



# ROSA ASSESSMENT GUIDELINES

YEAR 10 2025

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## Semester One Assessment Schedule

Week	Term One	Term Two
1		PDHPE (Week 1-5) Physical Activity & Sport Studies (Week 1-7)
2		Visual Design
3	PDHPE (Week 3-8) Food Technology	Commerce Visual Arts
4		English Mathematics Science
5	Physical Activity & Sport Studies (Week 5-10) PDHPE Work Education	Food Technology (Week 5-8) French History Industrial Technology (Timber & Automotive) MAD
6	Visual Arts	
7	Science	
8	English Food Technology (Week 8-9) Photography & Digital Media Visual Arts	
9	Industrial Technology (Timber & Automotive) Marine Studies PDHPE Work Education	Photography & Digital Media Visual Design
10	History Photography & Digital Media Music MAD Visual Arts	Music Visual Arts
11	International Studies Visual Design	

## Semester Two Assessment Schedule

Week	Term Three	Term Four
1		PDHPE (Week 1 – 6) Food Technology (week 1-2) Physical Activity & Sport Studies (Week 1-5)
2	International Studies MAD	International Studies PDHPE (Week 2-4) Visual Arts Work Education (Week 2-4)
3	Commerce Physical Activity & Sport Studies (Week 3-10) Visual Arts	Commerce English Geography Photography & Digital Media Marine Studies
4		Industrial Technology (Timber & Automotive) Marine Studies Mathematics Music Photography & Digital Media Science Visual Design Visual Arts MAD
5	Marine Studies	French Visual Arts
6	PDHPE (week 6-7)	MAD
7	English PDHPE Work Education (Week 7-10)	
8	Food Technology 9Week 8-10) Science Visual Arts	
9	French Geography	
10	Music	
11		



## Illness Misadventure AND Appeal Process

1

For in-class tasks, contact the school to say you are going to miss or be late for an assessment task

T: 02 4284 8266 OR E: [bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au)

Begin completing **STAGE 5 ILLNESS MISADVENTURE and APPEAL FORM**

All take home tasks are still required to be handed in by the due date and time

2

Collect evidence such as a medical certificate, police report, statutory declaration signed by a Doctor, Justice of the Peace, Police etc and attach to **STAGE 5 ILLNESS MISADVENTURE and APPEAL FORM**. Ensure date corresponds with the date of assessment task

3

Contact the school to inform when you are returning to school and organise time to submit or complete task

T: 02 4284 8266

E: [bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au)

4

### FIRST DAY OF RETURN TO SCHOOL

Contact the Teacher or Head Teacher to indicate you have returned to school and schedule when you will complete the task. Complete the online illness misadventure form and attach any supporting evidence

FINALISE AND SUBMIT **STAGE 5 ILLNESS MISADVENTURE and APPEAL FORM**

5

Students will be notified of the decision of their appeal via email and post within 2 weeks of the date of submission. Students can appeal the decision, in writing, to the Senior Review Panel by emailing the school at [bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au)

Staff to follow the **N-award warning process** for all students who fail to submit tasks by the due date and time if no Illness Misadventure and Appeal Form has been lodged by the student

# Record of School Achievement - RoSA

## ***1.1 About the ROSA***

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) courses and grades
- completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results
- any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school before the HSC because they can show it to potential employers or places of further learning.

Students who have not met the HSC minimum standard to receive their HSC, can receive a RoSA.

## ***1.2 To be eligible for a ROSA***

To be eligible for a RoSA, students must have:

- completed the mandatory curriculum requirements for Years 7 to 10
- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- left the schooling system after completing Year 10 but before completing the HSC
- complied with the requirements from the Education Act.

To satisfactorily complete a course, students must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort to the set task and experiences provided in the course by the school; and
- achieve the course outcomes



## Record of School Achievement - RoSA

### **1.3 Record of Academic Achievement**

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

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- the date the student left school (if applicable).

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

Grades are:

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

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied, to ensure grades given in different schools mean the same thing.

We provide schools with information about the allocation or patterns of grades awarded over recent years. This helps guide the allocation of grades to current students.

## 1.4 Sample RoSA certificate



### RECORD OF SCHOOL ACHIEVEMENT

This is to certify that  
**Sample Student**  
of  
**Other Sample High School**  
has met the requirements of the Record of School Achievement \*  
and has received the results shown below.

**STAGE 5 COURSES**

Year	Course	Result
<b>Board Developed Courses</b>		
2022	English (200)	C
	Mathematics (200)	C5
	Science (200)	D
	Geography (100)	C
	History (100)	D
	Food Technology (200)	D
	Personal Development, Health and P.E. (100)	C
<b>Years 7 to 10 Mandatory Curriculum Requirements</b>		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed



Student Number: 58588763

Issued by NESA without alteration or erasure on 25 August 2023 at Sydney, NSW,  
Australia

*[Signature]*  
Chief Executive Officer

NSW Education Standards Authority

The RoSA is a cumulative record of achievement that includes a student's record of academic achievement up until the date they leave school.

The RoSA records (where applicable):

- completed Stage 5 (Year 10) courses and grades
- completed Preliminary Stage 6 (Year 11) courses and grades
- HSC (Year 12) results
- any uncompleted Preliminary Stage 6 courses or HSC courses, where applicable.





## **1.5 Attendance**

NESA don't set minimum attendance for the satisfactory completion of a course.

However, a principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school **until the final day of Year 10**.

They must also complete the following mandatory Years 7-10 curriculum requirements.

## **1.6 Subject Requirements**

**English** – The English syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

**Mathematics** – The Mathematics syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

**Science** – The Science syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

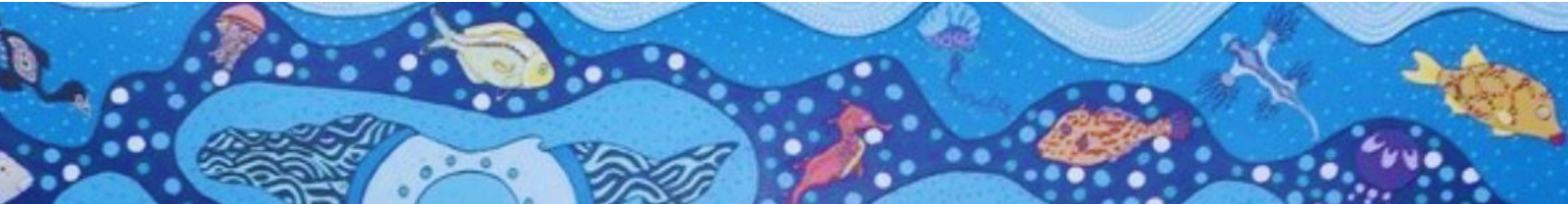
**Human Society and its Environment** – The HSIE syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

**Languages Other than English** – 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

**Technological and Applied Studies** – The Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

**Creative Arts** – Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.

**Personal Development, Health and Physical Education** – Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.



### **1.7 N determinations**

If students don't complete a course's requirements, they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might not meet course requirements. NESAs aim is to give the student time to complete the course and fix the problem.

***If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA.***

If they leave school, they will receive a Transcript of Study. Courses that received an 'N' determination will not be listed on the transcript.

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

Principals will contact NESAs student records if they feel a student is eligible for a RoSA after being deemed ineligible at the end of Year 10 because they failed to meet the mandatory course requirements.

### **1.8 Life Skills**

Students with intellectual disability can complete the Life Skills curriculum option.

Students who leave school before completing HSC requirements, but who have satisfactorily completed Year 10 via a partial or full Life Skills pathway can receive a RoSA

For every satisfactorily completed Year 10, 11 and/or 12 completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.



## RoSA Assessment Policy

### ***2.1 Assessment Procedures***

Each course has a set of procedures that they follow to assess student achievement and to allocate grades based on the Course Performance Descriptors. Assessment tasks set by the school are used to provide data to assist teachers to determine which descriptor best reflects the level of achievement of each student at the end of Year 10. The final decisions are made in relation to the 'standard' reached, not in relation to performance which is relative to other students.

This document outlines the assessment procedures that will be followed in each course.

### ***2.2 General School Procedures***

Course assessment programs will be planned in advance and published to enable coordination of the whole year assessment program.

- A variety of assessment tasks will be employed to ensure that a range of outcomes is assessed. Tasks can be designed to assess a number of outcomes.
- Examinations may be part of the assessment program.

### ***2.3 Timing of tasks***

Each student will be told what is to be assessed, how and when, with appropriate notice in advance of the initial scheduling of the task (a minimum of 2 weeks). Students will be formally handed their tasks in writing by the teacher, and a record of receipt will be kept for all students by all staff. Tasks, other than in-class tasks, must be submitted no later than the specific subject period time on the due date.

PLEASE NOTE that some subjects may stipulate no later than 9.00am on the due date, and when that is the case the teacher will indicate the process for assessment submission / collection.

Assessment is an ongoing and continuous process throughout the year that includes in class work, homework tasks, assessment tasks and examinations.



## RoSA Assessment Policy

### ***2.4 Reporting to parents and carers***

Schools must report to parents and carers on student progress and achievement. Reporting at Bulli High School will include the use of grades A, B, C, D and E

Reports will describe student progress and achievement through teacher comments. Teachers will refer to a variety of information about student progress and achievement in relation to the outcomes assessed and the content taught up to the relevant point in time. S

A to E grades are not required for reporting on student achievement in relation to Life Skills outcomes.

In Year 10, Stage 5 Course Performance Descriptors are to be used by teachers to determine grades at the end of Stage 5 courses.

### ***2.5 Common Grade Scale***

The Common Grade Scale shown below can be used to report student achievement in Years 1 to 10 in NSW schools.

The scale describes performance at each of the 5 grade levels.

#### **A**

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 new situations.

#### **B**

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

#### **C**

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.

#### **D**

The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

#### **E**

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.



## RoSA Assessment Policy

### ***2.6 Failure to complete an assessment task - zero mark***

**2.6.1** Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated. Late submission of assessment items will receive zero unless there are extenuating circumstances (Doctor's Certificate, etc.) accepted by the Faculty Head Teacher.

**2.6.2** If a piece of work is incomplete at the time of submission, it should be submitted as is, and the student will be given a mark on what has been completed.

**2.6.3** Students who complete assessment tasks or study for assessment tasks during other classes on the due date are jeopardising their RoSA and will be referred to the Deputy Principal for disciplinary action.

### ***2.7 N warning notifications (non completion of course requirements)***

Where a student is at risk of a Non-Completion Determination, the school will warn the student and advise the student and parent/carer in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given in writing. Students whose attendance is poor may not satisfy course completion criteria. The principal is the final arbitrator on any matters that arise regarding the final RoSA Assessments.

### ***2.8 Absent for an Assessment Task:***

**2.8.1** If a student is absent for a task, they must see their teacher or Head Teacher on the first day they return to school and submit a completed ***Illness/Misadventure and Appeal Form***. Reasons for the absence must be stated, and supported by documentation, e.g., a medical certificate. If unable to secure a medical appointment on the day of absence, the student must be able to show that attempts have been made to do so and an alternative form of evidence must be provided. Medical certificates cannot be supplied by parents or relatives, as per the Medical Council of NSW's 'Medical Certificate Guidelines 2012'

**2.8.2** Students must be present on the day their assessment task is due, whether or not the task is submitted in person or electronically.

**2.8.3** If a student knows they are going to be absent, they must submit an ***Illness/Misadventure and Appeal Form*** ***at least one week prior to the due date*** with supporting evidence. Students will complete the task on their first day of return to class. All take-home tasks will still need to be submitted by the due date.

## RoSA Assessment Policy

**2.8.4** Approved leave does not infer approved illness misadventure. Students are still required to submit their task by the due date.

**2.8.5** Misadventure will be declined for holidays or travel during school time.

**2.8.6** If absent for a task, the teacher will provide the student an opportunity to complete task by either:

1. Providing an extension of time to complete the original assessment task, providing this does not compromise the validity of the task, OR
2. Providing the student with a substitute assessment task. The substitute assessment task may include informal assessment tasks.

**2.8.7** In exceptional circumstances where the student cannot complete the task, the principal may decide to provide an estimate, based on completed comparable assessment tasks.

**2.8.8** A student must attend school and all set classes for the full day of an assessment task, unless there are very extenuating circumstances. A student who attends only for the task itself or just to submit the task is jeopardising their RoSA. The student must submit an Illness/Misadventure Form explaining the time they were absent and may face disciplinary action determined by the Head Teacher in consultation with the Deputy Principal.

**2.8.9** Where a student is absent for non-medical reasons, a satisfactory explanation in writing must be provided on an Illness/Misadventure Form and submitted to the Head Teacher of the faculty. Absence due to a family holiday will not be accepted as a valid reason for missing an assessment task. A zero mark may be awarded in such circumstances. Consideration will only be given if approved leave is granted due to:

1. national or state representation in a sport, arts or educational program
2. employment in the entertainment industry
3. representation in a Representative School Sport Pathway event.

**2.8.10** Where a student is absent for more than the day of the task, they must have a Doctor's Certificate explaining the entire absent period.

**2.8.11** Students are expected to attend all lessons. If non-attendance the day before assessment tasks is found, the Deputy Principal may ask the student to an interview and issue further consequences.



## RoSA Assessment Policy

Problems of any nature are referred to the appropriate faculty Head Teacher.

Misadventure forms must be completed online and all relevant documents must be attached. The Head Teacher will give a recommendation prior to review by the Senior Review Panel. Once a determination has been made, the Head Teacher will inform the student of the outcome.

### ***2.9 Invalid or Unreliable Tasks:***

In the unlikely event that a task or components of a task, are deemed to be invalid or unreliable, the Senior Executive will determine whether the task will form part of the assessment for the course or if an additional component or alternative task will be issued.

### ***2.10 Malpractice (e.g., cheating, copying) in Assessment Tasks:***

Students are required to complete the mandatory All My Own Work program to achieve the HSC. Students in Year 10 will complete this program in preparation. Students are reminded that all work submitted for assessment is to be the work of their own person. Where resources and work of others is used, this must be appropriately cited. Cases of plagiarism will be investigated, and students found to have inappropriately used others' work will receive a zero mark. All cases of malpractice are recorded in NESAs Malpractice Register.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

1. copying of someone else's work in part or in whole, and presenting it as their own
2. colluding with peers, and submitting similar work to other students
3. using material directly from books, journals, CDs or the internet without reference to the source
4. building on the ideas of another person without reference to the source
5. buying, stealing or borrowing another person's work and presenting it as their own
6. submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
7. using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement



## RoSA Assessment Policy

8. paying someone to write or prepare material
9. breaching school examination rules
10. cheating in an HSC examination
11. using non-approved aids during an assessment task
12. contriving false explanations to explain work not handed in by the due date
13. assisting another student to engage in malpractice.

### **2.11 Artificial Intelligence:**

**2.11.1** Students are encouraged to use technology as a tool for learning and research but are not to use it to gain an unfair advantage. Students are prohibited from using **Artificial Intelligence (AI) programs** or any other automated means to complete or perform academic tasks unless otherwise directed by their teacher. The use of AI or other technology to assist in the completion of assignments must be disclosed and approved by the teacher before submission. This should be recorded on the notification register. In the case of suspected plagiarism students will be required to provide evidence that all unacknowledged work is entirely their own. Students should recognise the capabilities and limitations of AI. For example:

1. AI should not be used to replace critical thinking and decision-making skills.
2. Any AI generated responses should be checked against reliable sources to ensure that facts are accurate and do not contain harmful bias.
3. When required, use of AI should be appropriately referenced.

### **2.11.2 Suspected Malpractice**

If malpractice is suspected by the classroom teacher they will inform their head teacher and the student of this and their options. The investigation of suspected malpractice will be managed by a panel formed by the deputy principal.

In the case of Malpractice (suspected plagiarism and the use of AI generated work specifically), the student will be asked to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to:

- explaining the process of their work, which might include journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.





## RoSA Assessment Policy

**2.11.3** If malpractice is concluded to have occurred, the following range of consequences may apply:

- zero marks for all or part of the task
- a formal warning
- an N Warning may be issued
- student may need to re-submit all or part of the task
- If applicable the student may have the ability to resolve the N Warning and re-submit the task – the zero mark may still be upheld

**2.11.4** If plagiarism is determined by the panel additionally:

- the students name will be recorded on the malpractice register in NESA via schools online potentially placing their RoSA in jeopardy.

### ***2.11.5 Malpractice Process***

(5 school day turnaround from notification in Sentral)

1. Class teacher;

- identifies suspected malpractice
- informs Head Teacher
- makes a Sentral entry (confidential) and notifies the Deputy Principal

2. Class teacher and Head teacher meet with student to discuss the malpractice process and their options and communicates this to the parents

**2a.** If the student agrees to malpractice, then an appropriate consequence will be issued

**2b.** If student disagrees to malpractice.

Student approaches Deputy Principal and requests a review

Deputy Principal forms panel. This may consist of HT Secondary Studies and another Head Teacher (excluding the Faculty HT from the course involved) and gathers all information



## RoSA Assessment Policy

4. The Senior Review panel analyses the information gathered and interviews:

- the student (support person offered)
- the class teacher
- the head teacher (as required)

The Senior Review panel makes their decision

5. DP convening the Senior Review Panel meets with the student and informs them of the outcome of the investigation and communicates this to the parent/carer

6. If malpractice is found – an appropriate consequence will be issued and an entry into NESA malpractice register via schools online

7. Student informed they can follow the Appeals process if they want to appeal the outcome

### ***2.11.6 Use of Technology:***

When completing a task on a computer it is a student's responsibility to make sure there is more than one copy in case there is a problem accessing the task or print the task off before the due date. Tasks must be submitted by the date and time indicated on the assessment task notification, via the platform indicated.

Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of tasks.

Google Classroom is Bulli High School's virtual learning environment, allowing students to access work, collaborate and gain feedback from teachers. The school uses a range of plagiarism detectors to guard against accidental or intentional malpractice.

Teachers may also require students to submit their tasks through the Turn It In program.



## RoSA Assessment Policy

### **2.11.7 Appeal Process:**

#### **Appealing marks or malpractice:**

In the event that a student questions the outcome of an assessment process they can follow the appeals process.

They need to apply to their teacher within 1 week of the first outcome being issued.

The appeals process can apply to;

- Individual Assessment Task results (apply to the deputy principal within 1 week of the outcome being issued)
- Assessment Rank
- Illness and Misadventure outcomes
- Malpractice process outcomes
- Other relevant assessment concerns

The teacher will refer the matter to the Head Teacher, if necessary.

Where no agreement is reached, the issue should be discussed with the Head Teacher. An Illness Misadventure and Appeal Form with evidence may be requested by the Head Teacher before their decision is made.

If a student is not satisfied with the outcome of the appeal from the Head Teacher, they may appeal in writing to the Senior Review Panel for a final determination. The Senior Review Panel will consist of the relevant Deputy Principal, Head Teacher Secondary Studies and an independent Head Teacher.

#### **To Appeal Final Grade or Rank:**

##### **School Based Appeals Process**

1. Student has concerns regarding the outcome of a process relating to assessment.
2. Student completes the online Stage 5 - Illness/Misadventure and Appeals Form.
3. The Deputy Principal refers the appeal to the Principal
4. The Principal forms an appeals panel consisting of relevant executive (excluding the deputy principal who managed the original process and the head teacher of the curriculum area of concern) and gathers all information
5. The Appeals panel assesses the information gathered and a decision is made
6. The Principal meets with the student and informs them of the outcome of the investigation and appeal and communicates this to the parent/carer
7. The Principals decision is final



## RoSA Assessment Policy

In particular note that appeals for assessment results can only be made on the basis of:

- The weightings specified by the school not conforming with NESAs requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Bulli High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark

A request for an appeal cannot be based on questioning the professional judgement of teachers in the marking of work.



## Higher School Certificate (HSC) Minimum Standards

All NSW students who complete the HSC in 2020 and beyond are required to demonstrate a minimum standard in literacy and numeracy. The HSC minimum standard was created to help ensure that students have the key literacy and numeracy skills for life after school.

The HSC minimum standard is assessed through a 45-minute online tests across three domains:

- An adaptive, multiple choice reading test
- An adaptive, multiple choice numeracy test
- A test for writing based on a written or visual prompt

To show they meet the standard, students need to:

- Achieve Level 3 or 4 in the online reading test and
- Achieve Level 3 or 4 in the online writing test and
- Achieve Level 3 or 4 in the online numeracy test

From Year 10 onwards students get up to four times per year to sit each minimum standard reading, writing or numeracy test. At least 30 calendar days are required before re- attempting a test in the same domain. There are several support options within the school to assist students in achieving the minimum standard. Students must meet the HSC minimum standard in reading, writing and numeracy only once.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework. This means that students who demonstrate the standard have the reading, writing and numeracy skills needed for everyday tasks, work, and further study.

Some students studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential. These students will be informed by their Deputy Principal and/or Year Adviser.


# Higher School Certificate (HSC) Minimum Standards

Students planning to leave school before achieving their HSC may take the minimum standard online tests to gain a record of their level of literacy and numeracy skills. Additional Information can be found at:

## [HSC Minimum Standard](#)

### [Skills needed to meet the HSC Minimum Standard](#)

### [HSC Minimum Standard resources](#)



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## HSC minimum standard resources

The HSC minimum standard tests require students to show their skills in numeracy, reading and writing. Find available resources, including sample questions and answers, to prepare for the tests.

☰
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▶

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**On this page**

- [The HSC minimum standard](#)
- [Sample questions and demonstration tests](#)
- [Practice tests](#)
- [Resources for schools and teachers](#)

#### Minimum standard

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Skills needed

**Resources** ▲

[HSC minimum standard: Disability Provisions, Exemptions and Appeals](#)

Taking the tests ▼

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## The HSC minimum standard

The HSC minimum standard is set at Level 3 of the [Australian Core Skills Framework \(ACSF\)](#) 🔗. Students need to attain Level 3 or 4 in short online numeracy, reading and writing tests to meet the HSC minimum standard.

Students are assessed on the skills defined in the ACSF and the [achievement level descriptions](#) for numeracy, reading and writing.

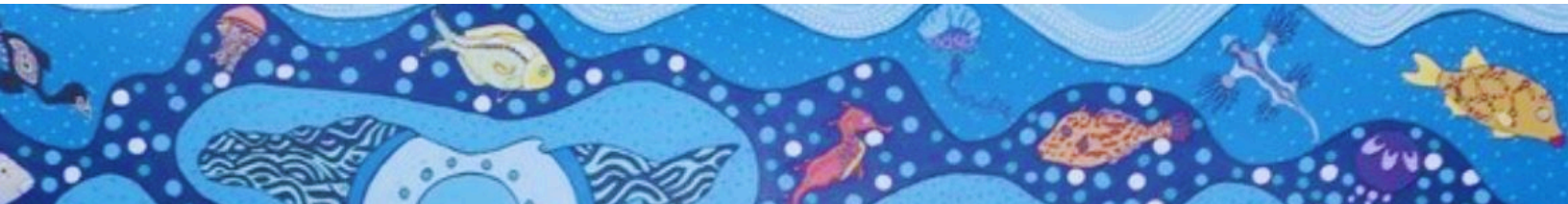
Learn more about the [skills needed](#) to meet the HSC minimum standard. Additional information, support and resources are available in [Schools Online](#) 🔗 to help schools implement the HSC minimum standard and the associated tests.

## Sample questions and demonstration tests

To help schools, parents and students understand the skills required to meet the HSC minimum standard, view the sample questions and demonstration tests.

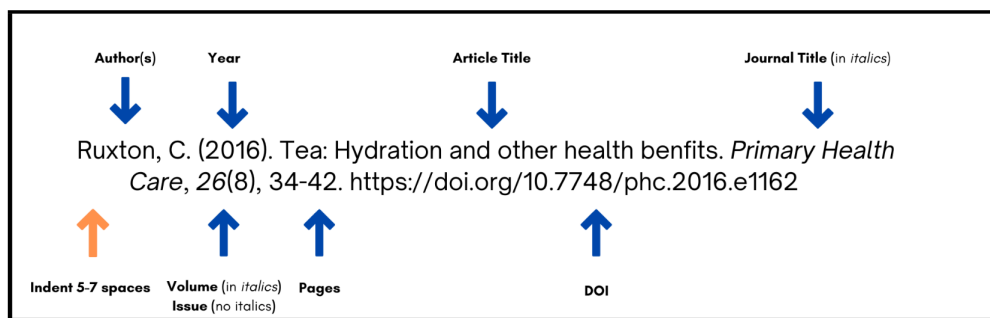
The questions cover achievement from ACSF Level 2 to Level 4, as described in the [achievement level descriptions](#).

These questions are similar to the types of questions students will be asked in the minimum standard tests. The demonstration tests help students understand the look and feel of the online tests.



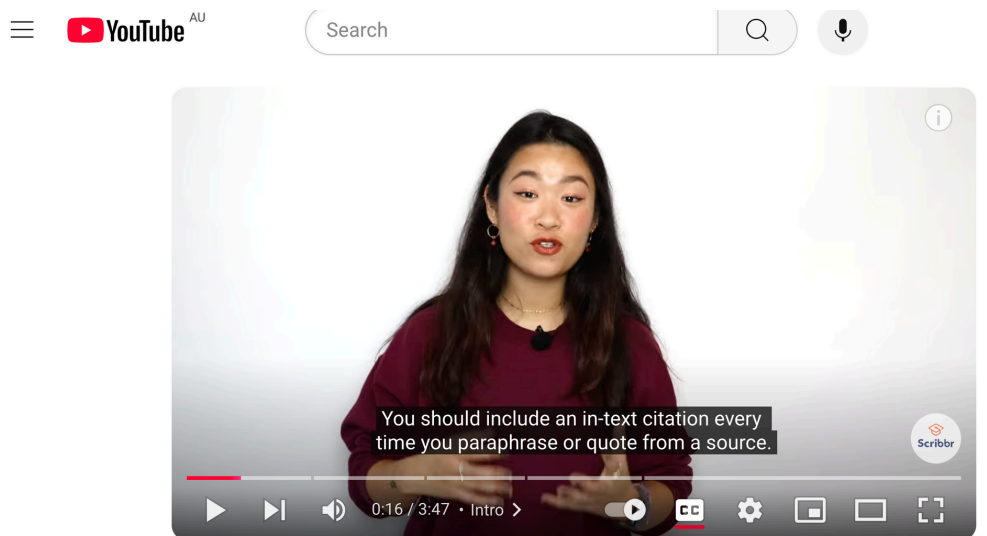
## Referencing Policy

Assessments which require referencing must include a list of all resources students have used in their research. Referencing could include books, websites, magazines, TV shows, YouTube videos or podcasts. Details of these resources are listed alphabetically in the Reference List according to the Author's last name. At Bulli High School the format that is advised is APA 7. APA is an author-date style with two key components. The purpose of referencing is to acknowledge the source and enable the reader to trace the sources.



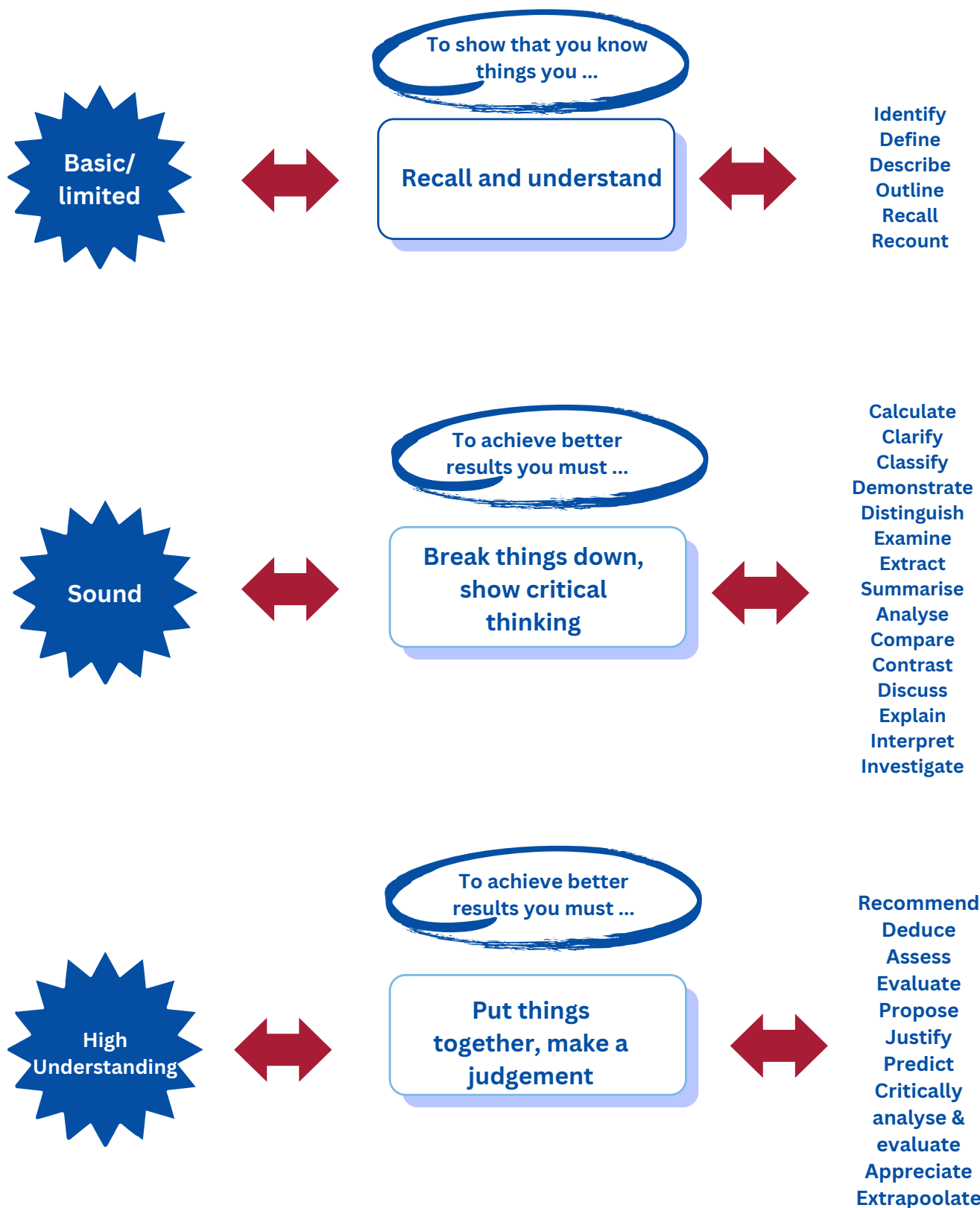
The following video will provide more information on referencing

[Click here](#)



APA 7th Edition: The Basics of APA In-text Citations | Scribbr 🎓

# Key words and levels of thinking skills



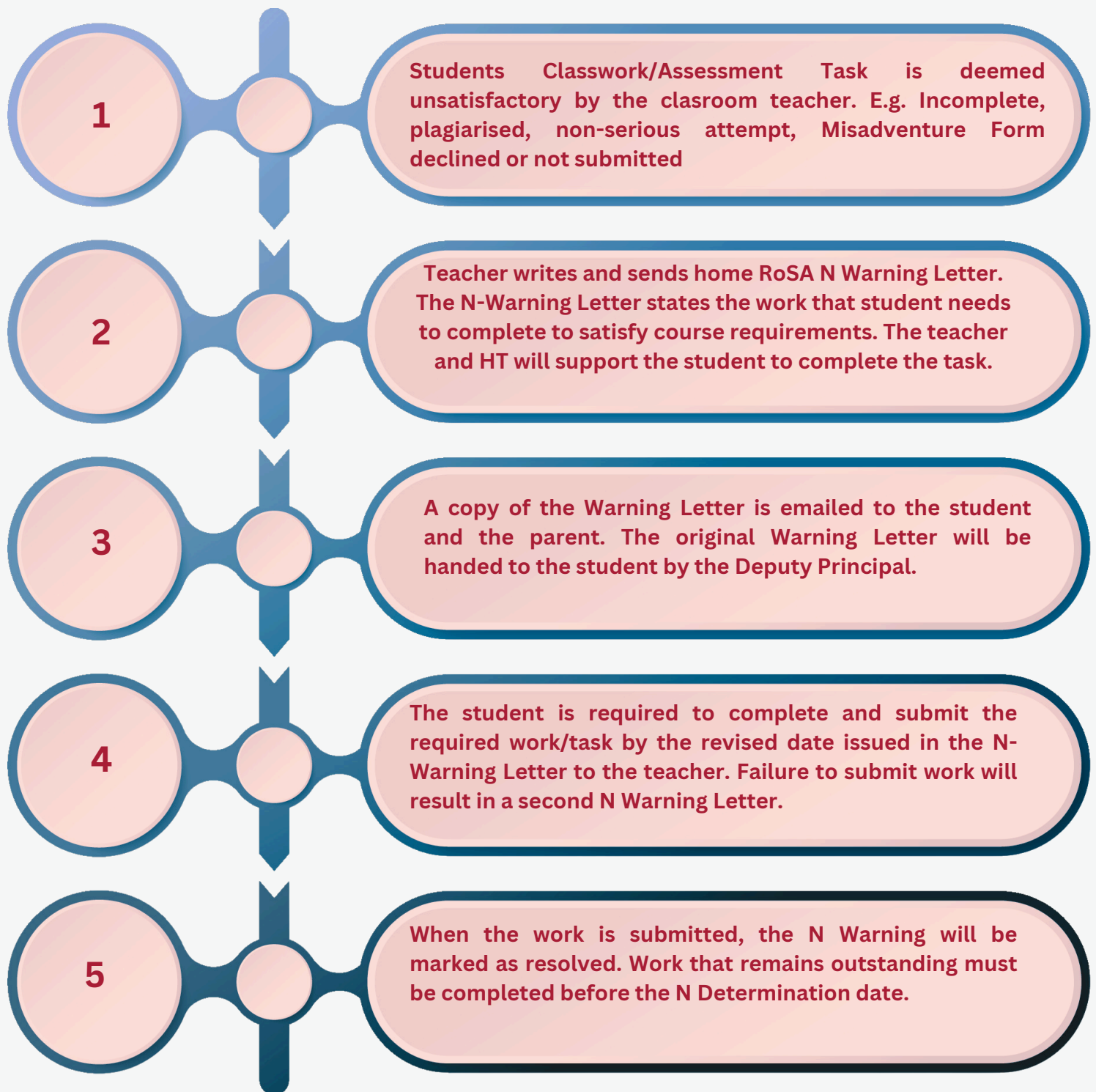


## Key Word Definitions

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results, or size
<b>Calculate</b>	Ascertain/determine from given facts, figures, or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection, and quality to (analyse/evaluate)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts, or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole



## N-warning Process



Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination which may mean not receiving a RoSA.

# STAGE 5 ILLNESS MISADVENTURE AND APPEAL ONLINE FORM

 Print form

## Stage 5 - Illness/Misadventure and Appeal form

Bulli High School



### Student Information



#### RoSA - Illness/Misadventure and Appeal Form

Illness Misadventure appeal procedures at Bulli High School are based on NESA Record of School Achievement (RoSA) rules. Illness-misadventure appeals can apply to all types of assessment tasks used to determine the school-based assessment grade. Students who become ill or suffer a misadventure that may adversely affect performance in an examination or assessment task are entitled to submit an Illness-Misadventure Appeal.

Students may also use this form to appeal the outcome of a school-based assessment task.

#### Students must complete this form if they:

- Are absent on the day of an exam or assessment task or partially absent the day of an exam or assessment task
- Believe Illness-Misadventure affected the performance in an exam or task
- Are seeking an extension of the due date for a task
- Are appealing the result of an assessment task

Student Full Name \*

Email address \*

Year Group \*

Select option

Date of Birth \*

### Course Information

Task Number \*

Select option

Task Type \*

Select option

Task due date \*

Teacher Name \*

Select staff

Subject \*

Select faculty

This application is to request \*

Select option

Has this task been submitted? \*

Select option

Reason for consideration. Provide as much detail as possible, including the impact on your performance if you completed the task. \*

Parent/Carer name \*

Signature \*

Please sign in the box above using your mouse or finger (on mobile devices) - [Reset](#)

Date \*

Supporting Documentation \*

Select file ...

 Browse ...

Supporting documentation is required when submitting this application. Appeals will not be considered without appropriate documentation.

I confirm that the above information is true and correct. \*

# ASSESSMENT TASK NOTIFICATION



**Faculty:**

**Year 9/Year 10 Course:**

**Assessment Task *Number* Notification**

**Title of Task:**

**Task Weighting:**

**Date issued:**

**Due date and time:**

## Bulli High School Assessment Policy

- If a student is absent for a task, they must see their teacher or Head Teacher on the first day they return to school and submit a completed [Stage 5 - Illness Misadventure and Appeal form](#). Reasons for the absence must be stated and supported by documentation, e.g., a medical certificate. If unable to secure a medical appointment on the day of absence, the student must be able to show that attempts have been made to do so and an alternative form of evidence must be provided.
- Students must be present on the day their assessment task is due, whether it is submitted in person or electronically.
- If a student knows they are going to be absent, they must submit a [Stage 5 - Illness Misadventure and Appeal form](#) at least one week prior to the due date with supporting evidence. Students will complete the task on their first day of return to class. All take-home tasks will still need to be submitted by the due date.
- Approved leave does not infer approved illness misadventure. Students are still required to submit their task by the due date.
- Misadventure will be declined for holidays or travel during school time.
- Artificial Intelligence is prohibited unless you have sought permission from your teacher and reference in your task.
- **Disability Provisions** - If you have been granted disability provisions and you wish to use them for this assessment task, you should contact either your class teacher or the Head Teacher of this Faculty at least **one week before** the assessment task due date to [make arrangements](#).

## Outcomes Assessed:

- List syllabus outcomes being assessed with code
- Ensure syllabus outcomes reflect the assessment guidelines for that task.

## Nature of Task:

- Explain here what the student needs to do to prepare and complete the task
- For examinations and tests, describe each section, equipment required, marks allocated for each section and length of the task

## Marking Criteria:

- Provide marking criteria on how students will be assessed (where appropriate).
- 

## Marking Guidelines:

MARKING GUIDELINES: Question #	MARK
•	

Staff can download a copy [here](#). Register of receipt can be found [here](#).



## **CHANGE IN ASSESSMENT TASK**

---

Dear Parent/ Carer,

Unfortunately, it has been necessary for a change to be made concerning an assessment task that appears in the assessment guidelines and assessment calendar.

**This is a notification that:**

**Subject:**

**Year:**

**Assessment Task:**

**Due Date:**

**has had the following changes made to it:**

**New Due Date:**

The value of the task and assessment components remains unchanged.

If you wish to inquire about this change, please ring the classroom teacher or faculty head teacher on (02) 4284 8266.

**Class Teacher(s):**

**Head teacher:**

**Date:**

Staff can download a copy [here](#).

MANDATORY COURSE: YEAR 10 ENGLISH					KLA: ENGLISH	
ASSESSMENT SCHEDULE 2025						
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	
<b>Task Description</b>	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	
<b>Proposed Date</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 7	Term 4 Week 3	Ongoing throughout the year	
<b>Syllabus Outcomes</b>	EN5-RVL-01, EN5-URA-01, EN5-ECA-01, EN5-ECB-01.	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01.	EN5-ECA-01, EN5-ECB-01, EN5-RVL-01, EN5-URA-01.	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01.	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01.	
<b>Components</b>						<b>Weighting</b>
<b>Viewing and Representing</b>	-	-	-	20	-	<b>20</b>
<b>Reading</b>	10	10	-	-	10	<b>30</b>
<b>Writing</b>	10	10	-	-	10	<b>30</b>
<b>Speaking</b>	-	-	15	-	-	<b>15</b>
<b>Listening</b>	-	-	5	-	-	<b>5</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>



<b>MANDATORY: YEAR 10 GEOGRAPHY</b>			<b>KLA: HSIE</b>
<b>ASSESSMENT SCHEDULE: 2025</b>			
<b>Name of Task</b>	<b>Task 1: Research/Fieldwork task</b>	<b>Task 2: Final examination</b>	
<b>Task Description</b>	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.	
<b>Proposed Date</b>	Term 3 Week 9	Term 4 Week 3	
<b>Syllabus Outcomes</b>	5.2, 5.5, 5.7, 5.8, 5.2,5.8 (Priority Outcomes)	5.4, 5.3. 5.7, 5.6, 5.7,5.6 (Priority Outcomes)	
<b>Components</b>			<b>Weighting</b>
<b>Knowledge and understanding of the course content.</b>	10	30	<b>40</b>
<b>Skills</b>	5	20	<b>25</b>
<b>Research</b>	35	-	<b>35</b>
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>



<b>MANDATORY COURSE: YEAR 10 HISTORY</b>			<b>KLA: HSIE</b>
<b>ASSESSMENT SCHEDULE: 2025</b>			
<b>Name of Task</b>	<b>Task 1: Research Task</b>	<b>Task 2: History Examination</b>	
<b>Task Description</b>	Research and source-based task. Students will be assessed on their ability to research and select relevant material and then communicate information clearly.	Period long examination to test all content to date. Can include multiple-choice, short answer & extended response/s.	
<b>Proposed Date</b>	Term 1 Week 10	Term2 Week 5	
<b>Syllabus Outcomes</b>	HT5-1, HT5-5, HT5-8, HT5-9, HT5-10 Priority Outcomes: HT5-8, HT5-10	HT5-1, HT5-2, HT5-3, HT5-5, HT5-6, HT5-8, HT5-9 Priority Outcomes: HT5-3, HT5-6	
<b>Components</b>			<b>Weighting</b>
<b>Knowledge and understanding of course content.</b>	10	40	<b>50</b>
<b>Source skills</b>	10	10	<b>20</b>
<b>Research</b>	30	-	<b>30</b>
<b>Total</b>	<b>50</b>	<b>50</b>	<b>100</b>





MANDATORY COURSE: YEAR 10 MATHEMATICS					KLA: MATHEMATICS
ASSESSMENT SCHEDULE 2025					
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	
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	5-FIN-C-01, 5-FIN-C-02, 5-LIN-C-01, 5-LIN-C-02, 5-MAG-C-01, 5-ARE-C-01, 5-VOL-C-01	5-IND-C-01, 5-ALG-C-01, 5-FIN-C-01, 5-FIN-C-02, 5-LIN-C-01, 5-LIN-C-02, 5-MAG-C-01, 5-ARE-C-01, 5-VOL-C-01  <i>(Note: students doing Path course will be notified of omitted content in examination.)</i>	5-DAT-C-01, 5-DAT-C-02, 5-EQU-C-01, 5-NLI-C-01, 5-NLI-C-02, 5-TRG-C-01, 5-TRG-C-02	5-PRO-C-01, 5-GEO-C-01, 5-DAT-C-01, 5-DAT-C-02, 5-EQU-C-01, 5-NLI-C-01, 5-NLI-C-02, 5-TRG-C-01, 5-TRG-C-02  <i>(Note: students doing Path course will be notified of omitted content in examination.)</i>	
<b>Components</b>					<b>Weighting</b>
Knowledge	10	10	10	10	40
Application	10	10	10	10	40
Problem Solving	5	5	5	5	20
Total	25	25	25	25	100



MANDATORY COURSE: YEAR 10 PDHPE					KLA: PDHPE
<b>ASSESSMENT SCHEDULE: 2025</b>					
Name of Task	Task 1: Practical Assessment	Task 2: Formative Assessment	Task 3: Practical Assessment	Task 4: Formative Assessment	
<b>Task Description</b>	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.	
<b>Proposed Date</b>	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	
<b>Syllabus Outcomes</b>	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>					<b>Weighting</b>
<b>Knowledge &amp; understanding</b>	10	15	10	15	<b>50</b>
<b>Skills</b>	15	10	15	10	<b>50</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



MANDATORY COURSE: YEAR 10 SCIENCE				KLA: SCIENCE
ASSESSMENT SCHEDULE: 2025 – SEMESTER 1				
Name of Task	Task 1: Research Task	Task 2: Semester 1 Examination	Task 3: Homework Tasks	
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)			
<b>Components</b>				<b>Weighting</b>
Knowledge and understanding	10	40	5	55
Working Scientifically	15	5	5	25
Communication	15	5	-	20
<b>Total</b>	<b>40</b>	<b>50</b>	<b>10</b>	<b>100</b>

## MANDATORY COURSE: YEAR 10 SCIENCE

**KLA: SCIENCE**

### ASSESSMENT SCHEDULE: 2025 – SEMESTER 2

Name of Task	Task 1: Experiment plan	Task 2: Research Task	Task 3 End of Semester Examination	Task 4 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 <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> </ul>				
<b>Components</b>					<b>Weighting</b>
Knowledge and understanding	-	10	40	5	<b>55</b>
Working Scientifically	10	10	5	5	<b>30</b>
Communication	5	5	5	-	<b>15</b>
<b>Total</b>	<b>15</b>	<b>25</b>	<b>50</b>	<b>10</b>	<b>100</b>

**ELECTIVE COURSE: YEAR 10 COMMERCE****KLA: HSIE****Assessment Schedule: 2025**

<b>Name of Task</b>	<b>Task 1: Law, Society and Political Involvement Assessment Task</b>	<b>Task 2: Employment and Work Futures Assessment Task</b>	<b>Task 3: Final Examination</b>	
<b>Task Description</b>	Research task, requiring students to analyse a legal case.	Task involving the investigation of changing work patterns within Australia.	Final examination covering content from Law, Society and Political Involvement, Running A Business, and Employment and Work Futures.	
<b>Proposed Date</b>	Term 2 Week 3	Term 3 Week 3	Term 4 Week 3	
<b>Syllabus Outcomes</b>	COM5-3, 5-4, 5-5, 5-7  Priority outcomes: COM5-3, COM5-7	COM5-1, 5-2, 5-6, 5-8  Priority outcomes: COM5-1, 5-2	COM5-1 – COM5-9  Priority outcomes: COM5-5, 5-9	
<b>Components</b>				<b>Weighting</b>
<b>Knowledge and understanding of course content</b>	10	20	30	<b>60</b>
<b>Skills</b>	5	5	5	<b>15</b>
<b>Research/Fieldwork</b>	10	-	-	<b>10</b>
<b>Literacy</b>	5	5	5	<b>15</b>
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**ELECTIVE COURSE: YEAR 10 FOOD TECHNOLOGY**

**KLA: TECHNOLOGIES**

**ASSESSMENT SCHEDULE: 2025**

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	
<b>Task Description</b>	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.	
<b>Proposed Date</b>	Term 1 Week 3	Term 1 Week 8-9	Term 2 Week 5-8	Term 3 Week 8-10	Term 4 Week 1-2	
<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>Weighting</b>
<b>Theory</b>	-	12.5	12.5	12.5	12.5	<b>50</b>
<b>Practical</b>	-	12.5	12.5	12.5	12.5	<b>50</b>
<b>Total</b>	n/a	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



<b>ELECTIVE COURSE: Year 10 FRENCH</b>					<b>KLA: Languages</b>
<b>Assessment Schedule 2025</b>					
<b>Name of Task</b>	<b>Task 1: Interacting</b>	<b>Task 2: Creating Texts</b>	<b>Task 3: Understanding Texts</b>	<b>Task 4: Interacting</b>	
<b>Task Description</b>	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.	
<b>Proposed Date</b>	Throughout the whole year	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5	
<b>Syllabus Outcomes</b>	ML5-INT-01	ML5-CRT-01	ML5-UND-01	ML5-INT-01	
<b>Components</b>					<b>Weighting</b>
<b>Interacting</b>	<b>20 (10% each semester)</b>	-	-	<b>20</b>	<b>40</b>
<b>Understanding texts</b>	-	-	<b>30</b>	-	<b>30</b>
<b>Creating texts</b>	-	<b>30</b>	-	-	<b>30</b>
<b>Total</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>20</b>	<b>100</b>



<b>ELECTIVE COURSE: YEAR 10 INDUSTRIAL TECHNOLOGY – METALS &amp; AUTOMOTIVE, TIMBER</b>					<b>KLA: TECHNOLOGIES</b>
<b>ASSESSMENT SCHEDULE: 2025</b>					
<b>Name of Task</b>	<b>Task 1: Assignment</b>	<b>Task 2: Project 1</b>	<b>Task 3 Major Project &amp; Folio</b>	<b>Task 4: Yearly Examination</b>	<b>Weighting</b>
<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; so me 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	Examination Period	
<b>Syllabus Outcomes</b>	IND5-1, IND5-2, IND5-3, 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>Total</b>	<b>20</b>	<b>30</b>	<b>40</b>	<b>10</b>	<b>100</b>





ELECTIVE COURSE: YEAR 10 INTERNATIONAL STUDIES					KLA: HSIE
ASSESSMENT SCHEDULE: 2025					
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	
Task Description	<b>Cross Cultural Research Task</b> Students research sports across cultures.	<b>Cultural Research Task</b> Students research a cultures film and literature.	<b>Extended Response</b> 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					Weighting
Knowledge and understanding	5	10	10	5	30
Skills	5	5	5	-	15
Research	5	10	10	10	35
Literacy	5	5	5	5	20
Total	20	30	30	20	100



ELECTIVE COURSE: YEAR 10 Technology M.A.D. (Materials & Design)					KLA: TECHNOLOGIES		
ASSESSMENT SCHEDULE: 2025							
Name of Task	Task 1: Project 1: The Director's Chair	Task 2: Mid-Course Examination	Task 3: Project 2: Say it With Style	Task 4: Final Examination	Task 5: Self-Directed Project	Weighting	
Task Description	This is a practical unit of work where students design, create & evaluate a scale model chair that represents the theme of their chosen movie.	Examination task based on student understanding and knowledge of Materials & Design principles including design processes & the activity of designers.	Students expand their knowledge of the concepts of graphic design processes to design & create a greeting card aligned to an identified celebration or event.	Examination task based on student understanding and knowledge of design principles, including design processes & the activity of designers.	Individual practical task based on students applying their understanding and knowledge of design principles to design & create a project of their choice that satisfies the allocated design brief.		
Proposed Date	Term 1 Week 10	Term 2 Week 5	Term 3 Week 2	Term 4 Week 4	Term 4 Week 6		
Syllabus Outcomes	DT5-1, DT5-2, DT5-4, DT5-6, DT5-7. DT5-8.	DT5-3, DT5- 4, DT5-5	DT5-1, DT5-2, DT5-4, DT5-6, DT5-7. DT5-8. DT5-9. DT5-10	DT5-3, DT5-4, DT5-5	DT5-1, DT5-2, DT5-4, DT5-6, DT5-7. DT5-8. DT5-9. DT5-10		
Total	25	10	25	15	25		100



**ELECTIVE COURSE: YEAR 10 MARINE STUDIES** **KLA: SCIENCE**

**ASSESSMENT SCHEDULE: 2025**

<b>Name of Task</b>	<b>Task 1: Marine Mammals Task</b>	<b>Task 2: Personal Interest Project</b>	<b>Task 3: Topic Tests</b>	<b>Task 4: Practical Assessment</b>	
<b>Task Description</b>	Research a marine mammal and present a PowerPoint to the class	Research a topic in the field of marine Science, present information & create a project	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 3 Week 5	Ongoing Term 1-4	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>Weighting</b>
<b>Knowledge and understanding</b>	10	-	20	-	<b>30</b>
<b>Working Scientifically</b>	-	10	5	20	<b>35</b>
<b>Communication</b>	10	10	5	10	<b>35</b>
<b>Total</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



ELECTIVE COURSE: YEAR 10 MUSIC					KLA: CAPA
ASSESSMENT SCHEDULE: 2025					
Name of Task	Task 1: Performance	Task 2: Listening	Task 3: Composition	Task 4: Elective	
<b>Task Description</b>	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	
<b>Proposed Date</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	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.	
<b>Components</b>					<b>Weighting</b>
<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>Total</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**ELECTIVE COURSE: Year 10 PHOTOGRAPHY AND DIGITAL MEDIA****KLA: CAPA****ASSESSMENT SCHEDULE: 2025**

<b>Name of Task</b>	<b>Task 1: Research</b>	<b>Task 2: Photomontage</b>	<b>Task 3: Short Film</b>	<b>Task 4: Photo Journal</b>	<b>Task 5: Major Work</b>	
<b>Task Description</b>	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.	
<b>Proposed Date</b>	Term 1 Week 8	Term 1 Week 10	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, 5.2, 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	
<b>Weighting</b>	20	20	20	20	20	100
<b>Total</b>	20	20	20	20	20	100



<b>ELECTIVE COURSE: YEAR 10 Physical Activity &amp; Sport Studies (PASS)</b>						<b>KLA: PDHPE</b>
<b>ASSESSMENT SCHEDULE: 2025</b>						
<b>Name of Task</b>	<b>Task 1: Surf Survival (Theory &amp; Practical)</b>	<b>Task 2: Enhancing Performance</b>	<b>Task 3: Coaching (Theory &amp; Practical)</b>	<b>Task 4: 'Fit As' Written Report</b>	<b>Task 5: Practice, Precision, Participation</b>	
<b>Task Description</b>	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.	
<b>Proposed Date</b>	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	
<b>Syllabus Outcomes</b>	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	<b>Weighting</b>
<b>Total</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>15</b>	<b>15</b>	<b>100</b>

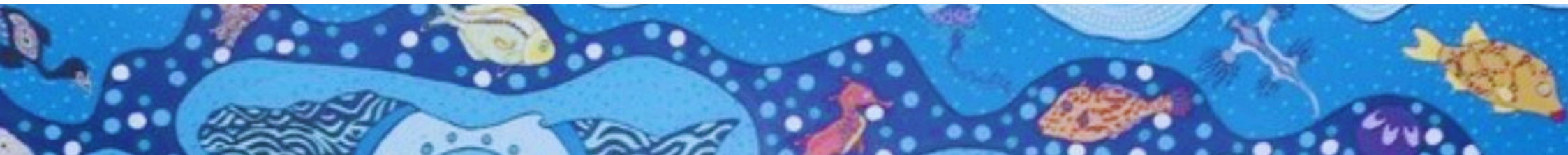


<b>ELECTIVE COURSE: YEAR 10 PDHPE - WORK EDUCATION</b>						<b>KLA: PDHPE</b>
<b>ASSESSMENT SCHEDULE: 2025</b>						
<b>Name of Task</b>	<b>Task 1 What is Work? Mentor interview</b>	<b>Task 2 In School Work Experience Feedback (Preparing for the Workplace)</b>	<b>Task 3 Interview (Communication and Collaboration)</b>	<b>TASK 4 Transitions and Wellbeing Presentation</b>	<b>Task 5 Managing Finances Budget</b>	
<b>Task Description</b>	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 based on their chosen employment after school.	
<b>Proposed Date</b>	Term 1 Week 5	Ongoing Assessment Reflection Terms 2 & 4	Term 1 Week 9	Term 3 Weeks 7 - 10	Terms 4 Weeks 2 – 4	
<b>Syllabus Outcomes</b>	WE5-4, WE 5-7	WE5-6	WE5-6	WE5-8, WE5-10	WE5-9	<b>Weighting</b>
<b>Total</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>100</b>



<b>ELECTIVE COURSE: YEAR 10 VISUAL ARTS</b>						<b>KLA: CAPA</b>
<b>ASSESSMENT SCHEDULE: 2025</b>						
<b>Name of Task</b>	<b>Task 1: Art Critical and Historical</b>	<b>Task 2: Artmaking Landscape Painting</b>	<b>Task 3: Art making: Sculpture</b>	<b>Task 4: Process Diary</b>	<b>Task 5: Artmaking: Major Work</b>	
<b>Task Description</b>	Historical & Critical Research Task.	Landscape Painting and documentation of process in Visual Diary.	Exploration of 3D forms. Contemporary practice.	A record of all 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.	
<b>Proposed Date</b>	Term 1 Week 10	Term 2 Week 4	Term 3 Week 3	Term 4 Week 2	Term 4 Week 5	
<b>Syllabus Outcomes</b>	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5	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	
<b>Components</b>						<b>Weighting</b>
<b>Critical and Historical</b>	20			10		<b>30</b>
<b>Artmaking</b>		25	25		20	<b>70</b>
<b>Total</b>	<b>40</b>	<b>50</b>	<b>50</b>	<b>20</b>	<b>20</b>	<b>100</b>





ELECTIVE COURSE: YEAR 10 VISUAL DESIGN					KLA: CAPA
<b>ASSESSMENT SCHEDULE: 2025</b>					
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	
Components					Weighting
Critical and Historical	-	20	-	10	30
Artmaking	25	-	25	20	70
Total	25	20	25	30	100