

ASQUITH
BOYS
HIGH
SCHOOL



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YEAR 10
ASSESSMENT BOOKLET
2020



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A Message from the Principal

This is a very important year for all Year 10 students as it is the final year before they move into Years 11 and 12. Year 10 signifies the final opportunity for students to reinforce their subject areas of interest and ability, as this will shape their elective choices for their final years of study at Asquith Boys High School. It may also be the defining time for some students who may not wish to continue at school in preference to pursuing their career pathway.

Year 10 is also the final opportunity for students to demonstrate their abilities across a range of subject areas. Their individual performances in assessments tasks throughout Year 10 subjects will provide the basis on which they will be able to select electives in Year 11. Students will be provided with a variety of opportunities to impress and demonstrate their ability throughout Year 10. However, if their results are not to a standard that satisfies the Head Teacher and which meets the pre-determined cut-offs and demands of that subject, then they will be guided to pursue an alternative course or level.

All Year 10 students are encouraged to work to the very best of their ability in all subject areas in Year 10, to ensure that they best prepare themselves for the increased workload and study demands that await them in Year 11 and 12. It is also important to use this year to learn how to manage all of your extra curricular and sporting commitments with an effective study routine, to ensure that you not only achieve your potential but you are well equipped and prepared for the increased demands of Year 11 and 12.

The best performances are always attained by those who work the hardest, complete all required assessment tasks and classwork effectively, while sustaining high attendance every day.

This booklet is compiled to allow you to plan your study program to effectively prepare for assessment tasks. Remember that homework and class tasks are items that demonstrate your achievement of outcomes. The successful achievement of these tasks is as important in the learning process as the assessment tasks in counting towards your final assessment.

Assessment is a part of the requirements of the NSW Education Standards Authority (NESA). To meet these requirements, our school has to certify that you have:

- Applied yourself to your studies to the best of your abilities with diligence and sustained effort.
- Completed all requirements in each course, including written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes.
- Performed tasks required for the assessment program in each course in a serious manner.

It is important to be aware of all the requirements outlined in this handbook. Discuss your plans with the people whose judgement you trust, including your teachers and parents. Be prepared to undertake the next stage of your learning with determination and a willingness to always work to achieve your personal best.

There is no luck in success only hard work, preparation, planning and a great deal of determination. All any of us expect is that you use your talent to achieve your personal best in 2020 and beyond.

Bryce Grant
Principal



ASQUITH BOYS HIGH SCHOOL STAGE 5 ASSESSMENT PROCEDURES 2020

RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Years 9 and 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because it can be shown to potential employers or places of further learning

ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT

The rules and requirements for eligibility are set out in the New South Wales Education Standards Authority (NESA) publication, the Assessment, Certification and Examination (ACE) Manual, which is kept in every secondary school. It is also on the NESA website: <https://ace.nesa.nsw.edu.au/>

To be eligible for the Record of School Achievement students need to have:

- Attend a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE.
- Undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement.
- Complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA; and
- Completed Years 9 and 10 as set by the school.

THE STAGE 5 CURRICULUM – Pattern of Study

Board Developed Courses

Board Developed Courses are the courses for which NESA develops a syllabus, setting out the objectives, outcomes, structure and content.



Board Endorsed Courses

- School Designed Courses – These are courses developed by the individual school in response to local interest, or need and endorsed by NESAs
- Content Endorsed Courses (CECs) – These fall into two categories: general CECs and VET CECs including many delivered by TAFE.

All Board Endorsed Courses count and are listed on the Record of Achievement.

ASSESSMENT POLICY

Rationale:

The Asquith Boys High School Assessment Policy is designed to align all faculty tasks to ensure that assessment processes and procedures are consistent across the school to support student engagement, task completion and improve student outcomes. Students are issued the schedule in Week 1, to commence their year of study. Students will sign an acknowledgement form upon receipt of the schedule.

Policy Format:

The Asquith Boys High School Policy is divided into the following sections and numbered for ease of use:

1. Guidelines on the number of tasks being issued
2. Procedures to ensure students are informed in writing of their assessment schedules
3. Procedures relating to administration of tasks
4. Procedures relating to malpractice
5. Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works
6. Procedures for providing assessment marks for students who transfer into the school after commencement of the course and/or transfer into a lower level of an existing course i.e. English and Mathematics
7. Procedures for dealing with the assessment of accelerants and accumulants
8. Recognition of prior learning
9. Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress
10. Procedures for advising students in writing when they are in danger of not meeting assessment requirements in a course
11. Procedures for conducting school reviews of final assessment marks and appeals to NESAs

1. Guidelines on the number and types of tasks being used

1.1 Minimum number of tasks for each course

In Stage 5 all assessment is conducted via a broad range of assessment strategies aimed at providing all students with opportunities for success and ensuring the various learning strengths are reflected. Year 10 will also engage in ROSA examinations for all core courses.

In Year 11 it is suggested up to 3 assessment tasks per course, in Year 12 it is suggested up to 4 assessment tasks per course. No assessment tasks are to run within two weeks of the Year 11 and 12 examination periods. Assessment tasks scheduled after the Year 12 Trial Examinations must have approval from the Senior Executive.

VET courses will be assessed accordingly and referenced against RTO Assessment Schedules. Students cannot be recorded as competent for a unit of competency until all assessments for that unit of competency are demonstrated or successfully completed.



1.2 Types of Assessment Tasks

Assessment Task types should vary in nature, be a combination of in class (IC) and hand in (HI), and reflect outlines specific to the course syllabus documents. Assessment in the forms of examinations must not exceed the recommended percentage of overall assessment weighting as outlined in course syllabus documents.

2. Procedures to ensure students are informed in writing of their Assessment Schedules

2.1 Procedures to plan the scheduling of tasks in a coordinated way

Faculties must develop assessment schedules for every year group to complement programming scope and sequence documents prior to the commencement of a new academic year. Assessment schedules must be reviewed throughout the year by the Head Teacher and amendments recorded with new notifications issued to students and be available for monitoring by the Senior Executive. Faculty members maintain a responsibility to ensure that they are aware of relevant assessment schedules and apply these within published timeframes.

All assessment tasks will be placed on the electronic school calendar on SENTRAL, at the beginning of each term, so staff are aware of the student workloads throughout the year in order to plan excursions and extracurricular activities accordingly. The Principal and Deputy Principals will monitor this process.

2.2 Informing students and parents about tasks

At the commencement of each course, students will sign for an assessment schedule booklet with all assessment schedule details for every course. Students will sign an acknowledgement of receipt register when receiving this booklet. The register is to remain on file with the Deputy Principal. Assessment booklets will be uploaded to the school website.

Students will be informed in writing for all assessment tasks. All assessment task notification in all years must utilise the Asquith Boys High School Assessment Notification form. Notification is to be provided a minimum of two weeks prior to task completion/submission. Students are to sign receipt of assessment notification / assessment task submitted / assessment task returned with feedback received. These records are to be maintained by the course Teacher in the relevant monitoring folder.

3. Procedures relating to the administration of tasks

3.1 Providing adequate notice for tasks

A minimum two weeks written notice is required for all formal assessment tasks.

3.2 Signing for receipt and submission of tasks

All students are required to acknowledge receipt for all formal assessment tasks by signing and dating the Assessment Notification Form. When submitting their completed work, students are required to sign and date this same register a second time.

3.3 Students absent from school when assessment information is given out

If a student is absent the day of assessment task notification, it is the student's responsibility to see their Teacher to receive the notification. Students will know when task notification must be provided from information outlined in assessment booklets and faculty assessment schedules. In every case, Teachers are to issue students with a copy of missed information during the next attended lesson if students fail to meet their responsibilities. No extension of time will be given to students unless a medical certificate, statutory declaration or appropriate documentation is supplied along with a completed Appendix A form.



3.4 Submission of tasks

All hand in assessment tasks are to be submitted **to the Class Teacher by 8:40am on the due date** unless otherwise indicated on the Assessment Task Notice. If the task is to be submitted at an alternative time and place, these must be clearly detailed on the notification.

In the absence of the student's regular Teacher, the Head Teacher of the respective faculty will make arrangements for the collection of assessment tasks. Tasks should **NEVER** be left on a desk or table for future collection by the Teacher.

It is a requirement of the school that students must attend all other scheduled classes on the day of any assessment task. If a student is absent on the day of this assessment yet manage to deliver the task either electronically or physically, their submitted task must be accompanied by acceptable evidence as outlined in the Assessment Policy. Failure to follow these guidelines may result in a mark of zero for the task.

3.5 Teacher absence on the day of a task

In the case of a known absence, arrangements can be made with the respective Head Teacher to reschedule the task or go ahead with the task depending on task nature. In the case of unforeseen absence, the respective faculty Head Teacher and Deputy Principal will decide to reschedule the task or go ahead with the task depending on task nature.

Note: Rescheduling any task must be done in writing and with consideration of other faculty assessment schedules.

3.6 Students who hand in work late or are absent

Students who are unable to attend or submit an assessment task on the due date must contact the school that day by phone and record a message relating to their absence with the front office. All students will need to complete the Request for Alteration to Assessment Task form (APPENDIX A).

Students absent from an assessment task or examination will be awarded a zero mark if they do not have a medical certificate or appropriate documents to gain marks for the assessment or examination. Students are required to supply a medical certificate or other documentary evidence such as a Statutory Declaration relating to the absence. It is the student's responsibility on their FIRST DAY BACK AT SCHOOL (after task/examination) to make arrangements through the Deputy Principal for an extension or Application for Special Consideration to resolve the task. Applications should be made on Request for Alteration to Assessment Task form (APPENDIX A).

Where a student knows ahead of time that he will be absent for a task (e.g.; work placement for VET courses, school sporting activity, course excursion) they must make arrangements prior to the date to complete the task/s at an agreed time. Applications must be made to the Deputy Principal on the appropriate form (Appendix A) at least ONE week ahead of the date proposed for the task. Where this does not happen, a student may be awarded a zero final mark for the task.

If the assessment task is a hand in task, students who are absent must submit the task electronically via email to asquithboy-h.school@det.nsw.edu.au by the due date and time. Where a hand in task cannot be submitted electronically, for example a piece of artwork, students must hand in the task on their first day back at school, along with completing the appropriate paperwork for being absent when an assessment task is due.

3.7 Parent notification of incomplete tasks or failure to submit tasks

Teachers are to notify parents of incomplete tasks or failure to submit tasks, within 10 school days of the official task submission date. Teachers are required to maintain records of this notification on SENTRAL. Teachers are to issue an 'N' warning notification for all assessment tasks that are incomplete or not submitted and appropriate documentation is not received. Head Teachers are responsible for the monitoring of parent notification and documentation.



3.8 Prolonged absence

Students with prolonged absence will be judged on a case-by-case basis, through collaborative consultation between Executive and Senior Executive, to design an equitable individualised assessment plan.

3.9 Occasions where estimates are given or substitute tasks are administered

Estimates or substitute tasks will be deployed at the discretion of the Review Panel. Estimates and substitute tasks will also be deployed at the discretion of the Senior Executive for individualised assessment plans.

In the event that:

- a compromised task is administered
- a non-discrimination task is administered

Head Teachers will determine the estimate based on the rank of the student at the time of the task taking place.

3.10 Occasions when zero marks are awarded

Zero marks will be awarded at the discretion of the Review Panel. Zero marks may also be awarded to students who fail to submit or sit a task and do not submit an appeals form. Zero marks may also be awarded in the event of malpractice.

3.11 Special / Disability provision in examinations

Regardless of the nature of the special need, the provisions granted will be solely determined by the implication of the students functioning in an examination situation. Provisions may include some of the following but not limited to; Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, examination supervision, permission to take medication, or other provisions as judged appropriate. Special / Disability provisions are overseen by the Deputy Principal in consultation with the school's Learning Support Team, Senior Executive and NESAs.

3.12 More than one class following the same course

Common tasks, conditions and marking procedures will be followed in the instance of more than one class following the same course. Assessment tasks need to be issued at the same time for courses with more than one class. Blind marking, cross class section marking, and cross class blanket marking are to be engaged for all year groups where more than one class undertakes a course. Faculties are required to have established processes to accommodate shared marking practices and be able to present faculty processes to Senior Executive, if required.

3.13 Tasks due across more than one date

In cases where task completion is to occur across multiple days, such as English Speech across the entire year group, every student is required to be prepared for the task completion on the first day of the task and is required to submit a copy of the task on the first day it is due.

3.14 Students undertaking VET work placement

Mandatory VET work placement is not an unforeseen period away from school. Absence due to VET work placement will not be upheld through the appeals process. Executive responsible for VET, and communications with partnership brokers, will endeavour to ensure VET work placement does not clash with key assessment periods. In cases where clashes with assessment tasks are unavoidable, students are required to plan alternate assessment scheduling with the Deputy Principal. Students need to be reminded of their responsibilities in checking the time of tasks. If an assessment task is issued prior to work placement, students are required to submit the task by the due date. If the task is a test or examination, students are required to make arrangements to sit the task prior to leaving on placement. The student must also complete APPENDIX A giving the Classroom Teacher at least one week notice in order to prepare the task.

3.15 Technical failure

Technology is not an excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep hard copies of text. Extensions will be given only with the ROSA Review Panel Agreement, and if the student can provide proof of work completed. The draft work must be submitted on the due date, accompanied by a Request for Alteration to Assessment Task form (APPENDIX A) if any consideration is to be given by the committee. All such cases will be considered individually.

4. Procedures relating to malpractice

4.1 Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It includes:

- Copying, buying, stealing or borrowing part or all of someone else's work and presenting it as their own.
- Using material directly from books, journals, CDs, the internet or other electronic material without acknowledging the source.
- Submitting work that contains a large and unacknowledged contribution from another person such as a parent, tutor, coach or author.
- Paying someone to write or prepare material that is associated with a task, such as process diaries, logs or journals.
- Providing another student with your assessment task or parts of it.

4.2 Malpractice and the ROSA

The ROSA is a well-respected and widely recognised educational credential. Cheating undermines the integrity of the qualification. For many NSW students, the ROSA provides a gateway to tertiary studies. This is a pivotal point for many students. Sometimes, due to the pressure students place upon themselves to succeed, some may feel tempted to engage in activities they would not normally consider, such as cheating. Cheating in the ROSA is a serious offence. It distorts legitimate measures of a student's achievements. While cheating advantages the individual, it disadvantages other students. In the case of school-based assessment, cheating may affect the order in which students are ranked and distort the moderation process applied to the internal assessment marks.

4.3 Procedures for dealing with malpractice in tasks

Suspected malpractice is to be reported to respective Head Teachers for review. If, following consideration by the Class Teacher and Head Teacher, malpractice is suspected, the matter is to be reported to the Deputy Principal - Curriculum for investigation. In straight forward matters, where the malpractice is obvious, or the student/s admit to malpractice, the investigation process will be completed by the Deputy Principal. In more complex cases the Deputy Principal will inform the Review Panel to investigate the matter and provide a recommendation to the Principal. In all cases the final determination and penalty remains the decision of the Principal. Students found to have engaged in malpractice may be awarded a **zero mark** and be required to complete the task again or complete an alternate task at the discretion of the Head Teacher and Senior Executive. These students will also be reported to NESA and placed on the malpractice register.

Missing classes to complete tasks: Students who truant classes or use other subject time to complete assessment tasks or prepare for in-class tasks will be awarded **zero** for the task being completed.

4.4 Procedures for dealing with malpractice in examinations

Students are to only have materials which are necessary and permitted for the task. Students must not speak to other students from the time they enter the examination room until the time they leave. Students must not behave in a way likely to disturb other students. All electronic devices must be turned off and placed away from their desk. Students not making a serious attempt with the task, or attempting to plagiarise or cheat, will be subjected to penalty. Students found to breach any examination requirements may be removed from the examination and awarded a **mark of zero**.

4.5 Strategies for preventing malpractice

Prevention of malpractice is always preferable to dealing with its consequences. There are a number of actions school can take to help students avoid cheating.

- Asquith Boys High School aims to design tasks that minimise opportunities for malpractice and include a level of supervision.
- Each course Teacher has an obligation to help students with learning how to document and record legitimate assistance. This includes correct referencing, correct acknowledgement of sources and assistance with projects and practical works in accordance with NESA documentation.
- The Asquith Boys High School Professional Learning Program incorporates in-servicing that ensures Teachers understand the kind of feedback they can legitimately give for school assessment work, and during the development of projects and practical works, so that they can confidently help students without inadvertently contributing to malpractice.

4.6 Strategies for preventing malpractice in work completed out of class time

Strategies to prevent malpractice in work completed outside class time are based on a consistent approach applied across the whole school. Ensuring students are adequately briefed and feel prepared for the challenge presented by an assessment task should reduce the risk of cheating and malpractice. Teachers are to apply one or more of the following strategies:

- If possible, Teachers should allocate class time to planning and drafting an initial response to the task
- All students are required to prepare annotated references, and/or maintain a process diary/journal, and/or submit original drafts, annotated by the Class Teacher, with the final copy. All students are required to present work either orally, visually or in writing at key stages of the development process. This work is to be sighted by the Teacher and records maintained
- Where appropriate, Teachers should consider requiring students to develop an action plan with a specific time frame to be signed off as each task is completed. They may need to keep logbooks, journals or reflection statements throughout the development of their projects or practical works. They may be asked to present a viva voce, or to deliver a brief presentation on their progress, which would include submitting their logbooks and discussing entries.
- Students must understand that components of their projects or practical works that have been written, created or developed by others must be acknowledged in accordance with NESA's documentation for that course.
- When preparing a brief for any assessment task being undertaken by parallel classes, Teachers must develop a shared understanding of the nature and extent of the support they are prepared to provide. At the outset, clearly advise students of the degree of Teacher involvement in the development, rehearsal or execution of a task.
- Courses with a submitted project or practical work, such as Design and Technology, Industrial Technology, Visual Arts, and English Extension 2 have special requirements. For example, the Teacher and the Principal must state whether they believe the work is authentically the student's own work.



5. Guidelines for maintaining secure records of all marks awarded for assessment tasks and ensuring the security of major works

5.1 Procedures used for recording assessment marks by the Teacher

Teachers are to record grades in an electronic marks database on SENTRAL and have a printed copy of grades in a central monitoring folder. Teachers are to also have a copy of printed grades kept in their personal files / rolls in the event of faculty files being misplaced or destroyed.

5.2 Procedures used for recording assessment marks for school records

Assessment marks are to be entered on an electronic marks database on SENTRAL on a regular basis. Management of data entry is at the discretion of the faculty Head Teacher. Printed faculty and individual assessment records are to be available for the Senior Executive as required.

5.3 Procedures for ensuring security of major works

Assessment tasks in the form of practical major works (structures, artworks, furniture etc.) are to be placed in a secure environment when the student is not working on that major work. A secure environment is one that prevents ready access to the major work by other students and prevents, as best possible, the event of breakage or destruction. The security of the major works during transportation to and from school is the responsibility of the student. Procedures for ensuring security of major works are a faculty responsibility and must be available for Senior Executive as required.

6. Procedures for providing assessment marks for students who:

- Transfer into the school after the commencement of the course
- Transfer into a lower level of an existing course i.e. English and Mathematics

6.1 Procedures for students who enter the Stage 5 course after the commencement of the program

Students enrolling into a course either through school transfer or movement of level within the course, after the commencement of the course, will be assessed and managed on a case-by-case basis. Final decision regarding marks awarded for tasks conducted prior to course entry is at the discretion of the Principal. In all instances the following processes are to be applied in determining assessment marks for tasks completed prior to transfer:

- All students must sit for tasks that accumulate greater than 50% of the overall marks
- Transference into the course must not occur after the NESA determined cut-off date
- Students transferring into a course must sit alternate task/s for those they missed prior to course entry. The alternate task/s are to be conducted following an appropriate period of catch up of course content. The alternate task/s are to assess the same outcomes and are to be of the same style/format as the original task. The results of the alternate task/s, as well as marks and ranks in tasks following course transfer, will be used to determine an appropriate estimated mark for the task/s due prior to course transfer.

7. Procedures for dealing with the assessment of accelerants and accumulants

7.1 Procedures for accommodation of accelerants

Students may undertake Year 11 and/or HSC courses in advance of the usual cohort or in less than NESA's stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA Guidelines for Accelerated Progression. Students may accelerate in all courses (grade advancement) or in one or more courses. Acceleration must be based on the principle of



compression of work, not omission of work. Students who accelerate in one or more courses must achieve the required outcomes of the courses, but in a shorter time frame (i.e. one or more years in advance of their cohort).

For students accelerating by less than two years, students are entered for their accelerated course/s for the ROSA, Year 11 or HSC study pattern/s via Schools Online. Where the proposed advancement is for two years or more and is likely to lead to early entry for the secondary credential, the Principal must inform NESA prior to the acceleration of the student.

8. Recognition of Prior Learning

8.1 VET Recognition of Prior Learning

Students who have VET as part of their study pattern can apply for Recognition of Prior Learning, to assist in completion of competencies and work placement.

9. Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress

9.1 Awarding marks for an assessment task

Marks must be awarded against explicit marking guidelines. Marks must accurately correlate and reflect outcomes that are being assessed. Marks must be distributed throughout tasks in an equitable manner commensurate with task complexity.

9.2 Explicit marks and feedback included in written assessment task notification

Assessment tasks must include the following information; academic year group, faculty delivering the assessment task, task number, weighting, due date, detailed task description, outcomes, marking criteria, and explicit marking guidelines, except in the case of tasks involving tests or examinations— thus all assessment tasks must be issued using the ABHS Assessment Task pro forma.

Marking guidelines on this pro forma need to be detailed, explicit and show clearly where the marks will be allocated. This information is to be provided for students with the understanding that students can use the assessment criteria to grade their own work to gauge assessment progress and self-assess.

9.3 Feedback given to student on assessment tasks

All tasks are to be marked and returned to students with feedback within 2 weeks from submission. Teachers are to provide clear and valid feedback in line with the explicit marking guidelines that accompanies the student assessment notification, to clearly identify where marks have been awarded. Additional and explicit feedback of a meaningful nature, articulating assessment task strengths and areas for improvement in written form is also required for every assessment task, so students are aware of what needs to be done to improve at the next assessment opportunity. Additional verbal feedback is also highly recommended for all assessment tasks.

9.4 Reporting progress

Students are to receive written and verbal feedback regarding progress. It is the Teacher's responsibility to share constructive feedback with students so productive improvements can be made. Students will receive an overall detailed report on course progress twice per year in a formal report.

9.5 Procedures for distributing Assessment Rank Order Advice

Assessment task rank is to be provided for each assessment task. Cumulative assessment rank should be provided throughout the year or as a result of student request. Cumulative ranks may be provided after each assessment task with dated records of this maintained in the Teacher's monitoring folder.

9.6 Procedures for adjusting marks for final grades

Assessment weighting marks for all valid assessment tasks are to be totalled to articulate final course achievement. Any adjustment of marks for final grades must be approved by the Senior Executive. The adjustment of marks must not alter student ranking or affect distribution of marks.

9.7 Vocational (VET) courses studied at school in the ROSA

In the case of VET courses studied at school, there is no assessment mark. A student competency schedule forms a record of student achievement in the units of competency for each course. The school submits to NESA a list of the units of competency successfully achieved. This information is used to produce the Certificate of Attainment.

10. Procedures for advising students in writing they are in danger of not meeting assessment requirements in a course

10.1 'N' Determinations

An N Determination is a NESA process recognising the non-completion of NESA credential, or a required stage of schooling. Although a NESA process, N Determinations are managed and applied at the school level. N Determinations can be issued Years 7–12.

'N' Warnings serve three main purposes:

- a) To notify students and parents that course requirements are not being met, individual pieces of work have not been submitted, etc.
- b) To notify students and parents that the student's eligibility for the Year 11 ROSA or Higher School Certificate is at risk due to a failure to meet course requirements
- c) Form the basis for a Program of Improvement for students of Post Compulsory Age who are not meeting requirements.

'N' Warnings can be issued for anything that relates to the failure to meet course requirements including:

- a) Failure to submit or sit for assessment tasks
- b) Failure to submit homework on three occasions
- c) Consistent failure to complete classwork
- d) Consistent failure to participate in practical coursework e.g. PDHPE, TAS. CAPA
- e) Consistent frequent absences
- f) Truancy

10.2 Application

An 'N' Warning is not an end to itself. Once an 'N' Warning is issued, the student is required to rectify the situation as per the requirements outlined on the letter, and the staff member is required to document discussions regarding the 'N' Warning, and contact the parents as appropriate.

The 'N' Warning Process:

- 1) Class Teacher assesses the need for the issuing of the 'N' Warning, in consultation with the Head Teacher if appropriate.
- 2) Class Teacher types the 'N' Warning, and attaches a copy of the task/task notification/specific incomplete work. The Teacher then gives it to the Head Teacher for checking and signing.

- 3) Head Teacher assesses the reasons for the issuing of the 'N' Warning, checks that appropriate and reasonable means and timeframe for rectifying the situation have been provided to the student, and if happy that these requirements have been met will issue the 'N' Warning. If concerned about any aspect of the 'N' Warning, the Head Teacher will discuss the issue with the staff member.
- 4) The Class Teacher will then interview the student to:
 - notify them that the 'N' Warning is to be issued and the reasons for the warning.
 - discuss the rectification requirements,
- 5) Wherever possible, the Class Teacher will contact parents to discuss this situation and the possible impact on the student's eligibility for whichever certificate they are studying.
- 6) Once the requirements of the 'N' Warning have been met, the situation is rectified and the student's eligibility for the relevant course is established. Although students can have 'N' Warnings resolved by completing the course requirements, they are not awarded marks for the work pertaining to the 'N' Warning.

In any instance that the 'N' Warning may result in a student being recommended for an 'N' award to NESAs, parent contact by Class Teacher must have occurred and be documented. NESAs will not uphold any 'N' Award status unless a documented pattern of failure to meet requirements has been established, documented interviews with the student have been conducted, opportunities to rectify the situation have been provided, and documented parent contact has been made, preferably on more than one occasion. This aspect of the process is the Class Teacher's responsibility. In cases where there is concern about rude or verbally aggressive parents, the Class Teacher should seek the assistance of the Head Teacher in making this contact.

If, towards the end of the course, a student has two or more 'N' warnings (for two or more different course requirements) that have not been rectified, failed to complete work placement or VET courses, the Class Teacher needs to consider as to whether to recommend to the Principal that the student is given an 'N' award for the course. In doing so, the Class Teacher needs to consider:

- a) The nature of the task the 'N' warning was issued for
- b) That clear requirements and appropriate time has been given to the student to clear the warning/s
- c) That school obligations have been met, particularly in reference to parent contact
- d) The 'N' Warning documentation is then submitted to the Deputy Principal - Curriculum who will complete 'N' award processes with NESAs
- e) Has the student completed (by the due date) assessment tasks that contribute in excess of 50% of available marks for the course.

'N' warnings are sometimes used by the Senior Executive as the basis for establishing Programs of Improvement for post compulsory age students who are not meeting requirements in a number of courses. In this instance 'N' Warnings are vital in allowing us to identify students at risk, and where appropriate, in expelling students. 'N' Warnings can also be issued for students not meeting course outcomes due to sustained absences – 'diligence and sustained effort'.

11. Procedures for conducting school reviews of final assessment marks and appeals to NESAs

11.1 Procedures when disputes arise over assessment tasks

Students have the right to appeal the mark awarded for an assessment task within **7 Days** of the marking feedback being given. Students are to complete the Student Appeal Form and return to Deputy Principal.

Disputes are to be put before the Review Panel. Investigation into claims and recommendations will be made by this team. Findings will be communicated to the person making the complaint by a designated member from the Review Panel.



The Review Panel will consist of:

- Deputy Principal
- Head Teacher (from an alternative faculty)
- Faculty Head Teacher

If the complainant wishes to appeal the decision of the ROSA Panel, the appeal will be heard by the Principal.

11.2 Procedures for conducting school reviews of assessment

The Teacher must assess the student's actual performance, not potential performance. Assessment marks must not be modified to take into account the possible effects of illness or domestic situations except as the determined outcome of *Misadventure Proceedings*. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task.

NESA requires all students to follow an assessment program and have an assessment mark submitted. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course. A student who does not comply with the assessment requirements and receives an 'N' determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

Assessment reviews will be conducted through ongoing monitoring at faculty level by respective Head Teachers. Assessment reviews will also be conducted by Senior Executive during faculty audits. Assessment reviews may also be carried out immediately after senior student interviews.

11.3 Procedures for handling appeals to NESA

Students wishing to appeal against the grade(s) in any course awarded to them by the school must submit a written appeal, together with evidence, to their Principal. If the appeal is upheld, the Principal will send notification of the new grade(s) to NESA. In order to be successful in such appeals, students need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school.

Since the appeal is directed to progressive reporting by the school, NESA will not revise individual tasks or test marks. Appeals management will reflect processes set out in the ACE manual regarding 'Student appeals against Assessment Rankings in HSC Courses'.



APPENDIX A

REQUEST FOR ALTERATION TO ASSESSMENT TASK

Date of Assessment Task: Course: Teacher:

Task Number: Date Submitted to Head Teacher:

Task Name:

Student Name: Year 10 Year 11 Year 12

REASON FOR EXTENSION

Documentary evidence must be provided, except in exceptional circumstances.

Illness Misadventure Work Placement Other.....

Students are to write an explanation of their reasons

.....
.....
.....

SUPPORTING DOCUMENTS

Please attach.

Medical Certificate Statutory Declaration Other

In applying for this extension, I assure the Principal that I am not seeking unfair advantage over other students in the course.

Student signature: Date:

Parent/Caregiver signature: Date:

HEAD TEACHER RECOMMENDATION

Variation Exemption No variation/exemption
 Early submission Extension *Panel to decide on outcome of marks allocated* *Request declined*

.....
.....

Fully completed form to be handed to Deputy Principal for FINAL DECISION Date:

RECORD OF DECISION

Office Use Only

.....
.....

1. I have noted the above request and **HAVE / HAVE NOT** granted an extension of time

EXTENSION TIME: **DAYS. TASK TO BE SUBMITTED ON OR BEFORE:**

- OR -

2. **MISSED TASK – NO VALID REASON. TASK TO BE SUBMITTED ON OR BEFORE:**

- OR -

3. **EXEMPTION:**

Deputy Principal Signature: Date student notified:



APPENDIX B

REQUEST FOR ASSESSMENT PROCESS REVIEW

Date of Assessment Task: Course: Teacher:

Task Number: Date Submitted to Head Teacher:

Task Name:

Student name: Year 10 Year 11 Year 12

I hereby apply for a review of the above Assessment. My reasons for requesting a review are:

Students are to write an explanation of their reasons.

.....
.....
.....
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.....
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.....

Student signature: Date:

Fully completed form to be handed to Deputy Principal for FINAL DECISION

RECORD OF DECISION

Office use only

.....
.....

*I have noted the above request and **HAVE / HAVE NOT** granted the review as per above.*

Deputy Principal signature: Date student notified:

Commerce

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total Mark
Timing of task	Term 1 Week 10	Term 2 Week 4	Term 2 Week 4	Term 3 Week 10	Term 4 Week 4	Term 4 Week 4	
Type of task	Research Task	Content Test	Skills Test	Research Task	Content Test	Skills Test	
Related Outcomes	5-6,5-7,5-9	5-1,5-3,5-3	5-4,5-5,5-8	5-6,5-7,5-9	5-1,5-3,5-3	5-4,5-5,5-8	
Course Components	%	%	%	%	%	%	%
Knowledge and Understanding	10	7.5	7.5	10	7.5	7.5	50
Commercial and Communication Skills	10	7.5	7.5	10	7.5	7.5	50
Task weighting %	20	15	15	20	15	15	100

Drama

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1, Week 11	Term 2 Week 9	Term 3 Week 9	Term 4 Week 6	
Type of task	Drama Style Performance	MAD Night Performance and Reflection Performance and written reflection	Drama Style Performance and booklet	Drama Style Performance and booklet	
Related Outcomes	5.1.1, 5.1.2	5.1.3, 5.3.3, 5.1.4	5.2.1, 5.3.1, 5.3.3	5.2.3, 5.3.2, 5.2.2	
Course Components	%	%	%	%	%
Making	15	10	10	5	40
Performing		15	15	10	40
Appreciating		10	5	5	20
Task weighting %	15	35	30	20%	100%

Elective History

Semester 1	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total Marks
Timing of task	Term 1 Week 10	Term 2 Week 4	Term 3 Week 5	Term 3 Week 10	Term 4 Week 4	Term 4 Week 5	
Type of task	Guided Extended Response History, Heritage and Archaeology	Presentation Oral/Visual Ancient, Medieval and Modern Societies Film as history	Guided Source Analysis Thematic Studies	Extended Response	Artefact Construction	Historical Investigation Comparative Study	
Related Outcomes	HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HTE5-2 HTE5-4 HTE5-8 HTE5-9 HTE5-10	HT-5-1, HT5-6, HT5-7, HT5-8	HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HTE5-4 HTE5-5 HTE5-1	HTE5-2 HTE5-4 HTE5-8 HTE5-9 HTE5-10	
Course Components	%	%	%	%	%	%	%
Knowledge and Understanding	5	5	5	5	5	5	30
Historical Skills	5	5	10	5	5	10	40
Communication Skills	5	5	5	5	5	5	30
Task weighting %	15	15	20	15	15	20	100

Elective Geography

Amazon and the Andes	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total Marks
Timing of task	Term 1 Week 8	Term 2 Week 4	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4	Term 4 Week 4	
Type of task	Research Assignment Continental Transect	Skills Test	Content Test	Research Assignment Continental Transect	Skills Test	Content Test	
Related Outcomes	GEE-5-1,2,3,5,8,9	GEE5-8,9	GEE5-1,2,3,4,5,6,7	GEE-5-1,2,3,5,8,9	GEE5-8,9	GEE5-1,2,3,4,5,6,7	
Course Components	%	%	%	%	%	%	%
Acquiring Geographical Information	5			5			10
Processing Geographical Information	5	7.5	10	5	7.5	10	45
Communicating Geographical Information	5	7.5	10	5	7.5	10	45
Task weighting %	15	15	20	15	15	20	100



English

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8	Term 4, Week 4/5	
Type of task	Essay	Speech	In-Class Examination	Yearly Examination	
Related Outcomes	EN5-1A, EN5-3B, EN5-5C, EN5-7D	EN5-1A, EN5-2A, EN5-4B, EN5-7D	EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-8D	EN5-1A, EN5-2A EN5- 3B, EN5-4B, EN5-5C, EN5-8D	
Task weighting %	20%	25%	25%	30%	100%



Food Technology

	Task 1	Task 2	Task 3	Task 4	Task 5	Totals
Timing of task	Ongoing	T2, W10	T3, W8	T3, W10	T4, W6	
Type of task	Practical Skills Tasks	Design assignment	Exam	Design assignment	Design assignment	
Related Outcomes	FT: 5-1, 5-2, 5-5, 5-6, 5-10, 5-11	FT: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	FT 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	FT: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	FT: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10, 5-11, 5-12, 5-13	
Focus Areas						
Food trends	12.5	12.5				25
Food product development	12.5			12.5		25
Food for specific needs	12.5		12.5			25
Food service and catering	12.5				12.5	25
Task weighting %	50%	12.5	12.5	12.5	12.5	100%

Industrial Technology – Building and Construction (100 hour)

	Task 1	Task 2	Task 3	Totals
Timing of task	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
Type of task	Practical Tasks	Content Related Theory	Examination	
Related Outcomes	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
Task weighting %	70	20	10	100%



Industrial Technology – Cabinetwork and Wood Machining (200 hour)

	Task 1	Task 2	Task 3	Totals
Timing of task	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
Type of task	Practical Tasks	Content Related Theory	Examination	
Related Outcomes	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
Task weighting %	70	20	10	100%



Industrial Technology – Engineering (100 hour)

	Task 1	Task 2	Task 3	Totals
Timing of task	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
Type of task	Practical Tasks	Content Related Theory	Examination	
Related Outcomes	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
Task weighting %	70	20	10	100%



Industrial Technology - Engineering (200 hour)

	Task 1	Task 2	Task 3	Totals
Timing of task	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
Type of task	Practical Tasks	Content Related Theory	Examination	
Related Outcomes	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
Task weighting %	70	20	10	100%



Industrial Technology – Metal (100 hour)

	Task 1	Task 2	Task 3	Totals
Timing of task	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
Type of task	Practical Tasks	Content Related Theory	Examination	
Related Outcomes	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
Task weighting %	70	20	10	100%

Industrial Technology - Metal Fabrication (200 hour)

	Task 1	Task 2	Task 3	Totals
Timing of task	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
Type of task	Practical Tasks	Content Related Theory	Examination	
Related Outcomes	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
Task weighting %	70	20	10	100%



Industrial Technology – Timber (100 hour)

	Task 1	Task 2	Task 3	Totals
Timing of task	Ongoing throughout the Year	Ongoing throughout the Year	T4, W5	
Type of task	Practical Tasks	Content Related Theory	Examination	
Related Outcomes	IND: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9,	IND: 5-1, 5-2, 5-3, 5-5, 5-8, 5-9, 5-10	IND: 5-3, 5-4, 5-8, 5-9, 5-10	
Task weighting %	70	20	10	100%

Information and Software Design

	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 1, 2019 Week 9	Term 2, 2020 Week 9	Term 3, 2020 Week 9	Term 4, 2020 Week 4	
Type of task	Multimedia Project	Networking Project	Robotics Project	Yearly Examination	
Related Outcomes	5.2.1, 5.2.2	5.1.1, 5.5.2, 5.5.3	5.5.1, 5.5.2	5.1.1, 5.2.1, 5.2.2, 5.5.1, 5.5.2, 5.5.3	
Course Components	%	%	%	%	%
Knowledge and understanding of course content	10	10	10	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	10	10	10	20	50
Task weighting %	20	20	20	40	100%



Mandatory Australian Geography

	Task 1	Task 2	Task 3	Totals
Timing of task	Term 3 Week 4	Term 3 Week 10	Term 4 Week 4	
Type of task	Skills Examination	Field work	Content Examination	
Related Outcomes	GE5-7, Ge5-8	GE5-4,5-5,5-7,5-8	GE5-4, GE5-6	
Course Components	%	%	%	%
Knowledge and Understanding		15	35	50
Skills in geography and communication	30	15	5	50
Task weighting %	30	30	40	100%

Mandatory Australian History

	Task 1	Task 2	Task3	Totals
Timing of task	Term 1 Week 8	Term 2 Week 3	Term 2 Week 5	
Type of task	Guided Extended Response	Content Examination	Skills Examination	
Related Outcomes	HT5-10	HT-5-6, HT5-8	HT5-7, HT5-8 HT5-9	
Course Components	%	%	%	%
Knowledge and Understanding	15	25	20	60
Communication Skills	20	10	10	40
Task weighting %	35	35	30	100%

Mathematics

	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 7 to 9	Term 4 Week 5	Class Assessments 25% Investigation Task 15% Yearly Examination 35%
Type of task	Class Assessment	Class Assessment	Investigation Task	Yearly Exam	
Related Outcomes	MA5.1/2-4NA,MA5 .1/2/3-8MG, 11MG, 13MG	MA5.1/2/3-12SP, 13SP, 15SP, 16SP, 18SP, 19SP	MA5.1/2/3- 6NA,8NA,9NA	All outcomes	
Course Components	%	%	%	%	%
Knowledge, skills and understanding	12.5%	12.5%	7.5%	17.5%	50
Values and attitudes	12.5%	12.5%	7.5%	17.5%	50
Task weighting %	25	25	25	25	100%

Music

	Task 1	Task 2	Task3	Task 4	Task 5	Task 6	Task 7	Totals
Timing of task	Term 1 Week 9	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 3 Week 9	Term 4 Week 4	Term 4 Week 6	
Type of task	Listening and Musicology Presentation	Topic-based Performance	Topic-based Composition	Topic-based Composition	Topic-based Performance	Topic-based Composition	Listening and Theory Exam	
Related Outcomes	5.7, 5.8, 5.10, 5.11	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6, 5.1	5.4, 5.5, 5.6, 5.12	5.1, 5.2, 5.3, 5.10	5.4, 5.6, 5.10, 5.12	5.7, 5.8, 5.9, 5.10, 5.11	
Course Components	%	%	%	%	%	%	%	%
Performing		20			10	5		35
Composing			10	10		15		35
Listening	10						20	30
Task weighting %	10	20	10	10	10	20	20	100%

Personal Development, Health and Physical Education

	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Week 11, Term 1	Week 2-3, Term 2	Week 9-10, Term 3	Week 3, Term 4	
Type of task	Analysis – Driver Education	Skill performance evaluation	Skill performance evaluation	Yearly Examination	
Related Outcomes	5-4, 5-5, 5-9, 5-10	5-4, 5-5, 5-11	5-4, 5-5, 5-11	5-1, 5-2, 5-3, 5-6, 5-7, 5-8, 5-9, 5-10	
Course Components	%	%	%	%	%
Knowledge and understanding	20	5	5	20	50
Skills	5	20	20	5	50
Task weighting %	25	25	25	25	100%



Philosophy

	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	Term 4, Week 5	
Type of task	Observation and presentation	Reflection	Research Project	Creation and Direction of a Socratic Seminar	
Related Outcomes	1.1, 2.2	2.1, 5.3, VA1	5.2, 5.3	1.1, 5.1, 5.3	
Task weighting %	25%	25%	25%	25%	100%

Physical Activities and Sport Studies

	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Week 7-10, Term 1	Week 3-4, Term 2	Week 8-9, Term 3	Week 3, Term 4	
Type of task	Presentation - Coaching	Skill performance evaluation	Skill Performance – individual and peer assessment	Yearly Examination	
Related Outcomes	PASS 5-5, 5-6, 5-7, 5-8	PASS 5-5, 5-7, 5-9	PASS 5-1, 5-5, 5-6, 5-10	PASS 5-1, 5-3, 5-4, 5-6, 5-8	
Course Components	%	%	%	%	%
Knowledge and understanding	5	5	15	25	50
Skills	20	20	10	-	50
Task weighting %	25	25	25	25	100%



Science

	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Week 10 Term 1	Week3 Term 2	Week 8 Term 3	Week 5 Term 4	
Type of task	Student Research Project	In-Class Practical Task	Model Making / Research	Yearly Exam	
Related Outcomes	SC5-6WS SC5-7WS SC5-17CW	SC5-WS	SC5-9WS SC5-14LW	SC5-16CW SC5-12ES SC5-15LW SC5-11PW	
Course Components					%
Knowledge and Understanding	10		10	30	50
Skills	20	20	10		50
Task weighting %	30	20	20	30	100%

Visual Arts

	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
Type of task	Critical and Historical Conceptual Frame theory task Quickwrite	Practical component 1 Artworks based on the unit studied Ready for Exhibition	Critical and Historical Theory Task based on key artist/artists	Practical component 1 Artworks based on the unit studied	
Related Outcomes	5.6, 5.7, 5.8, 5.9, 5.10	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	
Course Components	%	%	%		%
Artmaking		35		35	70
Critical and Historical Study	15		15		30
Task weighting %	15	35	15	35	100%



Vocational Education

SCHOOL: ABHS

Student Competency Assessment Schedule

COURSE: STAGE 5 - Manufacturing (Pathways) - Timber

2020

Assessment Tasks for Certificate I in Manufacturing Pathways MSA10107 Timber		Cluster A	Cluster B	Cluster C	Cluster D
		White Card	Set up and Layout	Production	Group work
		Week:5 Term:1	Week:3 Term:2	Week:1 Term:3	Week:4 Term:4
Code	Unit of Competency				
CPCCWHS1001	Prepare to work safely in the construction industry	X			
MSAPCI101	Adapt to work in industry		X		
MSAPCI102	Apply effective work practices		X		
MSAPCI103	Demonstrate care and apply safe practices at work		X		
MSAPCII296	Make a small furniture item from timber			X	
MSAPMOPS100	Use equipment			X	
MSAPMOPS101	Make measurements			X	
MSAPMOPS102	Perform tasks to support production				X
MSAPMOPS244	Layout and cut materials				X

N.B. Competency outcomes must be entered onto Schools Online by the due date. All Cluster tasks must be completed by Term 4 Week 3.

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate I in Manufacturing (Pathways) MSA10107 or a Statement of Attainment towards a Certificate I in Manufacturing (Pathways) MSA10107.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. In addition to Assessment Events, some assessment may occur in an informal setting in the classroom. Competency assessment is graded as "not yet competent," "developing," "competent". A course mark is not allocated.



Vocational Education continued

Course Completion Criteria

For a student to be considered to have satisfactorily completed a course within a Vocational Education and Training curriculum framework, there must be sufficient evidence that the student has:

- followed the course as specified;
- demonstrated they have applied themselves to the set tasks and experiences with diligence and sustained effort; and,
- achieved some or all of the course outcomes

Competency Assessment

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described in each unit of competency. To be assessed as competent, a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combination of tasks listed to the appropriate industry standard. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual elements of competency. Students who are absent from practical tasks will have limited opportunities to be reassessed on these skills.

The vocational qualification received by a student will be determined by the competencies they have achieved over the two years.

YEAR 10 ASSESSMENT CALENDAR 2020 – Term 1 2020

Term / Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2020					VET Timber White Card		PASS Task 1	PASS Task 1 Elective Geography Task 1 Mandatory Australian History Task 1	Philosophy Assessment Task 1 Music Listening and Musicology Task 1 Visual Arts Critical/Historical Task 1 Mathematics PASS Task 1 Information and Software Design Project	English Assessment Task 1 Music Topic Based Performance Task 2 Science Student Research Project PASS Task 1 Commerce Task 1 Elective History Task 1	Drama Drama Style Performance Task 1 PDHPE Task 1

YEAR 10 ASSESSMENT CALENDAR 2020 - Term 2 2020

Term / Week	1	2	3	4	5	6	7	8	9	10
Term 2 2020			Science In-Class Practical VET timber – Cluster B PASS Task 2 PDHPE Task 2 Mandatory Australian History Task 2	PASS Task 2 PDHPE Task 2 Commerce Task 2 and 3 Elective History Task 2 Elective Geography Task 2 Elective Geography Task 3	Visual Arts Artworks Task 2 Mathematics Mandatory Australian History Task 3			Music Listening and Musicology Podcast Task 3 English Assessment Task 2 Philosophy Assessment Task 2 Drama MAD Performance and Reflection Task 2 Information and Software Design Project	Food technology – Food Trends Assignment	

YEAR 10 ASSESSMENT CALENDAR 2020 – Term 3 2020

Term/ Week	1	2	3	4	5	6	7	8	9	10
Term 3 2020	VET Timber - Cluster C			Mandatory Geography Task 1	Elective History Task 3		Mathematics Investigation Wks 7 to 9	English Assessment Task 3 Music Topic Based Composition Task 4 Science Model Making Food technology – Food for Specific Needs Examination PASS Task 3 Elective Geography Task 4	Philosophy Assessment Task 3 Drama Drama Style Performance Booklet Task 3 Music Topic Based Performance Task 5 Visual Arts Critical /Historical Task 3 PASS Task 3 PDHPE Task 3 Information and Software Design Project	Food Technology – Food Product Development Assignment PDHPE Task 3 Mandatory Geography Task 2 Commerce Task 4 Elective History Task 4

YEAR 10 ASSESSMENT CALENDAR 2020 – Term 4 2020

Term/ Week	1	2	3	4	5	6	7	8	9	10
Term 4 2020			PASS Task 4 PDHPE Task 4	English Assessment Task 4 Music Topic Based Composition Task 6 VET Timber – Cluster D Mandatory Geography Task 3 Elective History Task 5 Elective Geography Task 5 and 6 Commerce Tasks 5 and 6 Information and Software Design Yearly Examination	Philosophy Assessment Task 4 Visual Arts Artworks Task 4 Mathematics Science Yearly Exam All Industrial Technology subjects – Examination Elective History Task 6	Drama Drama Style Performance and Booklet Task 4 Music Listening and Theory Task Task 7 Food Technology Food Service and Catering assignment				



A GLOSSARY OF KEY WORDS

Account

Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

Analyse

Identify components and the relationship between them; draw out and relate implications

Apply

Use, utilise, employ in a particular situation

Appreciate

Make a judgement about the value of

Assess

Make a judgement of value, quality, outcomes, results or size

Calculate

Ascertain/determine from given facts, figures or information

Clarify

Make clear or plain

Classify

Arrange or include in classes/categories

Compare

Show how things are similar or different

Construct

Make; build; put together items or arguments

Contrast

Show how things are different or opposite

Critically (analyse/evaluate)

Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

Deduce

Draw conclusions

Define

State meaning and identify essential qualities

Demonstrate

Show by example

Describe

Provide characteristics and features

Discuss

Identify issues and provide points for and/or against

Distinguish

Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate**

Make a judgement based on criteria; determine the value of

Examine

Inquire into

Explain

Relate cause and effect; make the relationships between things evident; provide why and/or how

Extract

Choose relevant and/or appropriate details

Extrapolate

Infer from what is known

Identify

Recognise and name

Interpret

Draw meaning from

Investigate

Plan, inquire into and draw conclusions about

Justify

Support an argument or conclusion

Outline

Sketch in general terms; indicate the main features of

Predict

Suggest what may happen based on available information

Propose

Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall

Present remembered ideas, facts or experiences

Recommend

Provide reasons in favour

Recount

Retell a series of events

Summarise

Express, concisely, the relevant details

Synthesise

Putting together various elements to make a whole