

Bulli High School

Address:
Ursula Road, Bulli NSW 2516

Phone Number:
(02) 4284 8266

Website:
www.bulli-h.schools.nsw.gov.au

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



YEAR 10 ASSESSMENT GUIDE 2024

Respect - Responsibility - Integrity

This booklet was published in March 2024 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
2024**

TERM	YEAR 10 REQUIREMENTS	INFORMATION, LINKS & RESOURCES								
Term 1	NESA Website	Activate your ‘Students Online’ account to receive and download your timetable. ➤ Link to Students Online Account: https://studentsonline.nesa.nsw.edu.au/ Write your NESA STUDENT NUMBER HERE: <table><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>								
Terms 1 - 4	HSC Minimum Standards Tests	Additional Mandatory Qualifications ➤ There are 3 tests to attempt: Reading, Writing & Numeracy Students will be given opportunities throughout the year to -reattempt any test where they do not mee the minimum requirements at Level 3. https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard								
Terms 1 - 4	Work Experience	Work Experience & White Card Training ➤ Work Experience usually takes place at the end of each term. You must complete all the necessary application processes to be approved for W.E. ➤ See the Careers Advisor, Mr Harding , for more information.								
Term 1	Disabilities Provisions for school-based assessment tasks	➤ Disability Provisions Guide https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions ➤ For more information, see Mr Sheehy, Learning Support Teacher 7 - 10								
Terms 1 - 4	Academic Progress in school-based assessment tasks	Check your academic progress – N-Warnings MUST BE RESOLVED. ➤ See the Transition Advisor, Ms Crawford for assistance.								
Terms 3 - 4	Year 10 into 11 Subject Selection	Subject Selection information on NESA ➤ https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/subject-selection <i>*Please note that students and parents will be invited to information sessions and provided with school-based information leading into the subject selection process.</i>								
Term 4	HSC All My Own Work Modules	Additional Mandatory Qualifications There are 5 modules must be completed to qualify for enrolment into Year 11. ➤ https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work								
Term 4	Grades issued to NESA	➤ Students are able to check their Confirmation of Entry details, Grades achieved and download e-copies of their certificates via their Students Online Account. <i>*Students at-risk of not meeting satisfactory requirements for Year 10 RoSa are notified and can access the Appeal process prior to the due date for Grades.</i>								

ASSESSMENT POLICIES, ROLES & RESPONSIBILITIES	PAGE
Introduction to the Stage 5 Syllabus and Assessment Guide	3 - 20
MANDATORY SUBJECTS	
English	21
Geography	22
History	23
Mathematics	24
PDHPE	25
Science	26-27
Science Elective - Marine Studies	32
ELECTIVE COURSES	
Commerce	28
Drama	29
Food Technology	30
French	31
Industrial Technology – Automotive, Metals, Multi-media, Timber	32
International Studies	33
Marine Studies	34
Music	35
Photography & Digital Media	36
PDHPE Elective – P. A. S. S	37
PDHPE Elective – Work Education	38
Visual Arts	39
Visual Design	40
APPENDICES	
Appendix A: BHS Academic Integrity Policy	41-42
Appendix B: BHS Examination Procedures	43
Appendix C: Honesty in Assessment	44
Appendix D: Calendar / Planner	45
Appendix E: Student Task Mark Record Sheet	46

2024	Term 1	Term 2	Term 3	Term 4
Week 1	***Staff only JAN 30/31 1/2/24 – YEARS 7, 11 AND 12 return 2/2/24 – Years 8, 9 and 10 return	***29/4/24 Staff only *30/4/24 Students begin T2	***22/7/24 Staff only Students begin T3 23/7/24.	14/10/24 – 18/10/24 Staff & students return
Week 2	5/2/24 – 9/2/24	6/5/24 – 10/5/24	29/7/24 - 2/8/24	21/10/24 – 25/10/24
Week 3	12/2/24 – 16/2/24	13/5/24 – 17/5/24	5/8/24 - 9/8/24 <i>Education Week</i>	28/10/24 – 1/11/24
Week 4	19/2/24 - 23/2/24	20/5/24 – 14/5/24	12/8/24 – 16/8/24	4/11/24 – 8/11/24
Week 5	26/2/24 - 1/3/24	27/5/24 – 31/5/24	19/8/24 – 23/8/24	11/11/24 – 15/11/24
Week 6	4/3/24 – 8/3/24	3/6/24 – 7/6/24	26/8/24 – 30/8/24	18/11/24 – 22/11/24
Week 7	11/3/24 – 15/3/24 NAPLAN Tests 7 & 9	10/6/24 – 14/6/24 <i>**King's Birthday Public Holiday 10/6/24</i>	2/9/24 – 6/9/24	25/11/24 – 29/11/24
Week 8	18/3/24 – 22/3/24 NAPLAN Tests 7 & 9	17/6/24 – 21/6/24	9/9/24 – 13/9/24	2/12/24 – 6/12/24
Week 9	25/3/24 – 29/3/24 **29/3/24 Good Friday PUBLIC HOLIDAY	24/6/24 – 28/6/24	16/9/24 – 20/9/24	9/12/24 – 13/12/24
Week 10	1/4/24 – 5/4/24 **1/4/24 Easter Monday PUBLIC HOLIDAY	1/7/24 – 5/7/24	23/9/24 – 27/9/24	16/12/24 – 20/12/24 *18/12/24 = Last day for students 19-20/12/24 SDD
Week 11	8/4/24 – 12/4/24	School Holidays Starts 8/7/24	School Holidays Starts 30/9/24	School Holidays Starts 23/12/24
	School Holidays 15/4/24 – 26/4/24	School Holidays Ends 19/7/24	School Holidays Ends 11/10/24	School Holidays (2025 School begins 31/1/25 FOR 30/1/24 for staff)

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 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 17**

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, classwork, 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 Secondary Studies**.

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

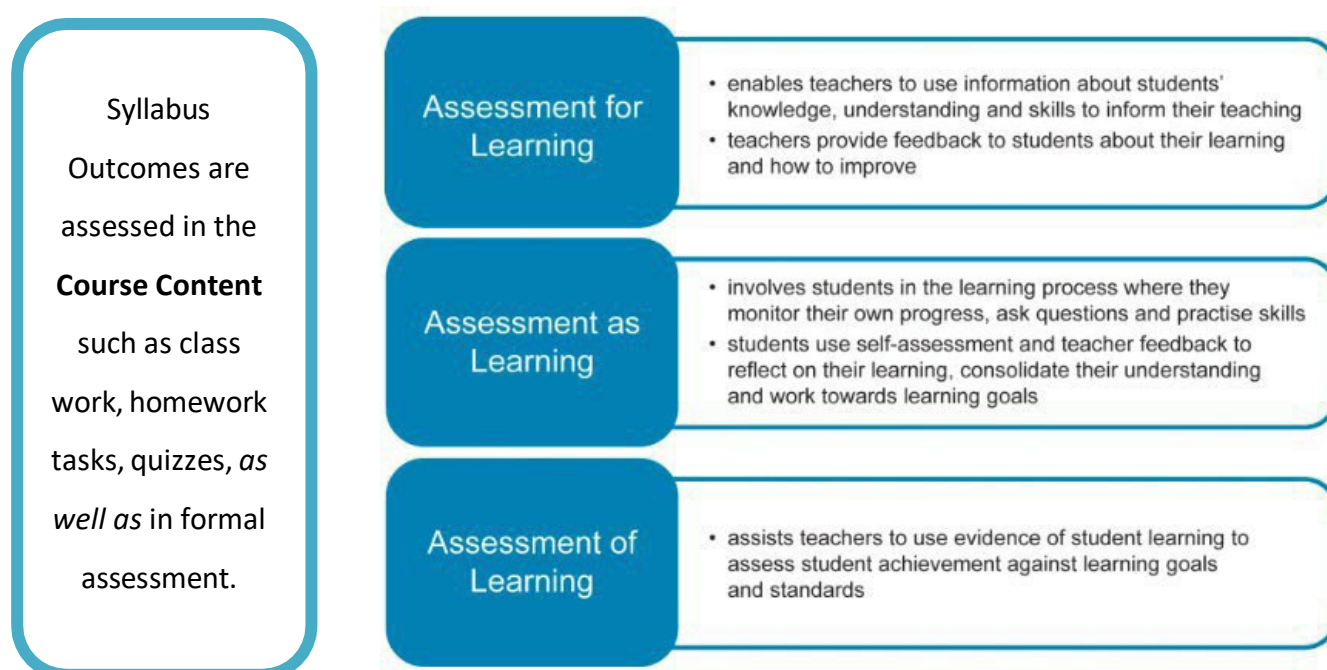
What is an Outcomes-Focused Approach to Teaching and Learning and Assessment?

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.

Teachers use syllabus outcomes 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 efficiently and effectively. 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"> ▪ must inform the teacher <u>at least one week in advance to discuss an alternative arrangement.</u> ▪ must seek Principal's Leave for extended planned absences (see Principal or Deputy Principal) ▪ 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. ▪ 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. 	<p>The student:</p> <ul style="list-style-type: none"> ▪ must inform the teacher as soon as possible, <u>on the day of the assessment task.</u> ▪ 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. ▪ 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.

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 the 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 from 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 Secondary Studies**

Satisfactory Completion of Course Requirements

During the courses of study, students will be given many tasks that are designed to increase their knowledge and skills of the course material. It is important that all 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 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
Outstanding	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.
High	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.
Sound	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.
Basic	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Limited	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.
Not demonstrated	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 throughout the school year:

- 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 that 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.

To be eligible for the RoSA, students must have;

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

HSC Minimum Standards Test

Students who will complete the HSC in 2024 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

English	<input type="checkbox"/> All students must have studied English in each Years 7-10 <input type="checkbox"/> All students must have completed a minimum of 400 hours of English by the end of Year 10.
Mathematics	<input type="checkbox"/> Students must have studied Mathematics in each Years 7-10 <input type="checkbox"/> All students must have completed a minimum of 400 hours of Mathematics by the end of year 10.
Science	<input type="checkbox"/> All students must have studied Science in each Years 7-10 <input type="checkbox"/> All students must have completed a minimum of 400 hours of Science by the end of Year 10.
Human, Society & Its Environment	<input type="checkbox"/> All students must have studied either History, Geography or Commerce in each of Years 7-10. <input type="checkbox"/> All students must have completed a minimum of 400 hours in one or more of these courses by the end of Year 10. <input type="checkbox"/> 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.
Creative Arts	<input type="checkbox"/> All students must have completed at least 100 hours of music before the end of Year 10. <input type="checkbox"/> All students must have completed at least 100 hours of Visual Arts before the end of Year 10.
Technological & Applied Studies	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.
PD/H/PE	<input type="checkbox"/> All students must have studied PD/Health/PE in each of the Years 7-10. <input type="checkbox"/> All students must have completed a minimum of 300 hours of PD/H/PE by the end of Year 10.
LOTE	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 NESA.
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 will be awarded and a N-Determination Warning will 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 from the process above.
7. Students must make a genuine attempt at completing assessment tasks that 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 NESA.
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 can 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 - 16)

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:

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

MANDATORY COURSE: YEAR 10 ENGLISH					KLA: ENGLISH	
ASSESSMENT SCHEDULE 2024						
Name of Task	Task 1: Writing Task	Task 2: Critical Response to Poetry	Task 3: Speaking and Listening Task	Task 4: Viewing and Representing Task	Task 5: Classwork	Weighting
Task Description	Students will compose an extended written response based on their study of Conflict.	Students will write an extended response to an unseen poem. This poem will relate to those set for study.	There are two components to this task: <u>Speaking</u> : Students are to prepare a speech of 4-5 minutes based on the prescribed unit of work. <u>Listening</u> : Students will listen to an audio excerpt and answer a series of multiple-choice questions based on the excerpt.	Students interpret and transform a visual text based on their study of the prescribed unit.	Ongoing classwork including multimodal presentations, assignments, homework, class activities, quizzes, tests, book work, participation and communication	
Proposed Date	Term 1 Week 8	Term 2 Week 4	Term 3 Week 7	Term 4 Week 3	Ongoing throughout the year	
Syllabus Outcomes	EN5-1A, EN5-3B, EN5-5C, EN5-6C	EN5-1A, EN5-4B, EN5-7D, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-4B	EN5-1A, EN5-3B, EN5-5C	EN5-1A, EN5-2A, EN5- 3B, EN5- 4B, EN5-5C, EN5-6C, EN5-7D, EN5- 8D, EN5-9E	
Components						
Viewing and Representing	-	-	-	20	-	20
Reading	10	10	-	-	10	30
Writing	10	10	-	-	10	30
Speaking	-	-	15	-	-	15
Listening	-	-	5	-	-	5
Marks	20	20	20	20	20	100

MANDATORY: YEAR 10 GEOGRAPHY			KLA: HSIE
ASSESSMENT SCHEDULE: 2024			
Name of Task	Task 1: Research/Fieldwork task	Task 2: Final examination	Weighting
Task Description	Junior Geography Project that will include a compulsory Fieldwork element	Will examine all content taught up to this point. Will have a ‘Skills’ component instead of an earlier ‘Skills’ topic test.	
Proposed Date	Term 3 Week 9	Term 4 Week 3	
Syllabus Outcomes			
COMPONENTS			
Knowledge and understanding of the course content.	10	30	40
Skills	5	20	25
Research	35	-	35
Marks	50	50	100

MANDATORY COURSE: YEAR 10 HISTORY			KLA: HSIE
ASSESSMENT SCHEDULE: 2024			
Name of Task	Task 1: History Examination	Task 2: Research Task	Weighting
Task Description	Period long examination to test all content to date. Can include multiple-choice, short answer & extended response/s.	Research and source-based task. Students will be assessed on their ability to research and select relevant material and then communicate information clearly.	
Proposed Date	Term 1 Week 10	Term2 Week 5	
Syllabus Outcomes	HT5.1, HT5.2, HT5.3, HT5.4, HT5.5, HT5.6, HT5. 8, HT5.9	HT5.2, HT5.3, HT5.5, HT5.6, HT5.7, HT5. 8, HT5.9, HT5.10	
COMPONENTS			
Knowledge and understanding of course content.	40	10	50
Source skills	10	10	20
Research	-	30	30
Marks	50	50	100

MANDATORY COURSE: YEAR 10 MATHEMATICS				KLA: MATHEMATICS	
ASSESSMENT SCHEDULE 2024					
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 4 Thurs 23 May	Progressive	Term 4 Week 4 Thurs 7 November	
Syllabus Outcomes	Chapters 1-6 inclusive	Topics 1 - 5 inclusive. <i>(Note: students doing 5.3 course will be notified of omitted content in examination.)</i>	Topics 7-13 inclusive.	Topics 6 - 11 inclusive. <i>(Note: students doing 5.3 course will be notified of omitted content in examination.)</i>	
Components					
Knowledge	10	10	10	10	40
Application	10	10	10	10	40
Problem Solving	5	5	5	5	20
Marks	25	25	25	25	100%

MANDATORY COURSE: YEAR 10 PDHPE					KLA: PDHPE
ASSESSMENT SCHEDULE: 2024					
Name of Task	Task 1: Practical Assessment	Task 2: Formative Assessment	Task 3: Practical Assessment	Task 4: Formative Assessment	Weighting
Task Description	Biathlon / Striking & Catching / Initiative games.	Where To From Here?' and 'Let's Party'" units. Ongoing written tasks and class-based assessments.	Latin American Dance / Volleyball / Field Games	'WWW' and 'Driver Safety' units. Ongoing written tasks and class-based assessments.	
Proposed Date	Term 1: Weeks 3 – 8 Term 2: Weeks 1 - 5	Ongoing throughout Terms 1 & 2	Term 3: Weeks 6 - 7 Term 4: Weeks 1 - 6	Ongoing throughout Terms 3 & 4	
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	
Components					
Knowledge & Understanding	10	15	10	15	50
Skills	15	10	15	10	50
Marks	25	25	25	25	100%

MANDATORY COURSE: YEAR 10 SCIENCE				KLA: SCIENCE
ASSESSMENT SCHEDULE: 2024 – SEMESTER 1				
Name of Task	Task 1: Research Task	Task 2: Semester 1 Examination	Task 3: Homework Tasks	Weighting
Task Description	Research answers to questions on radioactivity. Answers given later under examination conditions	Knowledge and Understanding of course content	10 tasks to be completed.	
Proposed date	Term 1 Week 7	Term 2 Week 4	Ongoing	
Syllabus Outcomes	Working Scientifically: SC5 – 4WS, 5WS, 6WS, 7WS, 8WS, 9WS • Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available (SC5 – 16CW) • 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)			
Components				
Knowledge and Understanding	10	40	5	55
Working Scientifically	15	5	5	25
Communication	15	5	-	20
Marks	40	50	10	100%

MANDATORY COURSE: YEAR 10 SCIENCE				KLA: SCIENCE	
ASSESSMENT SCHEDULE: 2024 – SEMESTER 2					
Name of Task	Task 1	Task 2	Task 3	Task 4	Weighting
	Experiment plan	Research Task	End of Semester Examination	Homework Tasks	
Task Description	Experimental Plan	Student Research Project 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)				
Components					
Knowledge and Understanding	-	10	40	5	55
Working Scientifically	10	10	5	5	30
Communication	5	5	5	-	15
Marks	15	25	50	10	100%

ELECTIVE COURSE: Year 10 COMMERCE				KLA: HSIE	
Assessment Schedule: 2024					
Name of Task	Task 1: Employment Issues Report	Task 2: Law in Society – Legal Portfolio	Task 3: Final examination	Task 4 Literacy and Engagement	Weighting
Task Description	Investigate changing work patterns within Australia and the involvement of Trade Unions achieving employees’ rights.	Research task, requiring students to investigate current legal cases and the operation of the legal system.	Final examination covering content from Law in Society, Promoting and Selling, Towards Independence and Employment issues.	Ongoing engagement and participation within lessons. Including a self-reflection report on Commerce outcomes.	
Proposed Date	Term 2 Week 3	Term 3 Week 3	Term 4 Week 3	Ongoing Term 1 – Term 4	
Syllabus Outcomes	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8	5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.4, 5.6, 5.7, 5.8	5.1, 5.2, 5.5, 5.9	
Components					
Knowledge and understanding of course content	10	10	25		45
Skills	5		5		10
Research	10	20			30
Literacy	5			10	15
Marks	30	30	30	10	100

ELECTIVE COURSE: YEAR 10 FOOD TECHNOLOGY					KLA: TECHNOLOGIES	
ASSESSMENT SCHEDULE: 2024						
Name of Task	Mandatory WHS Training	Unit 1: Food Service and Catering Mystery Box Challenge	Unit 2: Food Trends Portfolio	Unit 3: Food for Special Occasions	Unit 4: Food for Specific Needs Product Design	Weighting
Task Description	Completion of kitchen induction and completion of <i>OnGuard</i> online kitchen safety tests.	Complete mystery box challenge and <u>evaluation</u> Ongoing Unit <u>Practical</u> Lessons, see practical overview. Completion of <u>theory</u> booklet issued at the beginning of the term.	Create a <u>plan</u> for a Pop-Up restaurant that will occupy one of the vacant spots in YumTown. Ongoing Unit <u>Practical</u> Lessons, see practical overview. Completion of <u>theory</u> booklet issued at the beginning of the term.	Yearly <u>Examination</u> – Theory based Questions based on content learnt throughout the year. Ongoing Unit <u>Practical</u> Lessons, see practical overview. Completion of <u>theory</u> booklet issued at the beginning of the term.	Design and produce a cake suitable for a chosen celebration Ongoing Unit <u>Practical</u> Lessons, see practical overview. Completion of <u>theory</u> booklet issued at the beginning of the term.	
Proposed Date	Term 1 Week 3	Term 1 Week 8-9	Term 2 Week 5-8	Term 3 Week 8-10	Term 4 Week 1-2	
Syllabus Outcomes	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	
Components						
Theory	-	12.5	12.5	12.5	12.5	50
Practical	-	12.5	12.5	12.5	12.5	50
Marks	n/a	25	25	25	25	100%

ELECTIVE COURSE: Year 10 FRENCH					KLA: Languages
Assessment Schedule 2024					
Name of Task	Task 1: Interacting	Task 2: Creating Texts	Task 3: Understanding Texts	Task 4: Interacting	Weighting
Task Description	Students will have impromptu mini conversations with their teacher.	Students will write a dialogue based on an unseen scenario.	Students will eavesdrop on a conversation while on their way to Paris and convey the information to their English friend.	Students will interact with their peers while they play a question game in French.	
Proposed Date	Throughout the whole year	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5	
Syllabus Outcomes	ML5-INT-01	ML5-CRT-01	ML5-UND-01	ML5-INT-01	
Components					
Interacting	20 (10% each semester)			20	40
Understanding texts			30		30
Creating texts		30			30
Marks	20	30	30	20	100

ELECTIVE COURSE: YEAR 10 INDUSTRIAL TECHNOLOGY – METALS & AUTOMOTIVE, TIMBER					KLA: TECHNOLOGIES
ASSESSMENT SCHEDULE: 2024					
Name of Task	Task 1: Assignment	Task 2: Project 1	Task 3 Major Project & Folio	Task 4: Yearly Examination	Weighting
Task Description	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; so me multiple choice, true or false, short answer, drawing & extended response questions as well as a practical test task	
Proposed Date	Term 1 Week 9	Term 2 Week 5	Term 4 Week 4	Examination Period	
Syllabus Outcomes	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	
Marks	20	30	40	10	100%

ELECTIVE COURSE: YEAR 10 INTERNATIONAL STUDIES					KLA: HSIE
	ASSESSMENT SCHEDULE: 2024				
Name of Task	Task 1: Option 8 Culture and Sport	Task 2: Option 7 Culture and Film and Literature	Task 3: Option 1 Culture and Beliefs	Task 4: Classwork	Weighting
Task Description	Cross Cultural Research Task Students research sports across cultures.	Cultural Research Task Students research a cultures film and literature.	Extended Response Students research belief systems and write an extended response	Ongoing engagement and participation in classwork and lessons.	
Proposed Date	Term 1 Week 11	Term 3 Week 2	Term 4 Week 2	Ongoing Term 1 -4	
Syllabus Outcomes	IS5-4, IS5-5, IS5-6, IS5-9, IS5-10, IS5-11, IS5-12	IS5-2, IS5-3, IS5-6, IS5-10, IS5-12	IS5-2, IS5-3, IS5-4, IS5-8, IS5-9, IS5-12	All course outcomes	
Components					
Knowledge and understanding	5	10	10	5	50
Skills	5	5	5	-	25
Research	5	10	10	10	25
Literacy	5	5	5	5	
Marks	20	30	30	20	100%

ELECTIVE COURSE: YEAR 10 MARINE STUDIES					KLA: SCIENCE
ASSESSMENT SCHEDULE: 2024					
Name of Task	Task 1: Marine Mammals Task	Task 2: Marine Employment Task	Task 3: Yearly Examination	Task 4: Practical Assessment	Weighting
Task Description	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	
Proposed date	Term 1 Week 9	Term 2 Week 8	Term 4 Week 3	Ongoing Terms 1 - 4	
Syllabus Outcomes	5.1.2, 5.1.1	5.6.2, 5.5.2	5.7.2, 5.3.1	5.7.1, 5.4.1	
Components					
Knowledge and Understanding	15	-	20	-	35
Working Scientifically	-	10	5	20	35
Communication	15	10	5	-	30
Marks	30	20	30	20	100%

ELECTIVE COURSE: YEAR 10 MUSIC					KLA: CAPA
ASSESSMENT SCHEDULE: 2024					
Name of Task	Task 1: Performance	Task 2: Listening	Task 3: Composition	Task 4: Elective	Weighting
Task Description	Students will perform a piece representing the topic studied.	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	
Proposed Date	Term 1 6/4/24 Week 10	Term 2 2/7/24 Week 10	Term 3 24/9/24 Week 10	Term 4 5/11/24 Week 4	
Syllabus Outcomes	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					
Performance	25	-	-	-	25
Composition	-	-	25	-	25
Listening	-	25	-	-	25
Elective	-	-	-	25	25
Marks	25	25	25	25	100%

ELECTIVE COURSE: Year 10 PHOTOGRAPHY AND DIGITAL MEDIA						KLA: CAPA
Assessment Schedule: 2024						
Name of Task	Task 1: Research	Task 2: Photomontage	Task 3: Short Film	Task 4: Photo Journal	Task 5: Major Work	
Task Description	Research task based on a photographer	Produce a series of Photographs	Produce a Short Film.	Documentation and presentation of class tasks in Photography Journal.	Produce a Photographic Series or Short-Film that explores themes of Personal Interest.	
Proposed Date	Term 1 Week 8	Term 1 Week 10	Term 2 Week 9	Term 4 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	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Weighting	20	20	20	20	20	100%
Marks	20	20	20	20	20	

ELECTIVE COURSE: YEAR 10 P. A. S. S						KLA: PDHPE
ASSESSMENT SCHEDULE: 2024						
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.	Complete on-line Beginning Coaching course. Develop a lesson plan 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 - 7	Term 3 Weeks 3 - 10	Term 4 Weeks 1-5	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	

ELECTIVE COURSE: YEAR 10 PDHPE - WORK EDUCATION						KLA: PDHPE
ASSESSMENT SCHEDULE: 2024						
Name of Task	Task 1 What is Work? Mentor interview	Task 2 In School Work Experience Feedback (Preparing for the Workplace)	Task 3 Interview (Communication and Collaboration)	TASK 4 Transitions and Wellbeing Presentation	Task 5 Managing Finances Budget	Weighting
Task Description	Students will be tasked with interviewing mentors about their jobs/careers and why they choose to do those roles. Students will then be asked to analyse and reflect on these responses and their career/job aspirations.	Students will be assessed by their teachers, as well as peers on their skills and abilities in workplace environments within the school. Students will personally assess their performance to develop a plan to progress their skills and attributes in the future.	Students will undergo a mock job interview and be assessed on their ability to communicate in an interview environment, as well as their responses to specific workplace related questions.	Based on chosen career options, students will use an online resource to justify why their chosen career is suited to their desired lifestyle.	Students will be assessed on their ability to create a personal budget, as well as a budget for a project scenario.	
Proposed Date	Term 1 Week 5	Ongoing Assessment Reflection Terms 2 & 4	Term 1 Week 9	Term 3 Weeks 7-10	Terms 4 Weeks 2 - 4	
Syllabus Outcomes	WE5-4, WE 5-7	WE5-6	WE5-6	WE5-8, WE5-10	WE5-9	
Weighting	25	25	20	15	15	100%

ELECTIVE COURSE: YEAR 10 VISUAL ARTS						KLA: CAPA
ASSESSMENT SCHEDULE: 2024						
Name of Task	Task 1: Art Research	Task 2: Process Diary	Task 3: Art making: Post-Modern	Task 4: Process Diary	Task 5: Artmaking: Major Work	Weighting
Task Description	Historical & Critical Research Task based on focus questions.	A record of classwork, experiments and planning. Completed in class and at home.	Production of 2D or 3D artwork responding to Modernism Unit	A record of classwork, experiments and planning. Completed in class and at home.	Production of an Artwork centered on the student as ARTIST Own choice of materials and subject matter.	
Proposed Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 3	Term 4 Week 2	Term 4 Week 5	
Syllabus Outcomes	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	
Critical and Historical	20			10		30
Artmaking		20	25		25	70
Marks	20	20	25	10	25	100

ELECTIVE COURSE: YEAR 10 VISUAL DESIGN					KLA: CAPA
ASSESSMENT SCHEDULE: 2024					
Name of Task	Task 1	Task 2	Task 3	Task 4	Weighting
Task Description	T-Shirt Design	Research Task	Design Task 2 Sustainability	Major Design Project & Design Journal	
Proposed Date	Term 1 Week 11 Tuesday 9 April	Term 2 Week 2 Tuesday 23 April	Term 2 Week 9 Tuesday 25 June	Term 4 Week 4 Thursday 7 November	
Syllabus Outcomes	5.1, 5.2, 5.4, 5.5, 5.6	5.7,5.8,5.9, 5.10	5.1, 5.2, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7	
Critical and Historical		20		10	30
Artmaking	25		25	20	70
Weighting	25	20	25	30	100

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 plagiarizing 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.

(NESA, 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’
(NESA, 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 NESA, 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

Wee k	TERM 1 – 2024	TERM 2 – 2024	TERM 3 – 2024	TERM 4 – 2024
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

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>