENT SCHEDULE: 2022</b>					
<b>Name of Task</b>	<b>Task 1: Marine Mammals Task</b>	<b>Task 2: Marine Employment Task</b>	<b>Task 3: Yearly Examination</b>	<b>Task 4: Practical Assessment</b>	<b>Weighting</b>
<b>Task Description</b>	Research a marine mammal and present a PowerPoint to the class	Research an occupation in the field of marine Science and present information	Knowledge and understanding of course content and skills	Participation and engagement in the practical components of the course	
<b>Proposed date</b>	Term 1 Week 9	Term 2 Week 8	Term 4 Week 3	Ongoing Terms 1 - 4	
<b>Syllabus Outcomes</b>	5.1.2, 5.1.1	5.6.2, 5.5.2	5.7.2, 5.3.1	5.7.1, 5.4.1	
<b>Components</b>					
<b>Knowledge and Understanding</b>	15	-	20	-	<b>35</b>
<b>Working Scientifically</b>	-	10	5	20	<b>35</b>
<b>Communication</b>	15	10	5	-	<b>30</b>
<b>Marks</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

ELECTIVE COURSE: YEAR 10 FRENCH				KLA: LANGUAGES	
ASSESSMENT SCHEDULE 2022					
Name of Task	Task 1: Interacting and Composing	Task 2: Accessing and Responding, Reflecting on Cultures	Task 3: Interacting	Task 4: Yearly Examination	Weighting
Task Description	Students will compose and deliver a theme appropriate scenario in small groups.	Students will access a text in French and respond to questions in English/French.	Students will take part in a conversation with their teacher. They will prepare questions and answers, but be required to speak on the day without prompts.	Open book writing task in class. Students will compose text from a choice of 3 different questions	
Proposed Date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5	
Syllabus Outcomes	LFR5-1C, LFR5-4C, LFR5-5U, LFR5-6U	LFR5-2C, LFR5-3C	LFR5-1C, LFR5-5U, LFR5-6U	LRF5-4C, LFR5-6U, LFR5-1C	
<b>Components</b>					
Interacting	10	-	25	-	35
Accessing and Responding	-	30	-	-	30
Composing	10	-	-	25	35
Marks	20	30	25	25	100

ELECTIVE COURSE: YEAR 10 MUSIC					KLA: CAPA
ASSESSMENT SCHEDULE: 2022					
Name of Task	Task 1: Performance	Task 2: Listening	Task 3: Composition	Task 4: Elective	Weighting
<b>Task Description</b>	Students will perform item.	Listening Test comprising the following components: Section 1: Musical Concepts. Section 2: Score Reading. Section 3: Rhythm and pitch dictation. Section 4: Theory	Composition Task.  Recorded, Notated or Live Performance of an original composition, and process diary representing the topic studied.	Students will be assessed on either a: Performance Task OR Composition OR Listening Task	
<b>Proposed Date</b>	Term 1 Week 10	Term 2 Week 9 - 10	Term 3 Week 9	Term 4 Week 4	
<b>Syllabus Outcomes</b>	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.12	5.4, 5.5, 5.6, 5.10, 5.11	Outcomes assessed will relate to the Elective.	
Components					
<b>Performance</b>	25	-	-	-	<b>25</b>
<b>Composition</b>	-	-	25	-	<b>25</b>
<b>Listening</b>	-	25	-	-	<b>25</b>
<b>Elective</b>	-	-	-	25	<b>25</b>
<b>Marks</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



ELECTIVE COURSE: YEAR 10 PHOTOGRAPHY & DIGITAL MEDIA						KLA: CAPA
ASSESSMENT SCHEDULE: 2022						
Name of Task	Task 1: Research	Task 2: Short Film	Task 3: Photographic Series	Task 4: Photo-Journal	Task 5: Major Work	Weighting
Task Description	Students will complete a research task based on a Film-maker	Students will produce a Short Film.	Students will produce a series of Digital Photographs.	Students will submit their documentation and presentation of class tasks in Photography Journal.	Students will produce a Photographic series or Short Film that explores themes of Personal Interest.	
Proposed Date	Term 1 Week 6	Term 2 Week 2	Term 2 Week 9	Term 3 Week 2	Term 4 Week 4	
Syllabus Outcomes	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	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	
<b>Components</b>						
Marks	20	20	20	20	20	100

ELECTIVE COURSE: YEAR 10 VISUAL ARTS						KLA: CAPA
ASSESSMENT SCHEDULE: 2022						
Name of Task	Task 1: Research	Task 2: Process Diary	Task 3: Post-modern Artwork	Task 4: Process Diary	Task 5: Major Work	Weighting
<b>Task Description</b>	Students will compose an essay for this task.	A record of classwork, experiments & planning experiences. Completed in class and at home.	Production of a 2D or 3D artwork using a Post- modern reinterpretation of a modern artwork.	A record of classwork, experiments & planning experiences. Completed in class and at home.	Production of a Major Artwork using student's own choice of 2D, 3D or 4D art-forms and choice of own subject matter.	
<b>Proposed Date</b>	Term 1 Week 10	Term 2 Week 4	Term 2 Week 9	Term 4 Week 2	Term 4 Week 4	
<b>Syllabus Outcomes</b>	5.7, 5.8, 5.9, 5.10	5.1, 5.4, 5.5, 5.6, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.4, 5.5, 5.6, 5.7	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
<b>Components</b>						
<b>Marks</b>	20	20	25	10	25	100

ELECTIVE COURSE: YEAR 10 VISUAL DESIGN						KLA: CAPA
ASSESSMENT SCHEDULE: 2022						
Name of Task	Task 1: Research Task	Task 2: Design & Packaging	Task 3: Design Project	Task 4: Design Journal	Task 5: Major Project	Weighting
<b>Task Description</b>	Students will research a topic set for study.	Students will complete a ceramic cup design and packaging task.	Students will design a T-shirt for this task.	Students will be assessed on the completion of their Design Journal.	Students will complete a Major Design project.	
<b>Proposed Date</b>	Term 1 Week 10	Term 2 Week 4	Term 3 Week 6	Term 3 Week 10	Term 4 Week 5	
<b>Syllabus Outcomes</b>	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.4, 5.5, 5.6	5.1, 5.2, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
<b>Components</b>						
<b>Critical and Historical</b>	20	-	-	-	10	30
<b>Artmaking</b>	-	20	20	20	10	70
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

ELECTIVE COURSE: YEAR 10 DESIGN & STEM					KLA: TECHNOLOGIES	
ASSESSMENT SCHEDULE: 2022						
Name of Task	Task 1: Project 1 Life's a Beach	Task 2: Semester 1 Examination	Task 3: Project 2 Design Team Time	Task 4: Yearly Examination	Task 5: STEM Project-Based Learning Elective Project	Weighting
<b>Task Description</b>	This is a multimedia focused unit of work where students survey the local environment to produce a video animation promoting the school &/or environmental & ecological considerations appropriate to our locality. This unit involves the use of drone piloting & videography.	Examination task based on student understanding and knowledge of Design and STEM principles including design processes & the activity of designers.	Students expand their knowledge of the concepts of the design processes & operating as a design team as student undertake specialised roles design, create & evaluate a Formula 1 race team & all associated media & products including a scaled F1 race car.	Examination task based on student understanding and knowledge of Design and STEM principles including design processes & the activity of designers.	Individual practical task based on students applying their understanding & knowledge of Design & Engineering principles & practice to the production of a personalised project.	
<b>Proposed Date</b>	Term 1 Week 9	TBC	Term 4 Week 2	TBC	Ongoing in Term 4	
<b>Syllabus</b>	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7. DT5-8. DT5-9. DT5-10	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7. DT5-8. DT5-9. DT5-10	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7. DT5-8. DT5-9. DT5-10	
<b>Components</b>						
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>20</b>	<b>N/A</b>	<b>100</b>

ELECTIVE COURSE: YEAR 10 FOOD TECHNOLOGY						KLA: TECHNOLOGIES
ASSESSMENT SCHEDULE: 2022						
Name of Task	Task 1: Work Mandatory WHS Training	Task 2: 'Welcome to Yumtown' Practical Tasks	Task 3: Grazy Daz Snap Blog Practical tasks	Task 4: New year's Eve Countdown Celebration	Task 5: Yearly Examination	Weighting
<b>Task Description</b>	Completion of kitchen induction and completion of <i>OnGuard</i> online kitchen safety tests.	YumTown is a Pop-Up Eatery which is made up of food trucks, converted shipping container restaurants, markets, live music and entertainment. Every kind of cuisine you can imagine can be found here and it is a foodie hotspot on most weekends. Your task is to create a plan for a Pop- Up restaurant that will occupy one of the vacant spots in YumTown.  <b>Ongoing Unit Practical Lessons</b>	Part A: Students are to create a visually appealing digital snap blog of a food platter. Part B is a practical assessment to create a Grazy Dayz platter in class. This task includes a research component to demonstrate understanding of food photography styling, food safety and contemporary food trends. <b>Ongoing Unit Practical lessons</b>	PART A – Design Portfolio Create a digital party planning portfolio for a memorable NYE celebration. Part B: Design showstopping cake Design and bake a showstopping cake to serve as the dessert at your New Year's Eve celebration.  <b>Ongoing Unit Practical Lessons</b>	Formal Examination – Theory based  Questions based on content throughout the year.  Multiple choice questions Short answer questions Long answer question  <b>Ongoing Unit Practical Lessons</b>	
<b>Proposed Date</b>	Term 1 Week 3	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4	
<b>Syllabus Outcomes</b>	5.1.2	5.1.1, 5.5.1, 5.5.2, 5.3.1, 5.4.2.	5.1.1, 5.2.2, 5.3.2, 5.5.1, 5.5.2	5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2	5.3.2, 5.5.1, 5.5.2, 5.6.1	
<b>Components</b>						
<b>Theory</b>	-	10	10	10	20	<b>50</b>
<b>Practical</b>	-	12.5	12.5	12.5	12.5	<b>50</b>
<b>Marks</b>	n/a	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

ELECTIVE COURSE: YEAR 10 INDUSTRIALTECHNOLOGY - METALS & AUTOMOTIVE, MULTI-MEDIA, TIMBER					KLA: TECHNOLOGIES
ASSESSMENT SCHEDULE: 2022					
Name of Task	Task 1: Assignment 1	Task 2: Project 1	Task 3 Major Project & Folio	Task 4: Yearly Examination	Weighting
<b>Task Description</b>	This is the theoretical component of Project 1. It is a graphical presentation based task focused on the design and processes used in the project, including mandatory workplace health & safety.	This is a practical focused unit of work where students develop a basic range of skills in the associated industry's working environment. Students also complete an associated research & presentation folio/assignment.	This is a unit of work where students develop a student negotiated practical project using a diverse range of skills in the associated Industry's working environment. Students complete an associated research & presentation folio & video documenting the evaluation of their Major Project construction process.	This is a traditional test type task focusing on ALL of the units the students have undertaken throughout the year. This includes a range of tasks including; some multiple choice, true or false, short answer, drawing & extended response questions as well as a practical test task	
<b>Proposed Date</b>	Term 1 Week 9	Term 2 Week 5	Term 4 Week 4	Term 4 TBC	
<b>Syllabus Outcomes</b>	IND5-1, IND5-2, IND 5-3, IND5-4, IND5-6, IND5-7	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-3, IND5-4, IND5-8, IND5-9, IND5-10	
<b>Components</b>					
<b>Marks</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>10</b>	<b>100</b>

## Appendix A: BHS Academic Integrity Policy

### School Responsibilities

- Provide students with assessment guidelines
- Provide advice for students on avoiding plagiarism, collusion and collaboration
- Provide guidance on referencing required
- Ensure that students are instructed on the academic skills required in all courses
- Ensure that all students have an understanding of the Academic Integrity Policy
- Ensure that pertinent school publications (printed and electronic) have statements that:
  - State clearly that plagiarism and collusion are not acceptable;
  - Provide comprehensive rules on what constitutes collaboration;
  - Provide rules and guidelines on group work and assessment
- Implement suitable procedures on penalties
- Provide an appeals process
- Maintain records of academic misconduct
- Malpractice, Invalid or Unreliable Tasks are referred to The Senior Review Panel. The Panel will determine the procedure to be implemented that may include an alternative task. Malpractice is recorded on the NESAs Administration site.

### Student Responsibilities

- Must read, understand and respect the Academic Integrity Policy and rules concerning academic integrity
- Ensure understanding of the referencing requirements for courses
- Ensure that original work is submitted, without plagiarising or cheating
- Understand all aspects of Assessment guidelines
- Avoid all undertakings that could be considered instances of academic dishonesty

### Procedures and Penalties for Suspected Plagiarism and/or Collusion

‘Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardize your exam results.

*(NESAs, HSC Assessments and Submitted Works, Advice to Students, 2006)*

‘Collusion occurs when two or more people work secretly for the purpose of deliberately misleading others’  
*(NESAs, All My Own Work, 2006)*

- When a staff member detects alleged plagiarism by a student, it must be reported to the Head Teacher
- The Head Teacher and member of staff must make an assessment of whether the alleged plagiarism is either;  
*Intended or Unintended plagiarism*

## Actions to be followed when:

### 1 Intended Plagiarism is detected:

- Review whether the student has received a previous written warning
- Compare the extent of the plagiarism with the student's original work
- Review how it will adversely affect other students
- Counsel the student by explaining the appropriate referencing guidelines and going through this policy with them.

### 2 Where the nature of the plagiarism is *not* considered very serious:

- Issue a written warning which refers to the consequences of any further actions of this nature
- The Head Teacher may also take the following action:
  - ✓ Student must re-submit the work
  - ✓ Student must re-submit another form of assessment
  - ✓ Give the student a fail mark

### 3 Where the nature of the Plagiarism *is* considered very serious:

- Refer the matter to the Principal, who may:
  - ✓ Issue a written warning which refers to the consequences of any further actions of this nature
  - ✓ Ask the student to re-submit the work
  - ✓ Ask the student to re-submit another form of assessment
  - ✓ Give the student zero marks for the work
  - ✓ The student may lose that course from their ROSA award (see NESAs, HSC Assessments and Submitted Works, Advice to Students, 2006)

## Appeals Process

- A student may appeal against the Assessment and/or actions taken in cases of Plagiarism or Collusion
- The Appeals Committee will consist of: at least two of the Principal, Deputy Principal, Head Teacher (Teaching & Learning) and Year 10 Adviser
- The student must apply in writing to the Principal
- The Appeals Committee will confirm or vary any recommendations that were originally made
- The student will be notified in writing of the Committee's decision and their reasons for their decision

## References

- Rules and Procedures Guide: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students>
- Disabilities Provisions Policy: <http://ace.nesa.nsw.edu.au/ace-10001>
- Academic Honesty & Plagiarism: <http://www.anu.edu.au/students/program-administration/assessments-exams/academic-honesty-plagiarism>
- UWS Code of Conduct: <https://policies.westernsydney.edu.au/view.current.php?id=00072>



## Appendix B: BHS Examination Procedures

Formal examinations held in the school hall or other locations are an important part of the school's assessment policy.

Students are expected to conduct themselves in an appropriate manner. It is assumed that students will not cheat or disrupt others during the progress of an examination.

Students who breach the code of conduct by displaying disruptive, unco-operative or inappropriate behaviour will be warned. If the behaviour continues, they will be issued with a red card and will be isolated from the examination. The student may receive zero for the examination.

Students found to be cheating will receive zero for their examination.

### Before the Examination:

- Check your timetable carefully. Misreading the timetable is not a reason for a misadventure appeal.
- Ensure that you allow sufficient time for travelling to the examination centre. Late arrival due to travel difficulties is not a reason for a misadventure appeal except under extreme circumstances.
- Ensure you have the appropriate equipment before your examination. You will not be permitted to borrow equipment during the examination.
- Carry your equipment in a clear plastic bag. You will not be permitted to use a pencil case.
- Do not bring mobile phones into the examination room. Using mobile phones during an examination (even if you have finished and even if you are just playing games) will result in a zero mark being awarded for the examination.
- Do not take paper or other written material into the examination.
- Bags for personal items must be left at the back of the room.

### During the Examination:

- Enter the examination hall only after instructions from the supervisor.
- Sit in your allocated seat quickly.
- Do not touch/open the examination paper until instructed.
- Complete the attendance slip and place in the top right hand corner of your desk.
- Reading time is provided for all examinations. You must not write in this time.
- Write your name or student number on all examination papers.
- Once the examination has commenced, you will not talk or communicate with other students in the room/hall.
- If you need to go to the toilet, raise your hand and wait for the permission of the supervisor.
- You will not be allowed to leave any examination before the end of the allocated time for that examination. If you finish early, sit quietly, check your paper and wait.
- At the end of the examination, check you have written your student number at the top of each page used; bundle your papers together neatly.
- Wait quietly until you are instructed to leave.
- Do not remove any papers from the examination room.

## Appendix C: Honesty in Assessment

NESA have issued a statement in relation to Honesty in the HSC, that includes the 'All My Own Work' program and special rules relating to submitted works such as major works, and guides the principles of academic integrity at all levels of education here at Bulli High School:

The statement is reproduced below but you should also go to the website and read the attached documents. NESA and the School treat honesty very seriously – don't ignore their warnings!

*The honesty of students in completing assessment tasks, examination and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.*

*Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.*

*Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. The NESA NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, the NESA NSW will report matters to the Independent Commission Against Corruption.*

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

### IMPORTANT LINKS TO NESA WEBSITE for more information on the following:

**Students Online:**            **To access HSC Minimum Standards test results:**

<https://studentsonline.nesa.nsw.edu.au>

- [ACE 9023 Honesty in HSC assessment: what constitutes malpractice](#)
- **Literacy & Numeracy Tests for Students in year 10 and onwards:**
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/leaving-school/literacy-and-numeracy-tests>
- **Record of School Achievement (RoSA)**
- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/leaving-school/record-of-school-achievement>

**Appendix D: Assessment Planner**

<b>Week</b>	<b>TERM 1 – 2022</b>	<b>TERM 2 – 2022</b>	<b>TERM 3 – 2022</b>	<b>TERM 4 – 2022</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				

## Appendix E: Mark Record Sheet

Subject/Course	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total Marks
English							
Mathematics							
Science							
Geography							
History							
PDHPE							
Elective 1:							
Elective 2:							
Elective 3:							

### More Useful Links for 7 - 10 Students

**7 - 10 Course Syllabuses – read and be familiar with your course outline, rubric and outcomes:**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/curriculum-syllabuses-NSW>

**Awarding Grades** (detailed outline):

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>

**HSC Minimum Standards in Literacy & Numeracy:**

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/literacy-and-numeracy>

**NAPLAN 7 & 9:** <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/naplan>