



JAMISON HIGH SCHOOL

2024

YEAR 10

ROSA COURSE

**ASSESSMENT SCHEDULES &
ASSESSMENT POLICY AND PROCEDURES**

Traditional values, modern education

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GENERAL INFORMATION ABOUT THE YEAR 10 RoSA

ELIGIBILITY REQUIREMENTS FOR THE YEAR 10 RoSA (ACE 4001)

To be eligible for a Year 10 Record of Student Achievement (RoSA), students must have:

- completed the mandatory curriculum requirements for a course of study in Years 7-10;
- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy NESA curriculum and assessment requirements for the RoSA;
- complied with the requirements of the Education Act 1990.

SATISFACTORY COMPLETION OF COURSE REQUIREMENTS (ACE 8026)

Students must make a genuine attempt to complete all course requirements. To be determined to have met the requirements for the completion of all RoSA Courses, students must be able to demonstrate that they have:

- followed the course developed or endorsed by NESA;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

For all courses, students must make a genuine attempt at assessment tasks that contribute in excess of 30% of the available marks. It is emphasised that completion of assessment tasks worth exactly 30% is not sufficient; tasks worth in excess of 30% must be attempted. Furthermore, the student must fulfil the course completion criteria.

If it is determined that a student has not made a genuine attempt to complete the course requirements, the Principal must indicate on the appropriate documentation (N-Determination) that the course has not been satisfactorily completed.

NOTE: Students undertaking a Life Skills course will be assessed on their achievement of the Life Skills outcomes identified in the planning process for the individual student. Students can demonstrate achievement of outcomes in a number of ways, and across a range of environments, including the school, community and workplace.

NESA STUDENTS ONLINE

NESA Students Online provides students in Year 10, 11 and 12 with useful information about senior school study, particularly on assessments, examinations and results, and how the Year 10 RoSA works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry, along with their NESA Student Number, are needed to activate the account.

RoSA results are available to students via their NESA Students Online account. Students can download and print their full credentials from Students Online in December.

Go to <https://studentonline.nesa.nsw.edu.au/> to activate and access Student Online accounts.

ASSESSMENT AT JAMISON HIGH SCHOOL

PURPOSE OF ASSESSMENT

Schools are required to provide an assessment of student achievement (Assessment Grade) in each course studied for the Year 10 RoSA. The grade will be based on achievement measured through formal internal school assessment tasks and will encompass student performance in all syllabus objectives and outcomes, except those relating to values and attitudes. The purpose of school assessment is to provide an indication of your achievement in a wider range of syllabus objectives.

ASSESSMENT AND COURSE REQUIREMENTS

Students are expected to undertake ALL TASKS and ACTIVITIES in order to complete the course whether they are part of an assessment schedule or not. The following course completion criteria refers to all courses.

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

1. followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

ASSESSMENT PROCEDURES - SCHOOL RESPONSIBILITIES

Schools are required to develop an assessment program for each course. In practical terms, this means that Jamison High School is required to:

- Inform students of the internal assessment requirements for each course. This handbook sets out the weightings of the components assessed in each course, as well as the value and nature of each task.
- Set assessment tasks that will measure student performance in each specified component of the course and focus on syllabus outcomes.
- Specify a weighting for each assessment task.
- Keep records of each student's performance on each assessment task.
- Provide students with information on their progress in the course.

NOTE: Assessment programs will begin at the start of the Year 10 RoSA Course. The assessment period normally finishes with the completion of Term 4. If a task does not discriminate adequately between students or has been made invalid by any circumstances, teachers may set an additional assessment task. Valid, completed tasks in your assessment program cannot be discarded although your teacher may re-weigh them after consultation with the Principal.

ASSESSMENT PROCEDURES - STUDENT RESPONSIBILITIES

Students are responsible for:

- Being familiar with the procedures and course information in this handbook.
- Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- Demonstrating diligence and sustained effort in each course and participating in all lessons.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes
- Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an Assessment Task Notification is issued, that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the Assessment Task Notification. No extension will be granted if a student fails to carry out this action. If you have a prolonged absence for a valid reason (support documentation required), you may submit to the Deputy Principal an Application for Special Consideration/Extension.
- Speaking with their teacher and/or the relevant Faculty Head Teacher for clarification about the requirements of the course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the Assessment Task Notification.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task.

NOTIFICATION OF ASSESSMENT TASKS

With the exception of the Formal Examinations you will be notified, in writing, at least 14 calendar days prior to the due date of an assessment task. In exceptional circumstances, the school may reschedule or issue a substitute assessment task with the written approval of the Principal or Delegate. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.

A more detailed explanation of the specific nature of the assessment task will be given to you on the school's Senior Assessment Task Notification Cover Sheet (see Appendix 1) which will be issued when you are notified of the task. The written notification of each assessment task will include:

- The date and time of the assessment task and/or when the assessment task is due.
- Syllabus outcomes assessed by the assessment task.
- A description of the nature of the assessment task.
- The weighting of the assessment task.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

When receiving notification of an assessment task by your teacher, you will need to sign the Assessment Task Notification Form issued in your courses Google Classroom.

If you are absent when an assessment task is notified, it is **your responsibility** to ensure you receive the assessment task. You are not entitled to any automatic extension of time for the task. If you have a prolonged absence for a valid reason (support documentation required), you may submit to the Deputy Principal an Application for Special Consideration/Extension.

SUBMISSION OF ASSESSMENT TASKS

COMPLETION OF INTERNAL ASSESSMENT TASKS

NESA expects students to satisfactorily complete all assessment tasks set by a school. NESA requires all students to follow an assessment program and have an assessment mark submitted for all courses. A student who does not comply with the assessment requirements and receives a N-Determination in a course will not have an Assessment Grade awarded for that course.

SUBMISSION OF INTERNAL ASSESSMENT TASKS

This handbook shows the general timing of assessment tasks in regards to the school term and week. Exact submission dates and times for all assessment tasks will be clearly specified on the Assessment Task Notification for each particular task. It is the students responsibility to check the submission method detailed on the Assessment Task Notification as this may vary due to the nature of the assessment task. Teachers will provide students with a receipt acknowledging that the assessment task has been received. Dates and times for Formal Examinations will be provided on the examination timetable.

When submitting your assessment task, the following rules will apply:

1. All assessment tasks must be submitted on the due day, via the method outlined in the Assessment Task Notification. If the assessment task requires a hardcopy, it must be personally delivered into the possession of the relevant teacher (or delegate) at this time and not left in staff rooms or classrooms. Students must submit the task themselves and remain in class for the entire lesson.
2. It is important that students attend **ALL** day on days with scheduled assessment tasks. Taking time off school to prepare assessment tasks on the due date is **MALPRACTICE**. Should a student miss a class on the day an assessment task is due, it may be deemed as an unfair advantage and penalties or a zero mark could apply and an N-Warning for the assessment task may be issued.
3. The assessment task should be readily identifiable on the medium used to submit the assessment task (see 'Electronic Submission of Assessment Tasks' below).
4. The school will not be responsible for the non-receipt or delay of the submission of electronic assessment tasks. Students need to allow enough time for their assessment tasks to upload on the medium used to submit. If submitting work by email, students must specifically request acknowledgement by return email of the receipt of their work. Students who do not receive a receipt within a reasonable time should regard their work as not submitted and take appropriate action.
5. Students will be required to sign the Assessment Submission Form issued by the teacher on Google Classroom when submitting an electronic assessment task. In the case of an in-class assessment task or examination students will be required to complete a Student Attendance Slip. This ensures that there is an official record that you have submitted the task.

NOTE: All tasks submitted after the due date and time will be deemed **late**. Where a student misses or is late submitting an assessment task, unless there is a valid reason, a zero mark will be recorded and an N-Warning issued.

ELECTRONIC SUBMISSION OF ASSESSMENT TASKS

When using electronic equipment to prepare and record assessment tasks and assignments, you must ensure that the work is saved regularly and that a hard copy is available (if required) well in advance of the due date. Failure of equipment, where there is no evidence of the preparation of the lost material, is not an acceptable reason for handing assessment tasks in after the due date. Students are advised to keep back-ups of all work completed on computer equipment.

All electronic assessment tasks for each course will be submitted using **Turnitin**. Turnitin is a web-based text-matching software which assists students and teaching staff in understanding and supporting the correct use of printed materials used in assignment work.

Why use Turnitin?

- To act as a deterrent against plagiarism and AI.
- To provide reports which can help identify occurrences of plagiarism and AI.
- To provide students with a tool to identify and correct possible occurrences of plagiarism in their own work and improve their academic writing before submitting an assessment task.

How does Turnitin work?

A Turnitin Assessment Task is set up by a teacher. Students access this assessment task online and upload their work before the due date. Turnitin will then analyse the submitted work to identify text matches with other sources. Teachers view the work that has been submitted, mark the work online (including grades and comments) and digitally return the task to the student once all assessment tasks have been marked.

For each piece of submitted work, Turnitin provides two things:

- A *similarity index*, which indicates the percentage of the submitted paper that Turnitin has identified as being matched against other sources.
- An *originality report*, which shows each of these matches in more detail, including the source(s) that Turnitin has found. These can be websites, books, journals and articles, or work that has previously been submitted through Turnitin.

Things you should know about Turnitin ...

- Turnitin does not directly identify plagiarism. Instead, it provides a report that allows students and teachers to see where plagiarism may have occurred. No student would be accused of plagiarism without a member of staff first reviewing this report in detail to verify that there are indeed grounds for such an accusation based on reasonable academic judgement.
- When you submit work to Turnitin, it is usually stored within the Turnitin database so that it can be cross-checked against future submissions from other students.
- Although a high originality index may indicate possible plagiarism and a low originality index may indicate original work, this is not always the case. The extent of this depends on the nature of the subject, how many quotations you use and your own academic writing style.
- Do not aim for a specific originality index that you think will be low enough to avoid detection. Plagiarism can occur even if only a small amount of text is copied. Instead aim for academically sound writing with all your sources properly acknowledged.
- Turnitin is only one of the tools used to identify possible occurrences of plagiarism. Don't forget that your work will also be read by subject experts with years of experience in marking student work. They are able to spot instances of plagiarism even where electronic systems such as Turnitin do not.

Submitting your Assessment Task using Turnitin

- To submit an assessment task to an assignment on Turnitin, the user must log in and upload a file to an existing assignment.
- Assignments in Turnitin cannot accept student submissions until the assignment start date and time has passed.
- Assignments may also reject submissions after the due date and time set by the instructor.
- To check the start date and due date information, either click on the name of the assignment in the class portfolio page or view the start and due dates located under the assignment name.

Use the following steps to submit your assessment task using Turnitin:

1. Log in to www.turnitin.com.
2. Once you've logged in, you should see your homepage listing the classes you are enrolled in.
3. Click the name of the class where you'd like to upload a file. This will take you to your Class Homepage for that class.
4. Click the Submit button to the right of the assignment name. This will take you to the file submission page. NOTE: On the file submission page, make sure the phrase next to the Submit: heading says "Single File Upload." If it says "Cut and Paste Upload," use the dropdown menu (the down arrow) next to Submit: to switch to "Single File Upload." This will allow you to upload your file rather than using the Cut and paste file submission feature.
5. Enter a title for the submission.
6. Click the What can I submit? link to review the types of files and file sizes Turnitin can accept.
7. Decide whether you'd like to upload a file from: the computer you're using OR Dropbox OR Google Drive.
8. Click one of the submission buttons (computer, Dropbox, or Google Drive).
9. Select the file you want to upload.
10. Click the Upload button on the file submission page.

After the submission has completed, a digital receipt is displayed in your browser window. A copy is also sent via email. It is important to use a valid email address to receive this copy of the digital receipt. Save the receipt and the submission ID it contains, as this is proof of a completed submission. If the digital receipt is not shown on screen after submission, return to the class portfolio page and view the assignment to ensure the paper submission has been completed correctly. Submissions can be checked and viewed by clicking on the title of the assessment task submitted under the title column to the right of the assignment name.

MANAGING LONG TERM ASSESSMENT

Long Term Assessment Tasks are characterised by one or more of the following:

- Extended preparation time (usually at least 4 weeks);
- Submission of work in stages over a sequence of deadlines;
- Substantial weighting and task size.
- Stages of Long Term Assessments must be presented on the due date, even if incomplete due to a student's illness during preparation time.

The Principal, in conjunction with the Head Teacher responsible, will then make a decision (linked with medical information/advice) about the consequences for you and the task.

These may include:

- Completion of the same task; or
- Alternative task; or
- An estimate based upon evidence of programs through the duration of the project; or
- Extension of deadline.

Extension will only be granted in exceptional circumstances. These circumstances might occur as the result of prolonged illness or misadventure, especially during the week leading up to the due date. The Principal is unlikely to grant an extension in the case of:

- Technical difficulties.
- Misplaced work assignment.
- Difficulties with research which could have been addressed by early commencement of research.
- Brief periods of illness or misadventure.

Failure to hand in a stage of a long term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task. However, continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This may in turn call into question your capacity to meet the requirements of the course.

YEAR 10 EXAMINATION PERIOD (TERM 2 and TERM 4)

A dedicated examination period will occur in Terms 2 and 4 where formal written examinations will be held for all applicable courses. Practical performance examinations will also occur within this examination period. All examinations will be sight unseen and will be no longer than 1 ½ hours in duration. These examinations will be used for reporting purposes and for calculating NESA Assessment Grades.

Students must read the examination timetable carefully and must be prepared to attend examinations at the times and venues that the school arranges. Concessions will not be made (such as extra time) for students who arrive late for an examination or who missed an examination due to poor organisation.

Students sit for all examinations in which they are entered, unless they have an illness or misadventure, in which case they must notify the school immediately and follow the appropriate procedures.

During the examination, students **must**:

- Always follow the examination supervisors instructions.
- Complete the Student Attendance Slip as an official record of attempting the task.
- Read the instructions and all questions carefully. Examination supervisors can not interpret or give instructions about examination questions.
- Write your name and/or student number on all writing booklets, questions, answer booklets and answer sheets.
- Write clearly with black pen (only use pencil if instructed to).
- Write answers in the correct answer booklets.
- Make a serious attempt at the examination by answering all questions. Answering only multiple choice questions is not considered a serious attempt .
- Stop writing immediately when the examination supervisor tells you to.
- Follow the examination supervisors instructions for arranging completed answers and wait for the examination supervisor to collect them.
- Stay in the examination room until the end of the examination.

During the examination, students **must not**:

- Start writing until the examination supervisor tells you.
- Write on anything other than the writing books, answer booklets or other writing material. You should not write on any other equipment including your body, clothing or tissues .
- Leave the examination room, except in an emergency. If you have to leave (eg. to go to the bathroom) you must be supervised while you are out of the room.
- Take any writing booklets or examination papers out of the room, whether they have been used or not.

Students must follow the normal school rules, behaving politely and courteously towards the examination supervisors and other students. Specifically students must not:

- Cheat.
- Include frivolous or objectionable material.
- Take any prohibited items into the examination room.
- Speak to anyone other than an examination supervisor.
- Behave in any way that is likely to disturb another student or upset the running of the examination.
- Eat unless approved by NESAs (for example, if you have diabetes).

Students should bring the equipment they need for each examination. Students are responsible for ensuring their equipment is in good working order. The school will not uphold misadventure applications for equipment failure. Examination supervisors may inspect equipment when a student enters the examination room and will tell them where to place any unauthorised items. However, examination supervisors are not responsible for these items.

| Permitted Items in Examination Room | Prohibited Items in Examination Rooms |
|--|--|
| <ul style="list-style-type: none">● Black pens● Pencils, erasers and a sharpener● Ruler● Highlighter pens● Clear bottle of water● A non-programmable watch (which must be taken off, placed on the exam desk in clear view and not touched during the examination).● Other equipment as specified in the examination notification, eg. calculator. | <ul style="list-style-type: none">● Mobile phones● Programmable watches (smart watches)● Any electronic devices (except calculators) including communication devices, tablets, music players, earphones or electronic dictionaries● Paper or any printed / written material● Dictionaries (except in language examinations, if allowed)● Correction fluid or correction tape. |

MALPRACTICE IN ASSESSMENT TASKS

FAILURE TO SUBMIT / NON-ATTEMPT OF AN ASSESSMENT TASK

When a student does not submit / attempt an assessment task:

- A **zero** mark will be awarded for the assessment task;
- The assessment task will be recorded as a non-attempt;
- Parents/carers will be informed by letter (N-Warning) and a new deadline will be set for students to satisfactorily submit / attempt the task as per NESA rules;
- It may be necessary to invoke the 30% regulation (see Completion of 30% of Total Value of Tasks below).

If a student is absent on the day an assessment task is due, they may apply for Illness/Misadventure by following the procedures outlined in this handbook. Failure to submit / satisfactorily attempt the assessment task could lead to an N-Determination being granted for the course and ineligibility for the award of the Year 10 RoSA.

NON-SERIOUS ATTEMPT OF AN ASSESSMENT TASK

Students must make a genuine attempt at all assessment tasks. A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability. If, in the opinion of the class teacher, a student makes a non-serious attempt at a task, it will not be marked and it will be treated in the **same manner as a non-attempt of the task** (see above).

MALPRACTICE IN AN ASSESSMENT TASK

- a) Copying and Non-Original Work: Where there is evidence of copying, or where outside sources are used but not acknowledged, marks will be deducted in proportion to the extent of non-original or unacknowledged work.
- b) Cheating: If a student is found to be cheating (or assisting others to cheat) in any assessment task, they will score **zero** for the task, parents/carers will be informed, and the Principal or Head Teacher may take further action as appropriate (Eg. N-Warning).
- c) Examination: You must follow the school rules for examinations. If you break these rules or if you cheat in the examinations in any way your paper will be cancelled and you will be reported to the Deputy Principal. The Deputy Principal may determine that you received a zero mark for your examination paper.

COMPLETION OF 30% OF TOTAL VALUE OF ASSESSMENT TASKS IN A SUBJECT

Students **must complete and/or make a genuine attempt** at assessment tasks (including examinations) which contribute in **excess** of 30% of the total marks for the course. If this is not the case, the Principal must certify that the course has not been satisfactorily completed. This will result in the student not being awarded an assessment mark, assessment grade or an examination mark in that subject and it may result in the non-award of completion of a RoSA Course. The Principal will warn students (and their parents/carers) in advance if they are in danger of not meeting the assessment requirements of the course.

UNSATISFACTORY PROGRESS

N-WARNINGS

Students may receive an N-Warning for one of three reasons:

- **Lack of Diligence and Sustained Effort:** non-completion of classwork, practicals and homework which result from low attendance (below 85%) and regular absence from class.
- **Unsatisfactory Completion of Assessment Tasks:** non-completion of an assessment task, plagiarism, use of AI, non-serious attempt of an assessment task and / or continued deliberate avoidance of examinations and assessment tasks.

The N-Warning letter issued will clearly outline:

- the number of N-Warnings that have been issued for outstanding assessment tasks;
- the details of the outstanding assessment task, classwork or work placement;
- the weighting of the assessment task or proportion of the course the work contributes to;
- the original and new due date for the work (students will be given two weeks to resolve the N-Warning by completing and submitting the work).

Each time a student receives an N-Warning, the student's parent / carer will be contacted by either the class teacher and/or Faculty Head Teacher and/or Deputy Principal and a formal warning letter will be issued. Assistance will be available to students by Tutors in the Senior Study to help resolve all N-Warnings.

N-DETERMINATIONS

Students must complete and make a genuine attempt at assessment tasks (including examinations) which contribute in excess of 30% of the total marks for the course and satisfactorily complete in excess of 85% of the coursework for each subject. An N-Determination may be issued if a student:

- has received a minimum of 2 written 'N' warnings in the same course from the principal (non-completion of course requirements for this course)
- has not participated satisfactorily in all learning experiences and have had a negative impact on the learning and/or wellbeing of other students.

(Student Behaviour Procedures Kindergarten to Year 12, October 2022)

All staff at Jamison High School are expected to follow the appropriate warning procedures as outlined below. This process typically involves considerable documentation reflecting lack of academic progress.

- Student academic report reflect non-achievement of course outcomes
- N Warning Letter 1 and follow up phone call (Class Teacher)
- N Warning Letter 2 and follow up phone call (Faculty Head Teacher)
- Offers of support from teachers / Senior Study Tutors to catch up on missed work
- Discussions with student about progress concerns (Deputy Principal)
- Senior Review Meeting with Deputy Principal, Student and Parent
- N-Determination - Interview with Principal, Student and Parent

Failure to meet the deadline of the N-Determination will result in the issue of a Final Non-Completion Determination Notification letter to the student and their parent, advising of the consequences of this process and the student's right to a school-based appeal review and the appeal process with NESAs. An N-Determination in any subject may make a student ineligible to receive their Year 10 RoSA.

SPECIAL CONSIDERATION APPLICATION PROCESS

ABSENCE FROM AN ASSESSMENT TASK DUE TO ILLNESS / MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of an assessment task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students. If, because of a VALID reason, you cannot attend school on the day when an assessment task is to be completed / submitted, you must obtain supporting documentation for your absence on the day of the task (and subsequent days if you are absent for an extended period of time). NOTE: Relevant written evidence (Medical Certificate) from a medical practitioner is mandatory for any application relating to illness for it to be considered. This must be dated during the period of illness. The Medical Certificate must be submitted to the school with the Special Consideration Application Form (Appendix 2).

Illness / Misadventure process for In-School Assessment Task:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. Students must report to the **relevant Faculty Head Teacher / Deputy Principal** on the **first day of their return to school** and be prepared to complete the task on that day.
3. Students must obtain a Special Consideration Application Form (Appendix 2) and provide any other relevant documentation, such as a Medical Certificate.
4. Completed forms and documentation must be returned by the student to the Faculty Head Teacher / Deputy Principal within two school days.

Illness / Misadventure process for the submission of a Hand-In Assessment Task:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. The student should make every attempt to have the task delivered in person or submitted electronically by the due time.
3. If the task is not submitted on the due date, the student must submit the task to the **relevant Faculty Head Teacher / Deputy Principal** on the **first day of their return to school**.
4. Students must obtain a Special Consideration Application Form (Appendix 2) and any other relevant documentation, such as a Medical Certificate.
5. Completed forms and documentation must be returned by the student to the Faculty Head Teacher / Deputy Principal within two school days.

Illness / Misadventure process on a day during an Examination Period:

1. The student or parent/caregiver **MUST** contact the school by **8.25am** on the day of the task by phone.
2. Prior to their return to school, the student must contact the **Deputy Principal** to organise a rescheduling of the affected examination.
3. On the day of a rescheduled examination, the student must report to the examination room during the time organised to complete the examination.
4. Students must obtain a Special Consideration Application Form (Appendix 2) and provide any other relevant documentation, such as a Medical Certificate.
5. Completed forms and documentation must be returned by the student to the Deputy Principal within two school days.

Failure to follow the above procedures, or your application is not successful, you will receive zero mark for that task and a possible N-Warning may be issued.

In exceptional circumstances, the Principal may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

NOTE:

- A letter from a parent will **NOT** be sufficient to satisfy the requirement of absence from an assessment task.
- If you are suspended from school when assessment tasks are due you must:
 - a) not attend school for the duration of your suspension.
 - b) submit out-of-school assessment tasks by delivery to the Front Office or electronic submission.
 - c) miss your in-school assessment task for which you will be given an alternative task or an estimate.

ABSENCE FROM AN ASSESSMENT TASK DUE TO LEAVE

Students and parents/caregivers should not assume leave will be granted, particularly in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks and examinations. All leave applications must be through the Principal using the Department of Education's Leave Application Form. Failure to comply with assessment task submission during unapproved leave will result in a zero mark being awarded and an N-Warning issued. If leave is approved by the Principal, the student will be given all coursework to be completed whilst on leave and will inform the student of the rescheduling of any assessment tasks during this time.

ABSENCE FROM AN ASSESSMENT TASK DUE TO SCHOOL BUSINESS

Where a student has a clash between an in-class assessment task and another officially approved school activity, it is the student's responsibility to organise a reschedule of this assessment task using the Special Consideration Application Form (Appendix 2). The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Failure to comply may result in a zero mark being awarded and an N-Warning issued. The school always endeavours to minimise clashes with assessment tasks and school organised activities.

ABSENCE FROM AN ASSESSMENT TASK DUE TO ELITE REPRESENTATION

Under special circumstances the Principal may grant exemptions. Students who have a conflict between assessment due dates and elite representation dates are to submit an Application for Consideration Form (Appendix 2), in addition to completing an Application for Leave Form, at least one week in advance of their assessment due date. Elite representative students may be asked to complete the assessment task by the existing due date; granted an extension; asked to complete an alternative task; or granted an estimate based on the students previous performance in the course.

EXTENSIONS TO ASSESSMENT TASK DUE DATES

An extension to the due date of an assignment may be approved, **by the Principal only**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. A Medical Certificate will be required in cases of illness. For an extension you must complete a Special Consideration Application Form (Appendix 2). You must submit this form to the Head Teacher of that subject who will make a recommendation on the application. The Head Teacher will submit to the Principal for consideration. If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Principal**, the late submission of a task will result in zero marks being awarded for that task and an N-Warning issued.

STUDENTS WITH ADDITIONAL NEEDS

ASSESSMENT FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

Decisions are made at school level to offer adjustments to students with special education needs in school-based assessment tasks, including examinations. Adjustments enable a student with special education needs to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Some students may require adjustments to the assessment process, for example:

- extra time in an examination
 - more time to complete a take-home task, including checkpoints for progress
 - scaffolded instructions
 - the use of a reader and/or scribe or specific technology
 - additional guidance provided, eg providing specific websites to research
 - accessibility, eg providing a reading stimulus at the appropriate reading level for the student
 - highlighted key words and phrases
 - more information, eg providing a wordbank, a labelled diagram or a visual cue
- Adjustments to the assessment activities, eg:
- questions rephrased
 - simplified language
 - alternative formats for questions
 - visual task instead of a reading task
- Alternative formats for responses, eg:
- written point form or notes instead of an extended response
 - scaffolded structured responses for an extended response
 - responses to short objective questions to build towards an extended response
 - oral responses instead of written responses
 - matrix or labelled diagram instead of a written response
 - multimedia presentations instead of an oral response.

Adjustments include practical arrangements to help students with special education needs access examinations. These practical arrangements are known as disability provisions. Schools are responsible for any decisions about adjustments to coursework and formal school-based assessment tasks throughout Year 10. There is no guarantee that the same disability provisions will be granted for the HSC as those given at school for course work and assessment tasks.

ASSESSMENT FOR STUDENTS COMPLETING LIFE SKILLS COURSES

Stage 5 Life Skills courses provide options for students with special education needs who are unable to access regular course outcomes. The Stage 5 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Year 10 RoSA. Stage 5 Life Skills Courses have Board Developed status.

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the *collaborative curriculum planning process*. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment tasks will provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student access coursework and/or demonstrate achievement during assessment opportunities. Schools are not required to use the Common Grade Scale (A-E) or performance bands to report achievement for students undertaking Life Skills courses.

ADDITIONAL INFORMATION

SENIOR STUDY AND N-WARNINGS

Students who have been issued with N-Warning Letters will be required to be working in the senior study in order to resolve these N-Warnings. Deputy Principal's and the Senior Study Tutors will be coordinating this. The Senior Study will be an important way to ensure that students who have failed to hand in classwork, homework or assessment tasks are provided the space and assistance to catch-up on their work and have their N-Warning resolved. This will ensure students meet requirements for the Year 10 RoSA and maximise their potential.

REVIEW OF ASSESSMENT MARKS AND PROCEDURES

If a student is dissatisfied with the mark awarded for a particular task they may ask their teacher and subject Head Teacher for a review of the mark. Any complaint relating to the marking of a task can only be considered at the time the task result is given back.

If a student has concerns that correct assessment procedures have not been followed in relation to a particular assessment task they can lodge an appeal to the school's Review Panel. The panel consists of the Principal, Deputy Principal and Year 10 Year Adviser. The panel will consider the grounds for the appeal and will inform the student of the decision.

STUDENTS WHO CHANGE COURSES / SCHOOLS / REPEAT

NESA will be notified as soon as possible of all student movements both in and out of the school. For students who transfer between the commencement of assessments in a particular course and before the end of Term 3, the receiving school is to prepare the final assessment based upon those tasks which the students complete at the receiving school. Any information from the student's previous school may also be taken into account. For students who transfer schools after the end of Term 3, their previous school is to provide the assessments. For students who transfer from interstate or overseas, only tasks undertaken at the receiving school should be assessed. For students who repeat Year 10, an assessment will be made for the repeated year only.

NEED MORE HELP?

Within the school you can obtain more assistance in relation to assessment tasks and procedures from your class teacher, Head Teachers, Year 10 Advisers and Deputy Principal responsible for Year 10 / Deputy Principal (Instructional Leader).

Outside the school you can contact the NSW Education Standards Authority (NESA), 117 Clarence Street, Sydney, Telephone 9367 8111 or website [educationstandards.nsw.edu.au](https://www.educationstandards.nsw.edu.au)

It is important to keep assessments in perspective and recognise that it is one part of a broad learning process. Together with the school examinations and other assignments, essays, seminars, etc., it is intended to measure understanding and development in the subjects studied. Assessment is really just an extension of the normal classroom practice. All course work enables you to acquire the knowledge and skills to be used in assessment tasks and examinations, and is a great help in attaining maximum marks. The students who achieve their best in Assessment will be those who work consistently throughout their senior years, maintaining a balance between Assessment Tasks and the remainder of their responsibilities.

STEPS IN ANSWERING QUESTIONS USING THE ALARM MATRIX

| | | | | |
|-----------------------------|----------------------------|----------------------------|---|---|
| | | | | What is it? |
| | | | What is it? | What does it do/look like? |
| | | What is it? | What does it do/look like? | How does it do it? |
| | What is it? | What does it do/look like? | How does it do it? | What does it lead to/relationships/ impact? |
| What is it? | What does it do/look like? | How does it do it? | What does it lead to/relationships/ impact? | How well does it do it? |
| Examples | Examples | Examples | Examples | Examples |
| IDENTIFY OUTLINE | DESCRIBE | EXPLAIN DISCUSS | ANALYSE | EVALUATE JUDGE |

If the question asks to CRITICALLY ANALYSE - state the positives and negatives.

If the question asks to CRITICALLY EVALUATE - state the positives and negatives AND make a judgement.

TOPIC NAME:

DEFINITION AND EXPLANATION:

CRITERIA FOR EVALUATION:

| Content Facts & Details | | | | Levels of Interpretation and Judgement of Content | |
|--|---|-----------------------------------|--|--|---|
| (What) NAME AND DEFINE: Areas of Content | (What) DESCRIBE: Features/ Characteristics | (Why) EXPLAIN SIGNIFICANCE: | (How) ANALYSE: Each area/Feature of Content | (How well) CRITICALLY ANALYSE: Each Area/Feature +'s advantages -'s disadvantages | (How well) EVALUATE/CONCLUDE: Each Area/Feature |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| (How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered | | | | | |
| (Why Important) CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features | | | | | |
| (Why Important) APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question? | | | | | |

TOPIC NAME: What is the name of the topic, unit, subject or process of study?

DEFINITION AND EXPLANATION of Topic: Briefly, what is the topic (1-2 sentences)?

CRITERIA FOR EVALUATION: What are some of the value judgement type words that students could use to demonstrate that the impact or effect of the aspects or application of the topic or process is positive and/or negative, beneficial/harmful; advantageous and/or disadvantageous; valid/invalid; etc.

| Content Facts & Details | | | | Levels of Interpretation and Judgement of Content | |
|--|---|---|--|--|--|
| (What) NAME AND DEFINE: Areas of Content | (What) DESCRIBE: Features/ Characteristics | (Why) EXPLAIN SIGNIFICANCE: | (How) ANALYSE: Each area/Feature of Content | (How well) CRITICALLY ANALYSE: Each Area/Feature | (How well) EVALUATE/CONCLUDE: Each Area/Feature |
| What are the main components/elements of the topic/unit/subject or steps/stages of the process under consideration? Give a name and definition of EACH of these areas. | What are the features/ characteristics/ properties pertaining to EACH component/ element in the topic/ unit/subject or step/stage in the process under consideration? | For EACH area or feature or step/stage covered, what is its function or purpose? What problem is it addressing; or what is its impact/effect? What is the cause/effect of EACH area or feature covered? | Once the function/purpose or impact/effect is established, explain how and/or why the intention is carried out. How did it achieve its purpose or impact/effect? What is the relationship between the various components/ features/steps, stages and/or their impact/effect? | Explain how each area/feature is beneficial or unbeneficial, even through implication of suggestion, in relation to the set criteria. Explain how and/or why EACH function/step, stage or impact/effect or cause/effect is positive and/or negative (in whatever sense is needed by the subject at hand) | To what extent is the impact/effect effective, its value/quality? To what extent has the object of consideration, the feature or impact, served its purpose, carried out what it was intended to accomplish. To what extent, by how much, was the impact/effect successful? By how much do the positives outweigh the negatives or vice versa? |
| | | | | +’s advantages -’s disadvantages | |
| | | | | | |
| | | | | | |
| (How well) EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered | | | | | |
| After establishing the extent of success/effectiveness of each individual feature/function/purpose, compare and contrast ALL the areas covered. To what extent is one more effective than another? Therefore, to what extent, come to a final judgement, were ALL of the features/impacts/effects, the whole process, successful or effective? | | | | | |
| (Why Important) CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features | | | | | |
| How are all of the various features/impacts/effects interrelated to form the whole topic/unit/subject/process of study? And why is this interrelationship important? Why is it important to be able to evaluate all of the aspects of study or the process itself? | | | | | |
| (Why Important) APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question? | | | | | |
| Why is this understanding of the concept and all that it entails important to my life, or the life of others? How does this help answer a question? | | | | | |

ALARM MEETS BLOOMS TAXONOMY

| | |
|---|---|
| <p>Knowledge NAME, DESCRIBE AND DEFINE</p> | <p>Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Characteristics, Features</p> |
| <p>Comprehension EXPLAIN SIGNIFICANCE</p> | <p>Conclude, Demonstrate, Discuss, Explain, Generalise, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarise, Tell, Purpose, Function, Impact, Effect</p> |
| <p>Application ANALYSE</p> | <p>Apply, Change, Choose, Compute, Dramatise, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use, How</p> |
| <p>Analysis ANALYSE</p> | <p>Analyse, Characterise, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate</p> |
| <p>Synthesis CRITICALLY ANALYSE</p> | <p>Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organise, Perform, Plan, Produce, Propose, Rewrite</p> |
| <p>Evaluation EVALUATE/ CONCLUDE</p> | <p>Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritise, Prove, Rank, Rate, Select</p> |

YEAR 10 AGRICULTURAL TECHNOLOGY 2024

SYLLABUS OUTCOMES

- AG5-1:** Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2:** Explains the interactions within and between agricultural enterprises and systems
- AG5-3:** Explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4:** Investigates and implements responsible production systems for plant and animal enterprises
- AG5-5:** Investigates and applies responsible marketing principles and processes
- AG5-6:** Explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7:** Explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8:** Evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9:** Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10:** Implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11:** Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- AG5-12:** Collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13:** Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14:** Demonstrates plant and/or animal management practices safely and in collaboration with others

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|------------------|--|----------------------|-----------|
| 1 | Term 1 Week 6 | AG5-1, AG5-2, AG5-3, AG5-6 | Research Task | 20% |
| 2 | Term 2 Week 5 | AG5-4, AG5-6, AG5-7, AG5-10, AG5-13, AG5-14 | Practical Assessment | 20% |
| 3 | Term 3 Week 8 | AG5-11, AG5-12 | Research Task | 20% |
| 4 | Term 4 Week 2 | AG5-4, AG5-6, AG5-7, AG5-10, AG5-13, AG5-14 | ROSA Examination | 25% |
| 5 | Term 4 Week 3 | AG5-1 to AG5-14 | Practical Assessment | 15% |
| | | | | 100% |

YEAR 10 COMMERCE 2024

SYLLABUS OUTCOMES

COM5-1: Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2: Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3: Examines the role of law in society

COM5-4: Analyses key factors affecting decisions

COM5-5: Evaluates options for solving problems and issues

COM5-6: Develops and implements plans designed to achieve goals

COM5-7: Researches and assesses information using a variety of sources

COM5-8: Explains information using a variety of forms

COM5-9: Works independently and collaboratively to meet individual and collective goals within specified timeframes

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|------------------|---|------------------|-----------|
| 1 | Term 1 Week 8 | COM5.1, COM5.2, COM5.4 | Research Task | 25% |
| 2 | Term 2 Week 5 | COM5.1, COM5.2, COM5.4, COM5.5 | In-Class Essay | 25% |
| 3 | Term 4 Week 2 | COM5.3, COM 5.4, COM5.7, COM5.8, COM5.9 | ROSA Examination | 25% |
| 4 | Term 4 Week 3 | COM5.1, COM5.2, COM5.3, COM5.4, COM5.5, COM5.6 | Research Task | 25% |
| | | | | 100% |

YEAR 10 ENGLISH 2024

SYLLABUS OUTCOMES

- EN5-RVL-01:** uses a range of personal, creative and critical strategies to interpret complex texts
- EN5-URA-01:** analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
- EN5-URB-01:** evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
- EN5-URC-01:** investigates and explains ways of valuing texts and the relationships between them
- EN5-ECA-01:** crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
- EN5-ECB-01:** uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|------------------|--------------------------------------|--|-----------|
| 1 | Term 1 Week 9 | EN5-URC-01, EN5-ECA-01 EN5-ECB-01 | Representations of Conflict - Multimodal PowerPoint and Speech | 25% |
| 2 | Term 2 Week 5 | EN5-RVL-01, EN5-URB-01 EN5-URC-01 | Half Yearly Examination Section I - Short Answer Section II - Extended Response | 25% |
| 3 | Term 3 Week 9 | EN5-URA-01, EN5-URB-01 EN5-ECA-01 | Human Voices- Heard Around the World Part 1a: Core + Critical- Letter Part 1b: CRITICAL ONLY - STEEAL Comparative paragraph Part 2: Core + Critical-Creative and Critical | 25% |
| 4 | Term 4 Week 2 | EN5-RVL-01, EN5-URA-01 EN5-URB-01 | ROSA Examination Viewing, Listening and Writing | 25% |
| | | | | 100% |

YEAR 10 FOOD TECHNOLOGY 2024

SYLLABUS OUTCOMES

FT5.2: Identifies, assesses and manages the risk of injury and WHS issues associated with handling food

FT5-3 Describes the physical and chemical properties of a variety of foods

FT5.7: Justifies food choices by analysing the factors that influence eating habits

FT5.10: Selects and employs appropriate techniques and equipment for a variety of food specific purposes

FT5.11: Plans, prepares, presents and evaluates food solutions for specific purposes

FT5.12: Examines the relationship between food, technology and society

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|-------------------|-----------------------|--------------------------------|-----------|
| 1 | Term 1 Week 10 | FT5.11, FT5.10, FT5.2 | Food Product Development Task | 30% |
| 2 | Term 2 Week 10 | FT5.7, FT5.12, FT5.10 | Food Service and Catering Task | 25% |
| 3 | Term 3 Week 10 | FT5.7, FT5.11 | Food Trends Research Task | 25% |
| 4 | Term 4 Week 2 | FT5.3 FT5.7, FT5.12 | ROSA Examination | 20% |
| | | | | 100% |

YEAR 10 GEOGRAPHY 2024

SYLLABUS OUTCOMES

- GE5-1:** Explains the diverse features and characteristics of a range of places and environments
- GE5-2:** Explains processes and influences that form and transform places and environments
- GE5-3:** Analyses the effect of interactions and connections between people, places and environments
- GE5-4:** Accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5:** Assesses management strategies for places and environments for their sustainability
- GE5-6:** Analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7:** Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8:** Communicates geographical information to a range of audiences using a variety of strategies

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|------------------|--------------------------------------|--------------------------|-----------|
| 1 | Term 1 Week 9 | GE5-1, GE5-2, GE5-7, GE5-8 | Multimedia Presentation | 40% |
| 2 | Term 2 Week 2 | GE5-7 | Geographical Skills Test | 20% |
| 3 | Term 2 Week 5 | GE5-1, GE5-2, GE5-3, GE5-4, GE5-5 | Semester Examination | 40% |
| | | | | 100% |

YEAR 10 HISTORY 2024

SYLLABUS OUTCOMES

- HT5-1:** Explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2:** Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3:** Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4:** Explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5:** Identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6:** Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7:** Explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8:** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9:** Applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10:** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|-------------------|---|----------------------------|-----------|
| 1 | Term 3 Week 6 | HT5-2, HT5-3, HT5-8, HT5-9, HT5-HT5-10 | In-Class Essay | 40% |
| 2 | Term 3 Week 10 | HT5-7, HT5-8, HT5-9 | Historical Source Analysis | 20% |
| 3 | Term 4 Week 2 | HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9 | Semester Examination | 40% |
| | | | | 100% |

YEAR 10 INFORMATION and SOFTWARE TECHNOLOGY 2024

SYLLABUS OUTCOMES

- 5.2.1:** Describes and applies problem-solving processes when creating solutions
- 5.2.2:** Designs, produces and evaluates appropriate solutions to a range of challenging problems
- 5.2.3:** Critically analyses decision-making processes in a range of information and software solutions
- 5.3.1:** Analyses the effects of past, current and emerging information and software technologies on the individual and society
- 5.3.2:** Acquires and manipulates data and information in an ethical manner
- 5.4.1:** Analyses the effect of past, current and emerging information in an ethical manner
- 5.5.2:** Communicates ideas, processes and solutions to a targeted audience
- 5.5.3:** Describes and compares key roles and responsibilities of people in the field of information and software technology

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|--------------------|-------------------|----------------------------|-------------------------|------------------|
| 1 | Term 2 Week 3 | 5.2.2, 5.2.3, 5.4.1, 5.3.2 | Digital Media Project | 25% |
| 2 | Term 2 Week 5 | 5.2.1, 5.2.2, 5.2.3 | Half Yearly Examination | 25% |
| 3 | Term 3 Week 10 | 5.2.1, 5.2.2, 5.2.3, 5.3.2 | Programming Project | 25% |
| 4 | Term 4 Week 2 | 5.2.1, 5.2.3, 5.5.3 | ROSA Examination | 25% |
| | | | | 100% |

YEAR 10 INDUSTRIAL TECHNOLOGY - ENGINEERING 2024

SYLLABUS OUTCOMES

IND5-1: Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2: Applies design principles in the modification, development and production of projects

IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4: selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5: Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6: Identifies and participates in collaborative work practices in the learning environment

IND5-7: Applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8: Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9: Describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10: Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|-------------------|----------------------------------|--------------------------------|------------|
| 1 | Term 1 Week 11 | IND5-1, IND5-3 IND5-5, IND5-8 | Bottle Rocket Project Folio | 20% 10% |
| 2 | Term 2 Week 5 | IND5-1, IND5-3, IND5-9 | Half Yearly Examination | 10% |
| 3 | Term 3 Week 10 | IND5-2, IND5-3 IND5-5, IND5-8 | Crane Project Folio | 30% 20% |
| 4 | Term 4 Week 2 | IND5-1, IND5-4, IND5-10 | ROSA Examination | 10% |
| | | | | 100% |

YEAR 10 INDUSTRIAL TECHNOLOGY - TIMBER 2024

SYLLABUS OUTCOMES

- IND5-1:** Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
- IND5-2:** Applies design principles in the modification, development and production of projects
- IND5-3:** Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- IND5-4:** selects, justifies and uses a range of relevant and associated materials for specific applications
- IND5-5:** Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- IND5-6:** Identifies and participates in collaborative work practices in the learning environment
- IND5-7:** Applies and transfers skills, processes and materials to a variety of contexts and projects
- IND5-8:** Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- IND5-9:** Describes, analyses and uses a range of current, new and emerging technologies and their various applications
- IND5-10:** Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|-------------------|-------------------------|-------------------------|-----------|
| 1 | Term 1 Week 11 | IND5-1, IND5-3 | Side Frames of Project | 20% |
| | | IND5-5, IND5-8 | Folio | 10% |
| 2 | Term 2 Week 5 | IND5-1, IND5-3, IND5-9 | Half Yearly Examination | 10% |
| 3 | Term 3 Week 10 | IND5-2, IND5-3 | Bedside Table Project | 30% |
| | | IND5-5, IND5-8 | Folio | 20% |
| 4 | Term 4 Week 2 | IND5-1, IND5-4, IND5-10 | ROSA Examination | 10% |
| | | | | 100% |

YEAR 10 INDUSTRIAL TECHNOLOGY - METAL 2024

SYLLABUS OUTCOMES

IND5-1: Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2: Applies design principles in the modification, development and production of projects

IND5-3: Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4: selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5: Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6: Identifies and participates in collaborative work practices in the learning environment

IND5-7: Applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8: Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9: Describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10: Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|-------------------|----------------------------------|-------------------------|------------|
| 1 | Term 1 Week 11 | IND5-1, IND5-3 IND5-5, IND5-8 | Project Folio | 20% 10% |
| 2 | Term 2 Week 5 | IND5-1, IND5-3, IND5-9 | Half Yearly Examination | 10% |
| 3 | Term 3 Week 10 | IND5-2, IND5-3 IND5-5, IND5-8 | Project Folio | 30% 20% |
| 4 | Term 4 Week 2 | IND5-1, IND5-4, IND5-10 | ROSA Examination | 10% |
| | | | | 100% |

YEAR 10 MATHEMATICS STAGE 5.1 2024

SYLLABUS OUTCOMES

- MA5.1-4NA:** Solves financial problems involving earning, spending and investing money
- MA5.1-5NA:** Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA:** Determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-8MG:** Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-9MG:** Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1-12SP:** Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP:** Calculates relative frequencies to estimate probabilities of simple and compound events

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|--|---|-------------------------|-----------|
| 1 | Term 1 Week 10 | MA5.1-4NA, MA5.1-8MG | In-Class Task | 25% |
| 2 | Term 2 Week 5 | MA5.1-4NA, MA5.1-8MG, MA5.1-5NA, MA5.1-9MG | Half Yearly Examination | 25% |
| 3 | Term 3 Part A - Week 4 Part B - Week 5 | MA5.1-6NA | Take-Home Task | 20% |
| 4 | Term 4 Week 2 | MA5.1-13SP, MA5.1-6NA, MA5.1-12SP | ROSA Examination | 30% |
| | | | | 100% |

YEAR 10 MATHEMATICS STAGE 5.2 2024

SYLLABUS OUTCOMES

- MA5.1-4NA:** Solves financial problems involving earning, spending and investing money
- MA5.1-6NA:** Determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-12SP:** Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP:** Calculates relative frequencies to estimate probabilities of simple and compound events
- MA5.2-4NA:** Solves financial problems involving compound interest
- MA5.2-6NA:** Simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-9NA:** Uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-11MG:** Calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2-12MG:** Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2-15SP:** Uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-16SP:** Investigates relationships between two statistical variables, including their relationship over time
- MA5.2-17SP:** Describes and calculates probabilities in multi-step chance experiments

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|--|---|-------------------------|-----------|
| 1 | Term 1 Week 10 | MA5.1-4NA, MA5.2-4NA | In-Class Task | 25% |
| 2 | Term 2 Week 5 | MA5.1-4NA, MA5.2-4NA, MA5.2-11MG, MA5.2-12MG, MA5.2-6NA | Half Yearly Examination | 25% |
| 3 | Term 3 Part A - Week 4 Part B - Week 5 | MA5.1-6NA, MA5.2-9NA | Take-Home Task | 20% |
| 4 | Term 4 Week 2 | MA5.1-13SP, MA5.2-17SP, MA5.1-6NA, MA5.2-9NA, MA5.1-12SP, MA5.2-15SP, MA5.2-16SP | ROSA Examination | 30% |
| | | | | 100% |

YEAR 10 MATHEMATICS STAGE 5.3 2024

SYLLABUS OUTCOMES

- MA5.2-4NA:** Solves financial problems involving compound interest
- MA5.2-5NA:** Recognises direct and indirect proportion, and solves problems involving direct proportion
- MA5.2-6NA:** Simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-7NA:** Applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA:** Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA:** Uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-11MG:** Calculates the surface areas of right prisms, cylinders and related composite solids
- MA5.2-12MG:** Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- MA5.2-15SP:** Uses quartiles and box plots to compare sets of data, and evaluates sources of data
- MA5.2-17SP:** Describes and calculates probabilities in multi-step chance experiments
- MA5.3-5NA:** Selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-6NA:** Performs operations with surds and indices
- MA5.3-7NA:** Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3-8NA:** Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3-13MG:** applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3-14MG:** Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3-18SP:** Uses standard deviation to analyse data
- MA5.3-19SP:** Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

**** Please note: Stage 5.1 outcomes may be present in common components of Assessment Tasks ****

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|--|---|-------------------------|-----------|
| 1 | Term 1 Week 10 | MA5.2-4NA, MA5.2-6NA, MA5.2-11/12MG, MA 5.3-5NA, MA5.3-13MG, MA5.3-14MG | In-Class Task | 25% |
| 2 | Term 2 Week 5 | MA5.2-7NA, MA5.2-11/12MG,. MA5.2-17SP, MA5.3-13/14MG,MA5.3-6NA | Half Yearly Examination | 25% |
| 3 | Term 3 Part A - Week 4 Part B - Week 5 | MA5.2-5NA, MA5.2-9NA, MA5.3-7NA, MA5.3-8NA | Take-Home Task | 20% |
| 4 | Term 4 Week 2 | MA5.2-15SP, MA5.2-5NA, MA5.2-9NA, MA5.3-8NA, MA5.3-15MG, MA5.3-18/19SP | ROSA Examination | 30% |
| | | | | 100% |

YEAR 10 MUSIC 2024

SYLLABUS OUTCOMES

- 5.1:** Performs works of increasing complexity in a range of styles demonstrating an understanding of the musical concepts
- 5.2:** Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3:** Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4:** Demonstrates an understanding of the concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5:** Notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6:** Uses different forms of technology in the composition process
- 5.7:** Demonstrates an understanding of musical concepts through the analysis, comparison and critical discussion of music from different stylistic, cultural and historical contexts
- 5.8:** Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation, and notation in the music selected for study
- 5.9:** Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
- 5.10:** Demonstrates an understanding of the influence and impact of technology on music
- 5.11:** Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 5.12:** Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|--------------------|-------------------|--------------------------|---|------------------|
| 1 | Term 1 Week 10 | 5.4, 5.5, 5.6 | Composition | 30% |
| 2 | Term 2 Week 5 | 5.1, 5.2, 5.9 | Performance 20% Listening Assessment 15% | 35% |
| 3 | Term 4 Week 2 | 5.3 | Performance | 20% |
| 4 | Term 4 Week 2 | 5.7, 5.8, 5.10 | ROSA Examination | 15% |
| | | | | 100% |

YEAR 10 PHYSICAL ACTIVITY & SPORTS STUDIES 2024

SYLLABUS OUTCOMES

- PASS5-1:** Discusses factors that limit and enhance the capacity to move and perform
- PASS5-2:** Analyses the benefits of participation and performance in physical activity and sport
- PASS5-3:** Discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4:** Analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5:** Demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6:** Evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7:** Works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8:** Displays management and planning skills to achieve personal and group goal
- PASS5-9:** Performs movement skills with increasing proficiency
- PASS5-10:** Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|---------------------|--|--|-----------|
| 1 | Term 1 Week 3-10 | PASS5-5, PASS5-9 | Practical Application - Wide World of Sports | 25% |
| 2 | Term 2 Week 1-7 | PASS5-2, PASS5-4, PASS5-5, PASS5-7 PASS5-8 | Coaching Application (theoretical and practical) | 25% |
| 3 | Term 3 Week 1-7 | PASS5-1, PASS5-3, PASS5-4 | Practical Application | 25% |
| 4 | Term 4 Week 2 | PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10 | ROSA Examination | 25% |
| | | | | 100% |

YEAR 10 PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION 2024

SYLLABUS OUTCOMES

- PD5-1:** Assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2:** Research and appraises the effectiveness of health information and support services available in the community
- PD5-4:** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5:** Appraises and justifies choices of actions when solving complex movement challenges
- PD5-6:** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-9:** Assesses and applies self-management skills to effectively manage complex situations
- PD5-10:** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11:** Refines and applies movement skills and concepts to compose and perform innovative movement sequences

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|---------------------|---------------------|-------------------------|-----------|
| 1 | Term 1 Week 1-10 | PD5-11, PD5-4 | Run, Jump, Dance, Throw | 25% |
| 2 | Term 2 Week 5 | PD5-1, PD5-10 | Written Application | 25% |
| 3 | Term 3 Week 1-10 | PD5-5 | Practical | 25% |
| 4 | Term 4 Week 2 | PD5-2, PD5-6, PD5-9 | ROSA Examination | 25% |
| | | | | 100% |

YEAR 10 SCIENCE 2024

SYLLABUS OUTCOMES

- SC5-5WS:** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
- SC5-6WS:** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS:** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS:** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS:** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW:** applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW:** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES:** describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
- SC5-15LW:** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
- SC5-16CW:** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
- SC5-17CW:** 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

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|-------------|--------------------|---|---------------------------|-----------|
| 1 | Term 1 Week 6/7 | SC5-6WS, SC5-7WS, SC5-17CW | Practical Assessment Task | 15% |
| 2 | Term 1 Week 10 | SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS | Student Research Project | 20% |
| 3 | Term 2 Week 5 | SC5-7WS, SC5-8WS, SC5-10PW, SC5-11PW, SC5-16CW, SC5-17CW | Progress Quiz | 25% |
| 4 | Term 3 Week 4 | SC5-7WS, SC5-9WS, SC5-15LW | Research Assessment Task | 15% |
| 5 | Term 4 Week 2 | SC5-7WS, SC5-8WS, SC5-12ES, SC5-15LW, SC5-17CW | ROSA Examination | 25% |
| | | | | 100% |

YEAR 10 VISUAL ARTS 2024

SYLLABUS OUTCOMES

- 5.1:** Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2:** Makes artworks informed by their understanding of the function of and relationships between the artist –artwork – world – audience
- 5.3:** Makes artworks informed by an understanding of how the frames affect meaning
- 5.4:** Investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5:** Makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6:** Demonstrates developing technical accomplishment and refinement in making artworks
- 5.7:** Applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8:** Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9:** Demonstrates how the frames provide different interpretations of art
- 5.10:** Demonstrates how art criticism and art history construct meanings

| TASK NUMBER | DATE DUE | OUTCOMES ASSESSED | TASK | WEIGHTING |
|--------------------|-------------------|--------------------------|----------------------------------|------------------|
| 1 | Term 1 Week 11 | 5.3, 5.5, 5.6 | Body of Work and VAPD | 20% |
| 2 | Term 2 Week 5 | 5.9, 5.10 | Written Assessment | 25% |
| 3 | Term 3 Week 5 | 5.2, 5.4, 5.7, 5.8 | Body of Work and VAPD | 15% 25% |
| 4 | Term 4 Week 2 | 5.1, 5.5 | Body of Work ROSA Examination | 15% |
| | | | | 100% |

APPENDIX 1



ASSESSMENT TASK NOTIFICATION

Student Name: Subject/Course:

Assessment Task Title:

Value of Task: Date Task Issued: Date Task Due:

Outcomes to be assessed:

- | | |
|---|---|
| <ul style="list-style-type: none">................................... | <ul style="list-style-type: none">................................... |
|---|---|

Task description:

Assessment Criteria – Your task will be assessed according to your ability to:



APPENDIX 2

SPECIAL CONSIDERATION APPLICATION FORM

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date, it must be completed as soon as they return.
3. The form, when completed, is to be submitted to the Deputy Principal via the Head Teacher of course concerned.

| | | | |
|---|--|-------------------------------|-------|
| Name of Student | | | |
| Teacher | | | |
| Subject Course | | Faculty / Department | |
| Nature of Assessment Task e.g. Essay – Title | | | |
| Due Date | | Time | |
| Reason for and Nature of Request, e.g. Special consideration or extension of time | | | |
| Specify and attach any Supporting Documentation e.g. Medical Certificate | | | |
| Signature of Student | | | Date |
| Comments | | | |
| H.T. Signature | | | Date |
| Deputy Principal's Decision | | Deputy Principal's Signature: | Date: |