

Chatswood High School

INSPIRING EXCELLENCE - ACHIEVING SUCCESS

YEAR 10 2024

ASSESSMENT POLICY

INFORMATION FOR

STUDENTS AND PARENTS

YEAR 10

ASSESSMENT POLICY 2024

Information for students and parents

Introduction

The Record of School Achievement (RoSA) is the credential for students who leave school **after** Year 10 and **before** they receive their Higher School Certificate (HSC).

Instead of just showing what your results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC, complete some Year 11 courses.

Fair Allocation of Grades

It is important for parents, employers, and students to know that grades awarded for the RoSA credential are given fairly and consistently. There are no external examinations at the end of Year 10. All grades are determined within the school using information and guidance from the NSW Education Standards Authority (NESA).

- As A to E grading is extended into Year 11 courses, NESA will work with teachers to ensure that appropriate standards are developed and applied at that level.
- NESA will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.
- These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Requirements

To successfully complete the Year 10 course and qualify for the RoSA credential students must have:

- Satisfactorily completed the mandatory curriculum requirements prescribed by the NSW Education Standards Authority
- Met satisfactory attendance requirements throughout the year and applied themselves in a diligent and genuine manner to each of their courses
- Made a serious attempt at all assessment tasks.

Mandatory Curriculum

The NESA mandatory curriculum requirements for the completion of the Year 10 course are listed below:

English

Mathematics

Science

Human Society and its Environment: History and Geography in Stage 4; Australian History and Australian Geography in Stage 5

Languages: at least one language over a 12-month period in Stage 4.

Technological and Applied Studies: Technology mandatory syllabus in Years 7 and 8

Creative Arts: mandatory courses in Years 7 and 8

PDHPE: mandatory integrated course in Years 7-10

NESA also provides a wide range of additional (elective) courses that, if completed in accordance with Board Developed or Board Endorsed syllabuses and indicative time requirements, will be credentialed for the Year 10 course.

Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if they have:

- **followed** the course developed or endorsed by the NESA; and
- **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.

Notification of Assessment

Students will be given prior notice in writing of every assessment task. A **minimum of two weeks advance notice** will be given prior to the date of completion of each assessment task.

It is the student's responsibility if absent on the day an assessment notification is handed out to obtain any material from the teacher issued during the absence.

Submission of Work

For hand-in assessment tasks, students are to submit their work to their class teacher (or if the class teacher is absent, to the Head Teacher) during the normal period for that subject on the day the work is due, unless they are told otherwise.

Late Submission of Tasks

Responsibility for submitting required work by the due date rests with students. Submission/completion of tasks after the date due without a legitimate reason will result in a student being awarded zero in that task and receiving an 'N' warning.

For research tasks and/or projects which are completed over an extended period, every effort must be made to submit the task on the due date. This could include sending the completed task in by a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection or express posting it to arrive at the school by the due date.

'N' Warnings

If students are not completing work (classwork, homework, assessment tasks) they will be issued with a NESAs N Warning letter by the principal. This letter indicates that students are in danger of not satisfactorily completing mandatory requirements. The letter will contain information about work that must be completed and there will be a due date given. The student should submit the work to the class teacher and the N Warning will then be 'resolved.' If the student still does not complete the work a second 'N' Warning letter will be issued.

If a student does not meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a RoSA in that year. The student may receive a Transcript of Study showing all grades awarded, including 'N' determinations for mandatory courses studied in Stage 5. If a student does not meet all mandatory requirements by the end of Year 10, then the student will not be eligible for the award of a RoSA in that year.

'N' Determinations

NESA has delegated to principals the authority to determine whether students have satisfactorily completed the mandatory curriculum requirements.

Students not satisfactorily completing tasks with diligence and sustained effort will be advised of the tasks or actions to be undertaken in time for the problem to be corrected and alerted to the possible consequences of an 'N' award determination. The parent or guardian will be advised in writing.

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

Students may appeal against the 'N' award determination to the principal.

Assessment of Student Achievement at the Completion of the Course

Course Performance Descriptors have been specifically developed for the Years 7-10 syllabuses. They describe the key features of a typical performance at each grade measured against the syllabus objectives and outcomes for the course. These are available on the NESAs website for each subject.

Areas of Assessment have been developed for each course and are published with the Course Performance Descriptors. They provide a framework for structuring assessment tasks and reporting student achievement.

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

Grading student achievement is the process of assigning a letter (A/B/C/D/E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2)

The grading system is intended to describe the student's achievement at the end of each course in Stage 5. The final judgement of the grade gained will be based on assessment information and reference to the Course Performance Descriptors (see below).

NESA - A to E Grade Scale

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

The **Common Grade Scale** shown below is used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

Grade	Description
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Further information can be found at the following link: <https://www.educationstandards.nsw.edu.au>

Credentialling

Year 10 students from 2023 will be entered with NESAs for a Year 10 pattern of study.

Attendance and application to tests and assessment tasks

Excursions

Some subject rules require students to undertake compulsory field study while some tasks may well be linked to excursions and performances. In the case of an unavoidable absence from such activities, the student must negotiate alternate arrangements **prior** to the event.

Extended Leave (over 3 days)

Students must apply in writing to the Principal for extended leave from school in Year 10.

If a student knows in advance that they will be absent on the day a task is due, then the task should be handed to the teacher **prior** to the due date. When the task is to be completed in class on the day in question, arrangements need to be made with the Head Teacher **prior** to the task for a suitable time to sit the task.

Illness / Misadventure

Consideration is given to students who suffer illness or misadventure at the time of a task or whose performance is impaired by circumstances beyond their control. The following policy will be applied at this school to ensure that no one student gains an unfair advantage over other students.

If a student is absent due to **illness/ misadventure on the day of an in-school assessment task**:

- Students must report to the Teacher/Head Teacher/Deputy Principal on the first day of their return to school to obtain an Illness/Misadventure Form and present a medical certificate for illness or a parent note for a misadventure. Illness/Misadventure forms can also be downloaded from the school's website.

If **illness or misadventure occurs during an in-school assessment** for a student, they must inform the supervisor of the task about their condition or situation before leaving the room.

If a student does not have a valid reason with the required documentation for missing an in-school task and has failed to follow this procedure, the student will be awarded zero for the task.

If a student is absent due to **illness/misadventure on the day an assessment task is due to be submitted**:

- The student must submit the task to the relevant Teacher/Head Teacher/Deputy Principal on the first day of their return to school and obtain and complete an Illness/Misadventure Form, with medical certificate for illness or parent note for misadventure.

Students are NOT to leave assessment tasks on the teacher's desk.

If the student has only completed part of the hand-in task, this part must be submitted regardless.

Students must attend all classes on the day tasks are due.

N.B. Tasks must be submitted at the required time as a hard copy and NOT in electronic format unless the latter is specifically requested as part of the task. Therefore, technology problems are NOT a valid excuse for lateness. Technology problems are not accepted as misadventure.

Failure to submit tasks on the due date will result in a **zero mark**, but tasks still must be attempted to complete the outcomes of the course.

Students who fail to submit a task will be given an '**N**' **warning letter** and given a chance to make up the task to meet the course outcomes.

Honesty in assessment: what constitutes malpractice

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- using AI to generate work and presenting it as their own
- copying someone else's work in part or in whole, and presenting it as their own
- plagiarism or using material directly from books, journals, CDs, or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

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

Work submitted for **assessment tasks** must be the student's own work. Malpractice in an assessment task will render a **zero** score and the student will be subject to consequences based on the school's code of conduct.

Feedback on assessment tasks

Students will be given meaningful feedback following each assessment task:

- A mark/grade and information on the outcomes achieved as indicated by the marking criteria
- Information which assists students to improve on their performance in future tasks.

CHINESE YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 8 & 9	Term 2 Week 3 &4	Term 3 Week 7 & 8	Term 4 Week 1 & 2	
	In class task	In class test	In class test	In class test	
Speaking	10		10		20
Listening	10		10	10	30
Reading		10		20	30
Writing		10	10		20
Total%	20%	20%	30%	30%	100%

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 3 Week 4	Term 4 Week 2	
	Media Log Annotation (In class task)	Current Issues Presentation (In class presentation)	Yearly Examination (In-class Test)	
Knowledge and understanding of consumer, financial, business, legal and employment matters	10	10	10	30
Skills in decision making and problem solving in relation to consumer, financial, business, legal and employment issues	10	10	10	30
Skills in effective research and communication	5	10	10	25
Skills in working independently and collaboratively	5	5	5	15
Total %	30%	35%	35%	100%

DANCE YEAR 10 ASSESSMENT PROGRAM

Areas for Assessment	Task 1	Task 2	Task 4	Weighting
	Term 1 Week 11	Term 2 Week 9	Term 3 Week 9	
	Task 1 Performance In class task	Task 2 Solo Composition In class task	Task 3 Essay & Review In class task	
Performance	30	10		40
Composition		30		30
Appreciation	10		20	30
Total %	40%	40%	20%	100%

DRAMA YEAR 10 ASSESSMENT PROGRAM

Areas for Assessment	Task 1	Task 2	Task 4	Weighting
	Term 1 Week 11	Term 2 Week 9	Term 3 Week 10	
	Task 1 In class task Group performance and reflection	Task 2 In class task Group performance and reflection	Task 3 In class task Individual Project	
Critically studying	10	10	10	30
Making	10	10	10	30
Performing	10	10	20	40
Total %	30%	30%	40%	100%

ENGLISH YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 7	Term 2 Week 2	Term 2 Week 9-10	Term 3 Week 10	
	Poetry Study Essay response in class	Film Study Discursive piece in class	Novel Study Essay response in class	Comparative Study Speaking task	
Reading & Writing	10	15	15	10	50
Speaking & Listening	10		5	15	30
Viewing & Representing	5	10	5		20
TOTAL %	25%	25%	25%	25%	100%

FOOD TECHNOLOGY YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 2 Weeks 2 & 3	Term 3 Weeks 3 & 4	Term 3 Week 10	
	Food service and catering Practical task and written	Food Celebration Oral and Written report	All Topics Yearly Exam	
<ul style="list-style-type: none"> ● Investigating and researching ● Problem solving 	20	20		40
<ul style="list-style-type: none"> ● Communicating 	10	10	10	30
<ul style="list-style-type: none"> ● Knowledge and understanding 	10		20	30
Total%	40%	30%	30%	100%

FRENCH YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 8 & 9	Term 2 Week 3 & 4	Term 3 Week 7 & 8	Term 4 Week 1 & 2	
	In class task	In class task	In class task	In class task	
Speaking	10		10		20
Listening	10		10	10	30
Reading		10		20	30
Writing		10	10		20
Total%	20%	20%	30%	30%	100

GEOGRAPHY YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 2	Term 3 Week 9	Term 4 Week 2	
	Essay (In class)	Group Presentation (In class)	Final examination	
Knowledge and understanding of the features and characteristics of places and environments across a range of scales	10	10	10	30
Knowledge and understanding of interactions between people, places and environments	10	10	10	30
Apply geographical tools for geographical inquiry	5	5	10	20
Develop skills to acquire, process and communicate geographical information	10	10		20
Total%	35%	35%	30%	100%

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 1	Term 3 Week 2	Term 4 Week 3	
	Ethical Dilemma (In class – Essay)	Examination (In-class task)	GIS activity (Hand in task)	
Develop knowledge and understanding of contemporary geographical issues and their management	10	20	10	40
Apply geographical tools for geographical inquiry	10	10	10	30
Develop skills to acquire, process and communicate geographical information	10	10	10	30
Total %	30%	40%	30%	100%

HISTORY MANDATORY YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 3 Week 2	Term 4 Week 2	
	WW1 & WW2 Research task and extended response	Vietnam Oral Presentation	Yearly Examination	
Knowledge and understanding of course content	10	10	15	35
Source based skills		10	15	25
Investigation and Research	10			10
Communication of information, ideas and issues in appropriate forms	10	10	10	30
Total%	30%	30%	40%	100%

HISTORY ELECTIVE YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 11	Term 2 Week 9	Term 4 Week 1	
	Source Analysis In-Class Task	Historical Investigation Hand-in Task	Yearly Examination	
Knowledge and understanding of course content	5	5	15	25
Source based skills	15	5	10	30
Investigation and research		15		15
Communication of information, ideas and issues in appropriate forms	10	10	10	30
Total %	30%	35%	35%	100%

INDUSTRIAL TECHNOLOGY: ELECTRONICS YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 9	Term 3 Week 9	Term 4 Week 2	Term 4 Week 3	
	Written assignment	Written assignment	Examination	Major Project	
<ul style="list-style-type: none"> Investigating and researching Problem solving 	5	5		30	40
<ul style="list-style-type: none"> Communicating 	5	5	10		20
<ul style="list-style-type: none"> Knowledge and understanding 			10	30	40
Total%	10%	10%	20%	60%	100%

INDUSTRIAL TECHNOLOGY: MULTIMEDIA YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 11	Term 2 Week 6	Term 3 Week 4	Term 4 Week 2	
	Open World Game (Hand in task)	Virtual Tour (Hand in task)	App Analysis (Hand in task)	Interactive Project (Hand in task)	
knowledge and skills in the design and production of practical projects	10	5		25	40
knowledge and understanding of the relationship between the properties of materials and their applications	5	5	5	5	20
skills in communicating ideas, processes and technical information with a range of audiences	10	5	10	5	30
knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	5		5		10
Total%	30%	15%	20%	35%	100

INDUSTRIAL TECHNOLOGY: TIMBER YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 2 Week 9	Term 4 Week 3	
	WHS & Practical project	Practical project and folio progress	Coffee Table and folio completed	
Investigating and researching Problem solving	10	15	10	35
Communicating	10	5		15
Knowledge and understanding	10	10	30	50
Total%	30%	30%	40%	100

INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10 ASSESSMENT PROGRAM

Year 10 IST classes will complete the 3 units according to the following schedule:

	Project 1	Project 2	Project 3
10 IST 1 (SHRESTHA)	Web	Film	Robotics
10 IST 2 (DOWNIE)	Film	Robotics	Web
10 IST 3 (BOHDAN)	Robotics	Web	Film

Areas for Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	Terms 1,2 and 3 Week 7/8	
	Project 1	Project 2	Project 3	Unit Quizzes	
Knowledge and understanding of software and hardware	10	10	10	5	35
Problem-solving and critical thinking skills	10	10	10		30
Knowledge and understanding of the effects of past, current and emerging technologies				5	5
Communication and collaboration skills	10	10	10		30

Total%	30%	30%	30%	10%	100%
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INTERNATIONAL STUDIES YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 1	Term 2 Week 7	Term 3 Week 10	
	Culture & Beliefs Podcast Hand-in task	Politics & the Media Presentation In-Class task	Yearly Examination	
Knowledge and understanding of course content	10	5	15	30
Source based skills	5	5	5	15
Investigation and Research	5	10	5	20
Communication of Information, ideas and issues in appropriate forms	10	10	15	35
Total %	30%	30%	40%	100%

JAPANESE YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 8 & 9	Term 2 Week 3 & 4	Term 3 Week 7 & 8	Term 4 Week 1 & 2	
	In class task	In class task	In class task	In class test	
Speaking	10		10		20
Listening	10		10	10	30
Reading		10		20	30
Writing		10	10		20
Total%	20%	20%	30%	30%	100

Areas for Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 8	Term 2 Week 3	Term 3 Week 5	Term 4 Assessment Block	
	In-class assessment	In-class assessment	In-class assessment	Examination	
Understanding, fluency, and communication	12	13	13	12	50
Problem solving, reasoning and justification	13	12	12	13	50
Total (%)	25%	25%	25%	25%	100%

Areas for Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 2 Week 1	Term 2 Week 5	Term 3 Week 6	Term 4 Exam block	
	Listening Task – research and analysis	Performance/composition	Composition	Performance and Listening Examination	
Performing		20		20	40
Composing		10	20		30
Listening	15		5	10	30
Total (%)	15%	30%	25%	30%	100%

OUTDOOR EDUCATION YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 2	
	Presentation and hand-in task	In class task	In class task	Yearly Examination	
Environmental awareness conservation and sustainability	25				25
Outdoor Activity and Exploration Health Safety and Wellbeing in the outdoors			25		25
Connecting with the natural environment		25		25	50
Total%	25%	25%	25%	25%	100%

PHYSICAL ACTIVITY AND SPORTS STUDIES YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 1 End of Term	Term 2 Week 3-5	Term 3 Week 8	
	Game analysis In class task	Coaching Session Presentation and hand- in task	Body systems Examination	
Enhancing Participation and Performance	30			30
Foundations of Physical Activity			30	30
Physical Activity and Sport in Society		40		40
Total%	30%	40%	30%	100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL DEVELOPMENT YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 2 Week 7-9	Term 3 Week 6-8	
	Performance (In class task)	Portfolio (Hand in task)	Health Workshop (In class presentation and Hand in task)	
Movement skills and performance	40			40
Health, Wellbeing and Relationships		30		30
Health, Safe and Active Lifestyles			30	30
Total%	40%	30%	30%	100%

PHOTOGRAPHIC AND DIGITAL MEDIA YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 4	Term 3 Week 1	Term 4 Week 3	
	Task 1A Essay (Hand in task)	Task 2A Essay (In-class task)	Task 3A Yearly Examination	
	Task 1B Portraits (Hand in task)	Task 2B Film (Hand in task)	Task 3B Personal Interest Project (Hand in Task)	
Historical and Critical Study	10	10	20	40
Making	20	20	20	60
Total%	30%	30%	40%	100%

PSYCHOLOGY YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 2	Term 3 Week 3	Term 4 Week 2	
	Mental Disorder Empirical Research Task Hand-in task	Personality & Self Presentation In-Class Task	Yearly Examination	
Knowledge and understanding of course content	10	5	10	25
Application of psychological theories	5	10	5	20
Research and data analysis	10	5	5	20
Communication of information, ideas and issues in appropriate forms	10	10	15	35
Total %	35%	30%	35%	100%

SCIENCE YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 6-8	Term 4 Assessment Block Week 1-2	
	Independent research project In class task	Mid-Course Examination In class task	Skills Task / Scientific literacy In class task	Yearly Examination	
Knowledge and understanding of course content	5	10	5	10	30
Planning and conducting investigations	10	5		5	20
Processing and analysing data and information	5		5	10	20
Communicating information and understanding	10	5	10	5	30
Total%	30%	20%	20%	30%	100%

TEXTILES TECHNOLOGY YEAR 10 ASSESSMENT PROGRAM

Areas for Assessment	Task 1	Task 2	Task 3	Weighting
	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3	
	Bucket Hat Practical project and design folio	Kimono Practical project and design folio	Sustainability project and design Folio	
<ul style="list-style-type: none"> ● Investigating and researching ● Problem solving 	10	10	10	30
<ul style="list-style-type: none"> ● Communicating 	15	15	10	40
<ul style="list-style-type: none"> ● Knowledge and understanding 	10	10	10	30
Total%	35%	35%	30%	100

VISUAL ARTS YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 2	Task 3	Weighting
	Term 1 Week 10	Term 2 Week 4	Term 3 Week 6	Term 4 Exam Block	
	Extended Response (In-class response)	Body of Work (Hand in task)	Body of Work (Hand in task)	Yearly Exam (In class)	
Art Historical and Critical Study	20			20	40
Artmaking		30	30		60
Total%	20%	30%	30%	20%	100%

VISUAL DESIGN YEAR 10 ASSESSMENT PROGRAM

Areas For Assessment	Task 1	Task 2	Task 3	Task 4	Weighting
	Term 1 Week 5	Term 2 Week 4	Term 3 Week 6	Term 4 Exam Block	
	Extended Response (Presentation – In class)	Wearable Art (Hand-in)	Interior Design (Hand-in)	Yearly Exam (In class)	
Art Historical and Critical Study	20			20	40
Artmaking		30	30		60
Total%	20%	30%	30%	20%	100%

YEAR 10 ASSESSMENT CALENDAR 2024

Term 1 2024	Course	Term 2 2024	Course
Week 3	Nil	Week 1	Information and Software Technology International Studies Music Visual Arts Commerce
Week 4	Nil	Week 2	Food Technology Geography Global Issues Psychology English International Studies
Week 5	Visual Design	Week 3	Chinese Food Technology Japanese French Textiles Mathematics Physical Activity and Sports Studies
Week 6	Nil	Week 4	Chinese Japanese French Photographic and Digital Media Science Visual Arts Visual Design Physical Activity and Sports Studies
Week 7	English Information and Software Technology	Week 5	Chinese French Japanese Music Physical Activity and Sports Studies
Week 8	Chinese Japanese French Science Mathematics	Week 6	Industrial Technology - Multimedia
Week 9	Chinese Japanese French	Week 7	International Studies Information and Software Technology PDHPE

	Industrial Technology – Electronics Commerce Science		
Week 10	History (Mandatory) Industrial Technology – Timber Outdoor Education Visual Arts PDHPE	Week 8	Outdoor Education PDHPE
Week 11	Dance Drama History (Elective) Industrial Technology – Multimedia Information and Software Technology Physical Activity and Sports Studies	Week 9	Dance Drama History (Elective) Industrial Technology – Timber English PDHPE
		Week 10	English Information and Software Technology

Term 3 2024	Course	Term 4 2024	Course
Week 1	Photographic and Digital Media Commerce	Week 1	Chinese Japanese French History Elective Science
Week 2	Global Issues History (Mandatory)	Week 2	Chinese Commerce French Geography History (Mandatory) Industrial Technology – Electronics Industrial Technology – Multimedia Japanese Outdoor Education Psychology Science History Elective Mathematics Music Visual Arts
Week 3	Food Technology Global Issues Psychology	Week 3	Chinese French Global Issues Industrial Technology – Electronics Industrial Technology – Timber Information and Software Technology Japanese Mathematics Physical Activity and Sports Studies Photographic and Digital Media Textiles
Week 4	Commerce Food Technology Industrial Technology – Multimedia Mathematics	Week 4	
Week 5	Mathematics		
Week 6	Science Music Visual Design PDHPE Visual Arts		
Week 7	Chinese English (Mainstream)		

	<p>French Information and Software Technology Japanese Physical Activity and Sports Studies Science Information and Software Technology PDHPE</p>		
Week 8	<p>Chinese French Japanese Outdoor Education Science Physical Activity and Sports Studies PDHPE</p>		
Week 9	<p>Dance Geography History (Elective) Industrial Technology – Electronics Textiles</p>		
Week 10	<p>Commerce Drama English Food Technology International Studies PDHPE Visual Arts Information and Software Technology</p>		

RoSA/PRELIMINARY/HSC ASSESSMENT: ILLNESS/MISADVENTURE APPLICATION

This form must be completed then taken to the relevant Head Teacher and submitted to the Deputy Principal within two days of returning to school.

SURNAME:

GIVEN NAME:

YEAR:

DATE OF APPEAL:

Please indicate the subject/s for which this appeal is being lodged.

Subject	Date of Task	Nature of Task	Teacher

NATURE OF APPEAL (Illness or Misadventure):

State sufficient details to support your case for consideration to sit for the task or substitute task or to gain an extension of time.

SUBSTANTIATING EVIDENCE ATTACHED (attached letter or documents): YES NO

SIGNED:
 (student)

DATE:/...../.....

SIGNED:
 (parent)

DATE:/...../.....

HEAD TEACHER'S COMMENT

.....

SIGNED: DATE:/...../.....

FORM TO BE RETURNED TO THE DEPUTY PRINCIPAL

Form received:/...../..... BY:

APPEAL PANEL'S DECISION:

.....

SIGNED: DATE:/...../.....

NAME:

Illness/Misadventure Process

1. Student gets form from DP or downloads from website. Student completes the form with relevant details and attaches documentation.



2. Student takes form to HT for comment within two school days upon return to school. (e.g., *task rescheduled for x date* or *task to be submitted to HT by x date*)



3. Student takes form to DP. DP signs receipt of form and enters information into excel spreadsheet. Holds panel to make decision. Panel members: DP, HTs.



4. DP informs student and HT of decision and appeal process if necessary.