

Erskine Park High School

Pride in Achievement



Student Assessment Handbook 2025

YEAR 10

ASSESSMENT FOR GREATER LEARNING



Erskine Park High School

Pride in Achievement

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School-based Assessment Program

Schools are required to provide an assessment of student achievement in each course studied for the Record of School Achievement (RoSA). The assessment will be based on achievement measured throughout Stage 5 and will encompass student performance in all syllabus objectives and outcomes, except those relating to values and attitudes.

Student achievement for Stage 5 courses is communicated to NESA as an A to E grade.

Acronyms used in this resource

AQF	Australian Qualifications Framework
EPHS	Erskine Park High School
NESA	NSW Education Standards Authority
ROSA	Record of School Achievement

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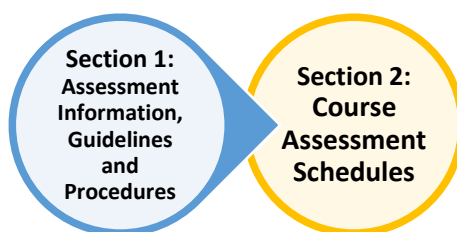
You are braver than you believe,
stronger than you seem and smarter
than you think.

”

—A.A. Milne

Preface

This Student Handbook is divided into 3 Sections as outlined below:



Purpose of Section



Section 1 provides you with **advice** about school procedures in relation to school-based assessment for Stage 5.

This information will help you understand:

- the 'what, why, how and where' of assessment
- how tasks will be distributed and the responsibilities of both you and your teacher
- what to do if you are absent for or late submitting a task
- what to do if illness or misadventure affects your ability to complete or submit a task
- what happens if you are suspected of malpractice or cheating in an assessment task

Purpose of Section



Section 2 provides you a copy of the **Assessment Schedules** for Year 10 courses. This section also contains a calendar for you to map the assessment tasks for the courses you study.

This advice will help you:

- understand the subjects you are studying and their requirements.
- identify the number and nature of assessment tasks for each of your subjects.
- identify the term and week in which assessment tasks will be due.
- identify the breakdown of marks and weighting of each task.

This information can be used to:

- plan your time and other activities to develop a realistic and relevant study program to **maximise your achievement** in each task and overall, in each subject.



Section 1:



Assessment Information, Guidelines and Procedures

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Section 1a: NESAs and School Requirements for the award of the RoSA

Guiding Question:

What do I need to be eligible for the Record of School Achievement (RoSA)?



The Record of School Achievement is the credential available for students who leave school after completing Year 10, but before receiving their HSC. To be awarded this Record of School Achievement (RoSA), students must have:

- a satisfactory record of effort and achievement in the courses they have studied.
- a satisfactory record of attendance at school.

Failure to complete a course satisfactorily may result in an 'N' determination being issued and will impact on the achievement of the award of the RoSA.

This credential:

- Provides an ongoing cumulative record for students
- Records grades for courses students complete in Year 10 and Year 11
- Reports results of moderated, school-based assessment
- Makes available optional, online literacy and numeracy testing for school leavers
- Provides opportunity for students to incorporate extra curricula achievements

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

RECORD OF SCHOOL ACHIEVEMENT

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

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2012	English (200)	A
	Mathematics (200)	CS
	Science (200)	B
	Australian Geography (100)	D
	Australian History (100)	C
	History (100)	B
	Industrial Technology – Electronics (200)	C
Personal Development, Health and P.E. (100)	A	
Board Endorsed Courses		
2012	Physical Activity and Sports Studies (100)	A
	Religion, Catholic Studies (100)	D
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and Its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed

(see annex)

Student Number: 250299853

Issued without alteration or pressure on 10th December 2012
by the Board of Studies at Sydney, NSW, Australia.

Course Completion Criteria



To be determined to have met the requirements for the satisfactory completion of Year 9 & 10 courses, you must provide sufficient evidence that you have:

NESA Language	What this means for you as a student of EPHS
1. Followed the course developed or endorsed by NESA. AND	☐ Follow the NESA syllabus for each course undertaken. To help you monitor that the syllabus is being covered a Scope and Sequence for each course you study will be provided to you, by the teacher. A Scope and Sequence identifies the order in which units/modules/outcomes of the syllabus will be taught to you. It also identifies the timeline of implementation.
2. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. AND	☐ Attend all timetabled lessons unless there is a valid, explained reason. ☐ Actively participate in all learning activities/experiences implemented by the teacher/school. ☐ Genuinely try your best with all learning activities and assessment tasks. ☐ Submit all required activities and assessment tasks on or before the due date. ☐ Actively seek and act upon feedback from a variety of sources including teachers, mentors, and peers.
3. Achieved some or all of the course outcomes.	There will be strong evidence that you have learnt concepts and skills taught in each course at the level of which you are capable. This is achieved through: ☐ participation in class activities, ☐ the submission of class tasks ☐ the submission of assessment tasks

Students who do not comply with the above requirements will receive an 'N' Award warning letter outlining the areas causing concern. If the student does not address the areas satisfactorily, he/she can expect to receive an 'N' determination for the course.

Guiding Question:

What if I am studying Life Skills Courses?

Course Completion Criteria for Life Skills Courses



Life Skills courses have been developed for the small percentage of students with special education needs for whom the regular outcomes and content of courses is not appropriate. Students are entered in Life Skills in collaboration with the student, parents/carers and other significant individuals in the student's life. This may be some or all courses of a student's pattern of study.

Life Skills Courses have outcomes in specific NESA syllabuses and allow students to access the curriculum where this may not have been possible without this choice. It is not necessary for students to address or achieve all the Life Skills Outcomes to satisfactorily complete the course. However, Life Skills students must still **complete and submit all modified work to satisfy Course Completion Criteria**. 'N' determinations can still be made for a Life Skills student who does not meet minimum expectations of effort and work.

Guiding Question:

Does my attendance matter?



Attendance matters and every day counts. Above 95% is our expected student attendance.

Days missed = years lost

A day here and there doesn't seem like much, but...



When you miss school, you miss important opportunities to:



Learn



Build friendships



Develop life skills

Strong attendance is essential to achieve course outcomes, cover the content of each course and enable accurate assessment of effort and participation in a course.

Guiding Question:

What do I need to do if I am absent?

Parents must provide an explanation for absences to the school within 7 days from the first day of any period of absence. Where an explanation has not been received within the 7-day timeframe, the school will record the absence as unexplained on the student's record.

Lateness to school is recorded as a partial absence and must be explained by parents.

Students must check with all teachers regarding work missed due to absence and then complete the work as quickly as possible.

**Guiding
Question:**

What if my family or I must take time off for travel?

Families are encouraged to travel during school holidays. If travel during school term is necessary, discuss this with the school principal. An Application for Extended Leave will need to be completed and submitted for consideration. Absences relating to travel will be marked as leave on the roll and therefore contribute to the student's total absences for the year.

**Guiding
Question:**

How can I check or monitor my attendance?

Students can monitor their attendance through the Sentral Student Portal.

Parents can monitor attendance through the Sentral Parent Portal.



Section 1b: Information about Assessment

Guiding Questions

Information

What is assessment?

Assessment is an educational process of identifying, gathering and interpreting information about student achievement.

What is the purpose of assessment?

In Stage 5, assessment can be used for several purposes, including to:

- assist student learning.
- evaluate and improve teaching and learning programs.
- provide information on student learning and progress in a course in relation to the syllabus outcomes.
- provide evidence of satisfactory completion of a course.
- report on the achievement of a student at the end of a course.

Is all assessment the same?

Assessment can be described as **informal** or **formal**. Informal assessment varies in the degree of structure and can include question/answer activities; group participation; completion and submission of class activities/work; class discussions. Informal assessment is a normal part of the teaching and learning cycle. Informal tasks may or may not have marking rubrics provided and may not even be marked by your teacher. However, during informal assessments your teacher is observing your work and listening to the progress you are making.

Assessment can also be formal. Formal tasks are usually highly structured. Notification and marking rubrics are provided for formal assessment tasks. This Handbook contains information relating to the rules and procedures relating to formal school-developed assessment tasks.

Guiding Questions	Information
Why do we have formal assessment?	Formal school-based assessment occurs for each Year 10 course. Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways not just through tests or exams examinations . Formal assessment tasks are those which students undertake as part of the school-based assessment program , reflecting specific course requirements, components, and weightings. Information related to these aspects of the school-based assessment program can be found in Section 2 of this booklet.
How do I know when the formal assessment tasks for my courses will be due?	The TERM and WEEK in which tasks are conducted or are due is communicated in the Assessment Schedules in Section 2 of this Handbook. The exact due date of a task is communicated to students via the Assessment Notifications, that are issued for individual tasks.
What types of formal assessment tasks might I expect to be asked to do?	The type of formal assessment tasks can vary for each course. Some examples of task types used for formal assessment in Stage 5 include, but are not limited to: ▪ Presentations – digital, oral, multimodal ▪ Reports – analytical, fieldwork, research, written ▪ Practical work – experiments, improvisation, projects, performances ▪ Portfolios, journals, logbooks, process diaries ▪ Class and/or cohort tests ▪ Extended writing – research essays, personal interest projects, creative writing
Will there be an examination period for formal written examinations?	A formal written examination is defined as a task such as a Yearly Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time.
What happens when a formal assessment task involves group work?	The formal examination period for Year 10 will be Term 4, Week 8/9 Where group work is a course requirement, teachers will ensure that: ▪ the task is designed to assess the contribution of individual group members. ▪ outcomes selected complement the task type and end product. ▪ procedures for how the task will be completed are provided. For example, establishing expectations including considering a range of views. ▪ the required support documentation or evidence, such as a logbook, process diary, journal or reflection is outlined in the task notification.
Am I required to complete formal assessment tasks at home or at school?	You will be required to complete some formal assessment tasks at home, others will be completed at school. For some tasks there will be a combination of home and school activities. This information is communicated on the Assessment Schedule for each course and Notification of each task.

Guiding Questions

What are my responsibilities when formal assessment tasks are completed at school?

Can I take time off on the day tasks are due to prepare for or complete the task?

What happens if my teacher is absent on the day an at school assessment task is scheduled?

What if I am following a Life Skills Pattern of Study?

Information

If a task, or part of a task is conducted at school then students have a responsibility to be present in class for the designated time. If a student is aware of circumstances that may prevent their attendance in class for a task, they must make these circumstances known to their class teacher and the appropriate Head Teacher before the day of the task. They must use the **Application for Extension Process**. They must ensure that arrangements have been made for them to complete the task or a substitute task.

It is important that students attend all day on days with scheduled assessment tasks.

If a class teacher is absent when an assessment is due for completion on that day, the Head Teacher will determine whether the task can proceed with another teacher. If there are multiple classes in the same course, either all classes will complete the task or all classes will have it rescheduled. If the task is rescheduled, all students will be appropriately informed (i.e., sign that they are aware of the new date and time), and a fair and reasonable new date will be decided upon by the Head Teacher.

While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

Section 1c: Assessment and Reporting of Achievement in Stage 5

Guiding Question:

How are my results for the different courses communicated to NESA?

Grades will be awarded to students based on their internal assessment program for all courses studied. The school, on the basis of course performance descriptors issued by the NSW Education Standards Authority (NESA), will award a student's grade. These grades indicate the student's level of achievement relative to the knowledge and skills objectives of the course. There will be no predetermined proportion of students awarded each grade. The assessment tasks set by the school for each subject to be studied will be used to provide data to assist teachers determine which description best fits the level of achievement of each student at the end of the course. The final decisions are made in relation to the standard reached, not in relation to the performance relative to other students.

NSW Education Standards Authority (NESA) – General Performance Descriptors

Grade	GENERAL PERFORMANCE DESCRIPTORS
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.

Life Skills Courses

Achievement of outcomes are reported in accordance with NESA guidelines, that is, outcome/s achieved independently, achieved with support, or not yet achieved.

The following information contains information about the **EPHS School-based Assessment Program**.
Remember to refer to the **Assessment Schedules** for each course located in **Section 2** of this handbook.



Assessment Task Procedures

Guiding Question:

How will Assessment Tasks be scheduled to help students not feel overwhelmed?

- No more than 4 tasks will be scheduled at appropriate times throughout each course.
- In setting up the assessment schedule, the school will work towards an even distribution of assessment tasks for students.
- In general, assessment tasks will not be scheduled in the week prior to an examination period or during an examination period.

Guiding Question:

What happens if a change to the original Assessment Schedule needs to be made?

- Where there is a change made from the original assessment schedule, faculties will notify students in writing two weeks before the new task date. Students will be provided with a modified Assessment Schedule. They will sign and date a new Register to acknowledge receipt of the modified Assessment Schedule.

Guiding Question:

What is the process for notification and student receipt of formal assessment tasks?

- The **Assessment Task Notification** will be issued IN WRITING as a hardcopy AND via Google classroom or other platform used by the class.
- Students will sign and date an **Assessment Task Register** to indicate they received the assessment task notification. This register is generated and maintained by the teacher.

Guiding Question:

What information is contained on an individual assessment notification?

- Assessment task notifications contain information relating to:
 - the assessment task number
 - the type of task
 - weighting
 - course outcomes
 - task description and presentation requirements
 - course component/s to be assessed in the task
 - the criteria to be applied to the marking of the task
 - date notification was issued to students
 - due date
 - presentation of task, including details about maximum length (or dimensions, or time depending on the task) if required

Guiding Question: What if the assessment task is an examination?

- Where formal examinations are part of the assessment program students will be notified at least 2 weeks prior via the examination timetable and an Examination Assessment Task Template notification for each course that has a formal examination (see Section 2).

Guiding Question: What equipment do I need for an examination?

- You can bring the following items into your exams:
 - black pens (no pens with ink that can be erased)
 - pencils (must be at least 2B), erasers and a sharpener
 - a ruler marked in millimetres and centimetres
 - highlighter pens
 - a clear bottle of water with no label
 - a watch (not a programmable or smart watch), which you must take off, place on your desk in clear view and not touch during the exam.
- You need to bring certain equipment (e.g., a calculator) for some exams. If you are allowed a scientific calculator, make sure it is an approved model.

Guiding Question: What does good conduct during examinations mean?

- Students must always follow the instructions of their teachers during the conduct of an assessment task. When sitting an examination, students must not have with them any notes (on paper, in their equipment/ belongings or on their person) unless there are specific instructions that permit it on the Assessment Task Notification. Notes and examination papers must not be taken from an assessment task room without the approval of the teacher in charge. Students must not behave in any way that is likely to disturb the work of any other student or upset the conduct of the task, if this does occur the student may be penalised at the discretion of the Deputy Principal.

Guiding Question: What if I am absent when the task notification is distributed to the class?

- Just as it is the students' responsibility to go to the teacher to find out what work has been missed when they are absent from class, it is also the responsibility of the student to speak to the teacher or Head Teacher to obtain a written copy of an assessment task if they were absent from class when an assessment task notification was issued in hard copy to students. Copies of the task will be available on the Google Classroom or other platform used by the class.

Guiding Question: If I am absent when the assessment is distributed, will I get extra time?

- If a student is absent from class when notification of an assessment task is issued, extra time will not be given to complete the task unless the student formally applies for an extension of time or submits an appeal based on illness or misadventure.

Guiding Question:

How do I submit my assessment tasks?

- To **submit an assessment task**, students should follow all submission requirements as communicated in the relevant section of the assessment task notification.
- To **register teacher receipt of an assessment task**, students will sign and date the **Assessment Task Register** for that task. This will be generated and provided by the teacher. It will be maintained by the teacher for monitoring processes. When students sign this form they are also sign to declare the following:

This is my own work. I have not copied the work of others, nor misrepresented the work of others as my own, or colluded with others on this task. I have acknowledged all sources of information

Guiding Question:

What should I do if I haven't completed the assessment task?

- If a piece of **work is incomplete** at the time of submission, and an extension of time has not been previously applied for, students are strongly advised to submit the task as is. A mark will be awarded based on what has been completed.
- If a student does not submit the task but has previously submitted a draft, the draft will be awarded a mark.

Guiding Question:

What happens if I do not submit a task?

- Failure to complete and submit an assessment task by the due date and time without providing a valid reason will result in the following:
 - the student will receive a zero for the task.
 - an 'N'-Determination warning letter, addressed to the parents, will be issued outlining what needs to be completed and indicating a new due date (at least two weeks from the date of issue of the letter).

Guiding Question:

If I get issued an N-Award Warning, does that mean I don't have to complete and submit the task?

- Even though a student receives a zero it is their responsibility to submit a genuine attempt at the task to be deemed as satisfactorily completing the course outcomes.
- When a genuine attempt of the assessment task has been submitted by the new due date, the 'N'-Determination warning will be marked as resolved.

Guiding Question:

What support is provided if the task takes place over a long period of time?

- NESAs recognises that some task types may require students to research or develop work over a longer period. For these tasks, teachers may use checkpoints to provide informal feedback and to affirm that the work is entirely that of the student.

Guiding Question: What should I do if I am away the day of a task or if I something caused me to not do my best on the day?

- Students who are absent for an assessment task or believe they had some special circumstance which affected their performance on a task may submit an illness/misadventure appeal application.
- The student's actual performance, not potential performance will be assessed in each task according to the published marking guidelines. Marks cannot be modified to consider possible effects of illness or domestic situations unless the misadventure process has been followed.

Guiding Question: What can I expect when my marked task is returned to me?

- When an **assessment task is returned to the student**, they will be required to sign and date the Assessment Task Register to indicate the task has been marked and returned.
- Assessment tasks will be marked, processed, and returned to students in a timely manner and within 2 weeks of the submission date except under extenuating circumstances.

Guiding Question: What type of feedback can I expect to be provided?

- At Erskine Park High School we recognise that all students are entitled to meaningful, timely written feedback in relation to the marking criteria, performance standards and course outcomes to assist them in their learning in that course.

Feedback will:

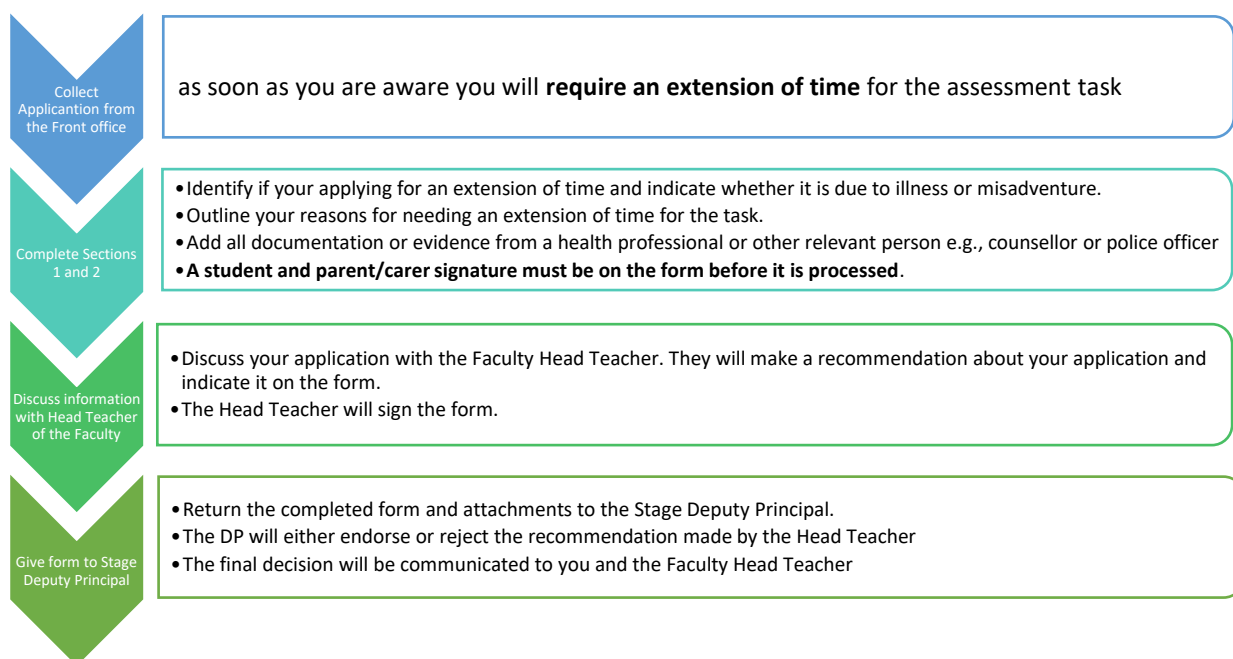
- be timely, specific and related to the learning and assessment intention.
- be constructive and provide meaningful information to students about their learning.
- be focused on the outcomes of the task and correct misunderstandings.
- identify and reinforce students' strengths.
- provide specific information about how students can improve.
- facilitate the development of and provide opportunities for self-assessment and reflection.
- inform future teaching and learning opportunities.

Applying for an EXTENSION

Guiding Question:

How do I apply for an extension of time for an assessment task?

- Students can apply for an extension of time to submit an assessment task, **prior to the due date** of the task. The template for application for extension | Illness/misadventure appeal form is provided as an appendix on page 25-26
- The process for applying for an extension of time is outlined below:



- In applying for an extension of time it is the student's responsibility to:
 - contact the Head Teacher prior to the submission date.
 - submit the application and supporting documentation to the relevant Head Teacher and Deputy Principal
- The Head Teacher recommendation will be as to whether:
 - an extension of time can be granted.
 - an alternative task can be completed.
 - the task can be repeated without disadvantaging other students.
- A copy of the application will also be provided for the class teacher who will keep it for monitoring purposes and the document will be scanned and saved in the student file.
- Where an extension has been approved for the submission/completion of a task, the student will not be disadvantaged in the marks allocated. In cases of dispute the Head Teacher will confer with the principal.

Guiding Question:

What are acceptable reasons for applying for an extension of time for an assessment task?

- Acceptable reasons for an extension of time to be granted include:
 - one of the possible outcomes for an upheld appeal from an illness / misadventure application.
 - in the case of alternate arrangements for a student involved in a school event (work placement, work experience, sport, or leadership representative activity) taking place at the same time as a scheduled assessment task. It is the student's responsibility to notify teachers of this commitment well in advance.



Illness and Misadventure

Guiding Question:

What is illness and misadventure?

- Students who are unwell or who experience an accident or disruption while they are completing a formal assessment task or when they are sitting for a test or examination that is part of the assessment process may be eligible to ask for special consideration through the school's illness /misadventure procedures.
- Applications for illness or misadventure must relate to being sick or experiencing something beyond the student's control immediately before or during the assessment(s) that directly affected the student's assessment performance.
- What does 'illness / misadventure' specifically relate to?
 - **illness or injury** – that is, illness or physical injury suffered by the student which directly impacted the student's performance in an examination or during the time the student was working on a formal assessment task. Some examples might be mental health, influenza, an asthma attack, a badly injured writing hand. Medical certification of the impact of the illness on the student's ability to undertake the examination must be provided.
 - **misadventure** – that is, an event beyond the student's control which allegedly affected the student's performance in the examination or during the time the student was working on a formal assessment task. Some examples might be: death of a friend or family member, involvement in a traffic accident, a house fire.

Guiding Question:

What are unacceptable grounds for illness or misadventure?

The following are not considered to be illness / misadventure events:

- attendance at work experience, a sporting or cultural event, or family holiday
- misreading the due date of an assessment or an examination timetable
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities
- disabilities for which the school and NESA have already granted disability provisions, unless an unforeseen episode occurs during the examination (such as a hypoglycaemic event suffered by a diabetic student) or further difficulties occur
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
- matters avoidable by the student such as misinterpretation of examination questions or instructions etc.

Guiding Question:

Can I claim misadventure if my device crashes and I lose my work?

- When using electronic equipment to complete and submit tasks, students must ensure that the work is saved regularly, and that backups are kept including a hard copy. This should be done well in advance of the due date. No allowance will be made for failure of equipment, including hardware, software, or printer where there is **no evidence of the preparation** of the lost material. It is recommended that work is backed-up in at least two separate systems. Software used to complete task must be available at school.

Guiding Question:

What is the process of applying for illness or misadventure?

Collect Application from the Front office

as soon as you are aware that illness or misadventure may affect your level of achievement on a particular task, including examinations on or after the due date.

If absent on the due date of a task, on the morning of your return to school.

- You have one week from the due date to lodge an appeal.

Complete Sections 1 and 2

- Identify if **you are** applying for illness or misadventure.
- Outline your reasons for needing special consideration due to illness or misadventure
- Add all documentation or evidence from a health professional or other relevant person e.g., counsellor or police officer
- **A student and parent/carer signature must be on the form before it is processed.**

Discuss information with Head Teacher of the Faculty

- Discuss your application with the Faculty Head Teacher. They will make a decision about your application and indicate it on the form.
- The Head Teacher will sign the form.

Give form to Stage Deputy Principal

- Return the completed form and attachments to the Stage Deputy Principal.
- The DP will either endorse or reject the decision made.
- The final decision will be communicated to you and the Faculty Head Teacher

Guiding Question:

What happens if I miss a task and do not submit an appeal for illness or misadventure or apply for extension?

- A student who misses an examination without approval for their illness / misadventure claim will receive zero.
- Students in Year 10 who fail to attempt at least 50 % of required formal assessment will receive a non-completion determination in that subject and place their RoSA in jeopardy.

Guiding Question:

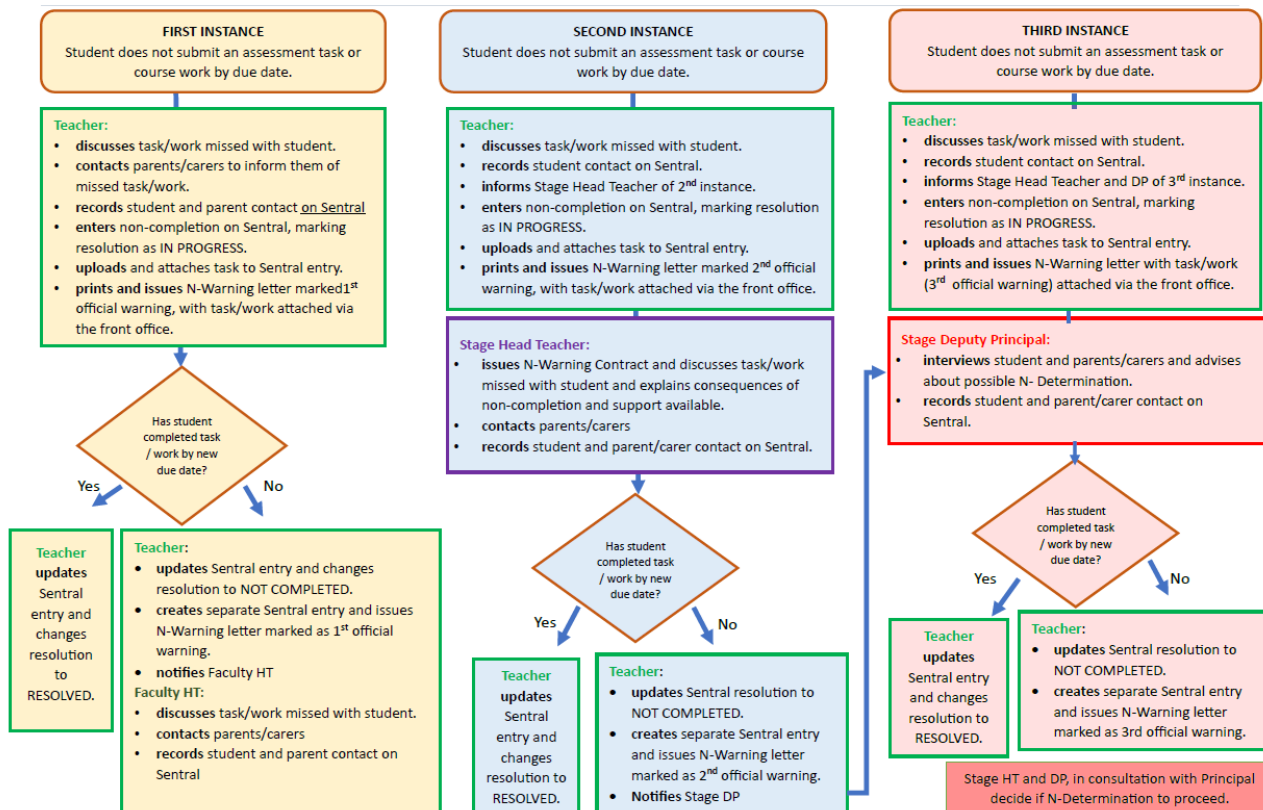
What is a non-serious attempt?

- A task submitted by a student may be deemed a nonserious attempt if, in the professional judgement of the course teacher, in consultation with the Head Teacher, it does not meet the basic level of achievement of the course outcomes. Non-serious attempts will be awarded a zero mark which may have a serious impact on the grade submitted to NESA by the school for the RoSA.
- Students whose work is deemed as a non-serious attempt will have a letter sent home (N-Award Warning Notification) and will be required to redo the task to a standard that meets the course requirements.

Procedures for students in danger of not meeting NESA requirements of a course.

The N-Determination Warning process is designed to support students and their family in addressing areas of concern and provide an opportunity for students to meet course requirements. A student will be notified of a N-Determination Warning via a letter from their school. This aims to give the student time to complete the course requirements and rectify the problem.

The N-Determination Flowchart outlines the process.



Guiding Question:

Where can I get support, if needed??

There are several people who can support you if you require assistance. Refer to the information below.





Invalid or Unreliable School-based Assessment Tasks

Guiding Question:

What happens if there is something wrong with the task?

- In rare circumstances, a task may be found to be invalid or unreliable. Situations where this may occur include if the task does not align with syllabus requirements, the difficulty level is not appropriate, it fails to discriminate, skills or content have not been taught prior to the tasks or the occurrence of an extraordinary situation results in some unforeseen disadvantage.
- Students will be informed in writing if a task is determined to be invalid or unreliable. In these instances, they task may be:
 - redesigned and repeated – in this instance a minimum of two week's notice would be given for the added task.
 - reweighted and supplemented with an additional task – if an additional task is given, both tasks will be included in the final assessment mark with the weighting of the first task reduced. The value of the task weighting, however, will not change.
 - discounted in the assessment program.
 - compensated by other means. ACE 8072



Special Provisions

Guiding Question:

What are special provisions and how do I apply?

- Special Provisions also known as Disability Provisions are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know under exam conditions. Disability or special provisions assist students to read examination questions and write their answers. These provisions need to be applied for and are granted solely on the basis of how a student's exam performance is affected.

Students may need provisions for:

- a permanent condition – such as diabetes or reading difficulty
 - a temporary condition – such as a broken arm
 - an intermittent condition – such as back pain when sitting for long periods of time.
- It is not embarrassing to apply for provisions – they help students to show the markers what they know and can do. Students should speak with the Stage 6 Head Teacher if they think they may apply for Disability Provisions.



The link provides information regarding Special Provisions:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/10-12/hsc/disability-provisions>

**Guiding
Question:**

What support is provided by the school?

- At school, we make adjustments for students with a disability in course work, school-based assessment tasks and in-school tests or examinations. The type of adjustment and support will vary according to the particular needs of the students and the requirements of the activity.

Adjustments may be:

- changes to the assessment process such as additional time, rest breaks, the use of a reader and or/scribe or specific technology.
- changes to the assessment activity such as rephrasing questions, using simplified language or alternative formats for questions.
- alternative formats for responses such as writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.



Honesty in Assessment

All work presented in assessment tasks and external 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 and will jeopardise RoSA.

**Guiding
Question:**

What is malpractice?

Malpractice is any activity that allows students to gain an unfair advantage over other students.

**Guiding
Question:**

What are some examples of malpractice?

Malpractice includes but is not limited to:

- copying part or all of someone else's work and presenting it as your own
- using material directly from books, journals, electronic media or the internet without acknowledging its source
- building on someone else's ideas without stating their source
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, eg a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning the source
- paying someone to write or prepare material and presenting it as your own
- not acknowledging any work completed by others for your submitted work or performance
- breaching school exam rules
- cheating in an exam
- using non-approved aids in a school-based assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice
- providing fraudulent evidence in applications for disability provisions or illness/misadventure
- being responsible for actions done or omitted to be done that confer an unfair advantage relating to the outcome of any exam – irrespective of whether such actions occur before, during or after such an exam or assessment
- using ChatGPT or other artificial intelligence (AI) software inappropriately and without acknowledgement.

**Guiding
Question:**

What is plagiarism?

Plagiarism means using someone else's work without giving them proper credit. In academic writing, plagiarising involves using words, ideas, or information from a source without referencing it correctly.

**Guiding
Question:**

What are my responsibilities when it comes to malpractice and plagiarism?

Students have a responsibility to maintain the security of any assessment tasks completed outside class. They must not permit other students to have access to these tasks. Permitting work to be copied is collusion and is considered malpractice.

Students also have a responsibility to make sure that they understand the difference between what is honest and what is dishonest in relation to all their work.

**Guiding
Question:**

What happens if I am suspected of malpractice?

If a student is suspected of malpractice, they will need to show that all unacknowledged work is entirely their own. They might need to:

- prove and explain their work process with diaries, journals, notes, working plans, sketches or progressive drafts that show how their ideas developed.
- answer questions about the assessment task, exam or submitted work being investigated to show their knowledge, understanding and skills.



Making an Appeal

Guiding Question:

What is an appeal and what are they for?

Schools and students may appeal against decisions concerning aspects of the award of the Record of School Achievement on several bases.

Schools and students may appeal against decisions concerning certain aspects of the assessment process. These are:

a) student appealing marks ‘at the time the task is returned to the student.’

- students have the right to appeal against the final mark awarded on an assessment task but only during the lesson in which the task is returned to the student.
- time should be set aside during this lesson for students to make sure the final mark is the accurate tally of all part marks and that the mark is a true reflection of the quality of the submitted task in relation to the marking criteria.
- once the assessment task is removed from the classroom at the conclusion of the lesson, this right to appeal no longer exists.

b) student appeal against an ‘N’ Determination for non-completion of a particular course

In the case of ‘N’ Determinations, the student can appeal directly to the Principal and if unsuccessful, may further appeal to NESAs. The student and parent / carer will be informed of this process at the meeting when the ‘N’ Determination is applied; a relevant appeal form will be provided at this time.

c) student appeals against the withholding of RoSA credentials by NESAs

In the case of the withholding of the RoSA, students can write directly to NESAs.

d) student appeals against SCHOOL decisions in relation to illness / misadventure applications

If a student has **further evidence** to support a declined decision (such as a medical certificate or extra independent information), they can appeal the decision BY COMMUNICATING WITH THE PRINCIPAL and requesting a review of the original decision. Students will need to provide **a statement of what they are appealing with new evidence and detail** to support the statement and attach all new documentation.

In addition, students are enabled to discuss with their teacher, or the Head Teacher, issues in relation to the marking process or the awarding of a mark. While these may not be appealed against (except at the time of receipt of the marked task – see (a) above), they can be clarified.



Erskine Park High School
Pride in Achievement

Application for Extension | Illness/Misadventure Appeal Form

APPENDIX 1

TEMPLATE: Application for
Extension or Illness/Misadventure

Use this form if you are applying for:

1. An **extension of time** on an assessment task.

Applications for extension of time must be submitted **prior to the due date of the task**. You may apply for an extension of time on the grounds of:

- **special circumstances** such as involvement in a school event (work placement, work experience, sport or leadership representative activity) that is taking place at the same time as a scheduled assessment task.

2. An appeal due to **Illness or misadventure**. This appeal is submitted

on the following grounds:

- **Illness** – where you have been sick or suffered a physical injury which allegedly affected your performance in completing an assessment task either prior or on the due date (e.g., influenza, an asthma attack, a cut hand)
- **misadventure** – an event occurred which was beyond your control which allegedly affected your performance in or prior to the assessment task (eg. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

If you cannot attend school on the due day to submit an assessment task or to perform the task in person because of a valid reason (illness or misadventure) you should follow the steps set out below as soon as you are aware/able to.

It is important to understand that documentation needs to be attached to your application to support your claims. If claiming illness, documentation should include wherever possible a medical certificate. Notes from the assessment supervisor can also be included as evidence.

Use the steps outlined below when submitting your application.

☐	1. Collect an Application for Extension / Illness or Misadventure Appeal form from the front office as soon as you are aware that you may not be able to complete a task on the set date or submit a task on the due date. If you are absent on the due date of the task contact the school and let the Head Teacher Senior School know of the situation and collect the form on your first day back at school. Your application for extension should be lodged before the due date of the task. You have one week from the due date to lodge an Illness / Misadventure Appeal form.
☐	2. Complete sections 1 and 2 of the Application for Extension / Illness or Misadventure Appeal form, making sure that you indicate whether the claim is for an extension of time OR illness OR misadventure. On the lines provided include as much information as possible to support your application. 3. You must attach supporting documentation such as a doctor's statement that should describe your symptoms and say how these symptoms could prevent your attendance at school to complete/submit an assessment task. If you are applying for misadventure your documentation might come from a counsellor or a police officer. To complete section 2, both the student and parent / carer must sign and date the form.
☐	4. The form (and attached documents) must be handed to the relevant Head Teacher who may discuss the information on the form with you before they sign the form. Your job is now done. The Head Teacher will notify you of the decision after it is considered by the Deputy Principal.
☐	Students have the right to appeal the decision but must include ADDITIONAL EVIDENCE in their appeal documentation.

Remember if you do not submit an assessment task on the due date and your appeal is unsuccessful, you will receive a zero mark and you will be seen as not satisfying the course completion criteria. If you fail to complete tasks which make up more than 50% of the available marks you will receive an 'N' Determination for that course and the course will not appear on your Record of Achievement or count towards your HSC.

Application for Extension | Illness/Misadventure Appeal Form Page 2



Erskine Park High School
Pride in Achievement

Application for Extension | Illness/Misadventure Appeal Form

Student Name:		Year:		Subject:	
Assessment Title:		Class Teacher:		Head Teacher:	
Nature of Task: ☐ In class Task ☐ Take home Assessment ☐ Examination ☐ Presentation ☐ Practical Task ☐ other					

Section 2: Type and Reason for Application

To be completed by the student and signed by the parent before being submitted to the Head Teacher.

Action Requested: <i>(tick box to indicate choice)</i>	Assessment Task due date has not passed	Extension of Time on the grounds of COMMITMENT related to: ☐ TAFE ☐ Sport ☐ Representative duty ☐ Work placement ☐ Other: _____ (provide more detailed information in the lined section below)	Date Task is due:	
	Assessment Task due date has passed	☐ Illness ☐ Misadventure Did you sit for the task/exam? ☐ YES ☐ NO	Date Task was due:	

Outline the reasons for this application: (add extra paper if needed)

Documentation attached: ☐ Medical Certificate ☐ other

Student signature:		Parent signature:	
Date:		Date:	

Section 3: Head Teacher Recommendation

Student to speak with Head Teacher who will then make their recommendation. Student to give form to relevant Deputy Principal.

Recommendation of Head Teacher is:

Extension of Time (Due Date of Task has not yet passed)	Illness/Misadventure (Due Date of Task has passed)
☐ Application declined	☐ Application declined
☐ Extension granted until	☐ Accept lateness of task without penalty
☐ Alternative task can be completed on	☐ Extension granted until
☐ Task can be repeated on	☐ Alternative task can be completed on
☐ other	☐ Adjust marks achieved in task
	☐ other

Head Teacher signature:		Date:	
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Section 4: Decision of Deputy Principal

Determination:	☐ Approved ☐ Not Approved	Notes:
Deputy Principal signature:		Date:

Glossary of Key Terms

The following terms are used by NESAs in the syllabus documents for your courses. They are also used in the HSC examinations. It is important that you develop an understanding of the meaning of these terms.

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

What is referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

What if you don't reference properly?

- you may be suspected of plagiarism (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task may receive ZERO marks for the task.

Examples of how to reference: APA style 7th Edition

Your reference list contains as much information that you can find on the source you have used, so that the reader could find it themselves. You should list your references in alphabetical order by the author's last name. See examples of APA style 7th edition references below:

Some common sources of information you may use are:

- Journal articles
- Webpage
- Streaming video
- Book

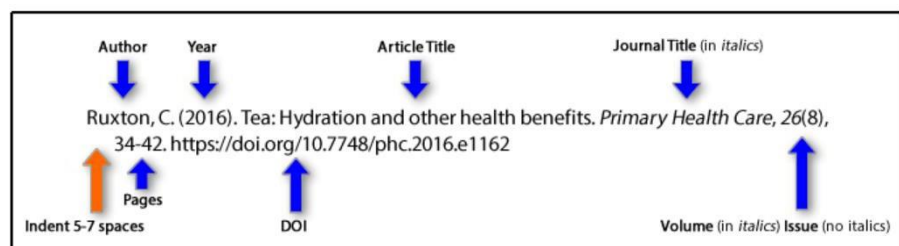
For a journal article you should include:

Reference list entry:

Use the format: Author Last name, First initial. Middle initial. (Year Published). Title of article. *Title of Periodical*, Volume(Issue), page range. DOI

Examples:

Cheung, J. M. Y., Bartlett, D. J., Armour, C. L., Laba, T. L., & Saini, B. (2018). To drug or not to drug: A qualitative study of patients' decision-making processes for managing insomnia. *Behavioral Sleep Medicine*, 16(1), 1-26. <https://doi.org/10.1080/15402002.2016.1163702>



For a book you should include:

Reference list entry:

Use the format: Author Last name, First initial. Middle initial. (Year Published). *Title of work*. Publisher.

Examples:

Swartz, W. (2019). *Descriptive psychology and the person concept: Essential attributes of persons and behaviour*. Academic Press.

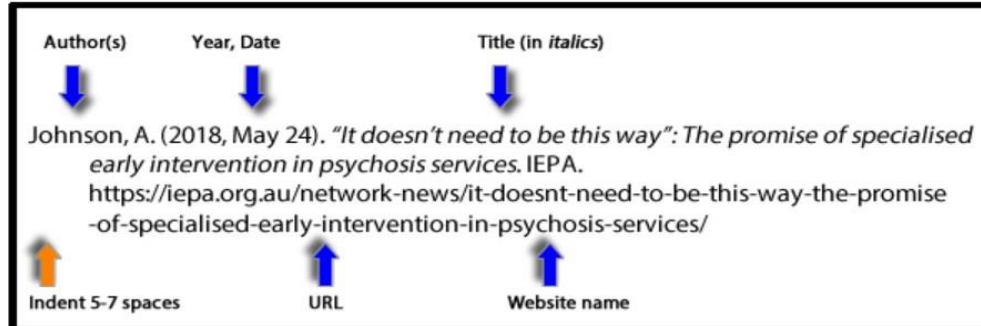
For a webpage with an author, you should include:

Reference list entry:

Use the format: Author Last name, First initial. Middle initial. (Year, Month, Day). *Title of document*. URL.

Examples:

Blub, A. (2018). *Climate change and health*. <https://www.who.int/news-room/fact-sheets/detail/climate-change-and-health>



Websites should be carefully evaluated. If you cannot identify who is responsible for the website, then you should reconsider its use.

For a webpage with no author you should include:

Reference list entry:

Use the format: *Title of document*. (Year, Month, Day). URL.

Example:

\$250m funding boost for malaria vaccine. (2003). <https://www.abc.net.au/news/2003-09-22/250m-funding-boost-for-malaria-vaccine/1482220>

For a streaming video (e.g. YouTube video) you should include:

Reference list entry:

Use the format: Author last name, Initial. [Username]. (Year, Month Day). *Title of video* [Video]. YouTube. <https://xxxxx>

Example: Smith, J. [The Original Smith]. (2023, May 21). *Not just any smith*. [Video]. YouTube. <https://youtube.com/watch?v=mfspibhfsj>

Reference list generators for online assistance

Reference list generator can also be used to generate references in the APA 7th edition format. However, it is essential that students review any reference generated by an online generator to verify that it follows the appropriate format. The following links can be used to access online reference generators:

<https://www.mybib.com/>

<https://www.citethisforme.com/>

Summary: School and Student Responsibilities

School Responsibilities

The School:

- ☐ Provide students with:
 - the current EPHS Year 10 Assessment Handbook.
- ☐ Hold a meeting/lesson to explain information about NESA and school guidelines, policies, procedures, and requirements.
- ☐ Print and share NESA Confirmation of Entries with students. The Confirmation of Entry lists personal details, NESA number and identifies courses included in students' pattern of study.

Provide students with:

- ☐ Scope and Sequence for each course undertaken.
- ☐ Assessment schedules for each course that includes the outcomes assessed, timing, task number, mark values, weightings and types of tasks set.
- ☐ Provide assessment task notifications, in writing to each student that includes the following information:
 - the components of the task and their respective weightings
 - the weight value of the task in relation to the total weighted mark for the course.
 - the outcomes being assessed
 - precise details of when the task is due or will take place
 - detailed information about the task and its requirements, including means of submission.
 - marking rubric (this may be issued after the assessment in some instances, for example, examinations).
- ☐ how meaningful feedback will be provided on students' performance.
- ☐ Provide adequate written notice of the nature and timing of assessment tasks. Generally, at least two weeks' notice will be given.

Student Responsibilities

Students:

- ☐ Sign a register to indicate receipt of:
 - the current EPHS Year 10 Assessment Handbook.
- ☐ Read the information provided, engage in activities related to it and ask clarifying questions to develop understanding of the school and NESA guidelines and procedures.
- ☐ Check all the information on the Confirmation of Entry to ensure it is correct.
- ☐ Make any necessary changes.
- ☐ Sign and date the Confirmation of Entry to confirm the information provided is correct.
- ☐ Retain all documents provided for the duration of the course.
- ☐ Sign and date an Assessment Task Register for each assessment task to indicate:
 - that they have received the written notification for that task.
 - the task has been submitted
 - the task has been marked and returned
- ☐ Read the information provided, engage in activities related to its explanation and ask clarifying questions to develop understanding of the assessment task.

School Responsibilities

The School:

- ☐ When the task is distributed, each class teacher will explain the different sections of the task including where appropriate the marking rubric.
- ☐ Provide an Assessment Task Submission Form so that students can reflect and give feedback on the task and acknowledge the work as their own.
- ☐ Provide timely feedback to students related to the criteria of the task and identifies areas of strength and areas for improvement.
- ☐ The school will be bound by its stated policies and procedures regarding illness, misadventure, malpractice, late submission, and non-completion of and in assessment tasks.
- ☐ Advise students in writing when they are not meeting NESA requirements for a course. The notification will include what is necessary to enable the students to satisfactorily meet the requirements.
- ☐ Inform students of their rights in relation to appeals.

Student Responsibilities

Students:

- ☐ If absent when task notification and associated documents are distributed follow-up with their class teacher to ensure they get the task and have clear understanding of the requirements.
- ☐ Complete, sign, date and submit an Assessment Task Submission form for each task, reflecting on the task and indicating the task is their own work and that the work of others is acknowledged appropriately.
- ☐ Engage with and use the feedback from assessment tasks to reflect on performance and guide further improvement.
- ☐ Submit tasks, as per the instructions outlined on the task notification sheet.
- ☐ Follow school developed procedures regarding illness, misadventure, malpractice, late submission, and non-completion of assessment tasks.
- ☐ In the event of receiving an 'N' Determination warning for a course, students are responsible for the completion and submission of work so that the matter can be resolved, and the process discontinued.
- ☐ Seek assistance from classroom teacher and/or Learning Support Staff, if required.

“*“A little progress each day
adds up to big results.”*”

– Satya Nani

Section 2:



Course Assessment Schedules

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Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	English	Subject:	English
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Exploring Poetry Critical Essay. You will be required to compose a critical essay in response to a given question. This will be based on the text studied in Term 1.	Conflict Related Text and multimodal Reflection. You will be required to select and analyse your own text relating to the concepts and texts studied in Term 2. You will then write a reflective piece to show similarities between the texts.	Turning a New Page Creative Writing Task. You will be required to compose a creative composition, and a critical response, based on the text studied throughout Term 3.	Yearly Examination. You will independently complete a 1-hour formal test in the school hall.
	Term:	1	2	3	4
	Week Task is Due:	Week 9	Week 9	Week 7	Week 7
	Completed: <i>Home, School, or Both</i>	Home	Home	Both	School
	Outcomes Assessed:	EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-ECA-01 EN5-ECB-01
Syllabus Components	Weighting (%)	25%	25%	30%	20%

Syllabus Outcomes

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



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	HSIE	Subject:	History
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Task Components	Task Number:	1	2	3
	Nature of Task:	Genocide Research Task	Quiz	ROSA Examination
	Term:	1	2	2
	Week Task is Due:	11	2	7
	Completed: <i>Home, School, or Both</i>	Home	School	School
Syllabus Components	Outcomes Assessed:	HT5-3, HT5-4, HT5-8, HT5-10	HT5-1, HT5-2, HT5-9,	HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10
	Weighting (%)	40%	10%	50%

Syllabus Outcomes

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



Year 10 Geography Formal Assessment Schedule

Year of course completion:	2025	Faculty:	HSIE	Subject:	Geography
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Task Components	Task Number:	1	2	3
	Nature of Task:	Quiz	Report writing	ROSA Exam
	Term:	3	3	4
	Week Task is Due:	Week 5	Week 7	Week 3
	Completed: Home, School, or Both	School	Both	School
Syllabus Components	Outcomes Assessed:	GE5-2, GE5-3, GE5-7	GE5-2, GE5-3, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8
	Weighting (%)	15%	40%	45%

Syllabus Outcomes

GE5-1: recognises features and characteristics of places and environments	GE5-5: explores management of places and environments
GE5-2: demonstrates an understanding that places and environments change	GE5-6: investigates differences in human wellbeing
GE5-3: explores interactions and connections between people, places and environments	GE5-7: collects and uses geographical information for inquiry
GE5-4: recognises perspectives of people and organisations on a range of geographical issues	GE5-8: communicates geographical information



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	Mathematics	Subject:	Mathematics Advanced
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Task Components	Task Number:	1	2	3
	Nature of Task:	In class test A 55 minute in class test	In class test A 55 minute in class test	In class test A 55 minute in class test
	Term:	Term 1	Term 2	Term 3
	Week Task is Due:	Week 10	Week 6	Week 7
	Completed: <i>Home, School, or Both</i>	School	School	School
Syllabus Components	Outcomes Assessed:	MAO-WM-01 MA5-GEO-C-01 MA5-GEO-P-01 MA5-GEO-P-02 MA5-CIR-P-01 MA5-EQU-P-0 MA5-EQU-P-02 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-FIN-P-01	MAO-WM-01 MA5-MAG-C-01 MA5-ALG-P-01, MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-LOG-P-01	MAO-WM-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-P-01 MA5-EQU-P-02 MA5-IND-P-02 MA5-ARE-C-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-VOL-P-01
	Weighting (%)	30	30	40

Syllabus Outcomes

Outcome	
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (Path: Adv)
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (Path: Adv)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-PRO-P-01	solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (Path: Adv)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)
MA5-CIR-P-01	applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	Mathematics	Subject:	Mathematics Standard
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Task Components	Task Number:	1	2	3
	Nature of Task:	In class test A 55 minute in class test	In class test A 55 minute in class test	In class test A 55 minute in class test
	Term:	Term 1	Term 2	Term 3
	Week Task is Due:	Week 10	Week 6	Week 7
	Completed: <i>Home, School, or Both</i>	School	School	School
Syllabus Components	Outcomes Assessed:	MAO-WM-01 MA5-ARE-C-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-VOL-P-01 MA5-FIN-C-01 MA5-FIN-C-02	MA5-PRO-C-01, MA5-PRO-P-01 MA5-ALG-C-01 MA5-IND-C-01 MA5-MAG-C-01	MAO-WM-01 MA5-LIN-C-02 MA5-RAT-P-01 MA5-NLI-C-01 MA5-NLI-C-02 MA5-DAT-C-01 MA5-DAT-C-02 MA5-DAT-P-01
	Weighting (%)	30	30	40

Syllabus Outcomes

Outcome	
MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form

MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest
MA5-PRO-C-01	solves problems involving probabilities in multistage chance experiments and simulations
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-MAG-C-01	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)



Year 10 PDHPE Formal Assessment Schedule

Year of course completion:	2025	Faculty:	PDHPE	Subject:	Personal Development, Health and Physical Education
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Task Number:	1	2	3	4
Task Description: (including type of task)	Written Task	Practical Task with Written Component	Written Task	Practical Task with Written Component
Link to Classroom Learning:	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts	Researches and appraises the effectiveness of health information and support services available in the community	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
Task Due: Term and Week	Week 8 Term 1	Week 8 Term 2	Week 7 Term 3	Week 1 Term 4
Weighting	25%	25%	25%	25%

Syllabus Outcomes

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	Science	Subject:	Science
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Practical Investigation	Firsthand Investigation	Half Yearly Examination	IRP
	Term:	1	2	3	4
	Week Task is Due:	10	9	5	2
	Completed: <i>Home, School, or Both</i>	School	Both	School	Both
Syllabus Components	Outcomes Assessed:	SC5-17CW SC6-6WS SC5-7WS	SC5-10PW SC5-4WS SC5-5WS SC5-7WS SC5-8WS SC5-9WS	SC5-17CW SC5-10PW SC5-14LW SC5-15LW SC5-8WS SC5-9WS	SC5-15LW SC5-4WS SC5-5WS SC5-7WS SC5-8WS SC5-9WS
	Weighting (%)	20%	30%	20%	30%

Syllabus Outcomes

SC5-4WS develops questions or hypotheses to be investigated scientifically
SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW analyses interactions between components and processes within biological systems
SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	CAPA	Subject:	Ceramics
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Activity of Designers	Design Process	Design Process	Activity of Designers
	Term:	1	2	3	4
	Week Task is Due:	10	7	5	1
	Completed: <i>Home, School, or Both</i>	Both	School	School	School
Syllabus Components	Outcomes Assessed:	DT5-3,DT5-4	DT5-2,DT5-9	DT5-6,DT5-10	DT5-4,DT5-6
	Weighting (%)	20	30	30	20

Syllabus Outcomes

DT5-1 analyses and applies a range of design concepts and processes	DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions	DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments	DT5-8 selects and applies management strategies when developing design solutions
DT5-4 analyses the work and responsibilities of designers and the factors affecting their work	DT5-9 applies risk management practices and works safely in developing quality design solutions
DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design	DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions



Year 10 Child Studies Formal Assessment Schedule

Year of course completion:	2025	Faculty:	PDHPE	Subject:	Child Studies
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Task Number:	1	2	3	4
Task Description: (including type of task)	Resource Development	Research Brochure	Activity Design	Examination
Link to Classroom Learning:	This assessment links to the topic of play and the developing child.	This assessment will assess students on their knowledge relating to growth and development.	This assessment will cover information relating to children and culture.	This test covers all topics studied this year
Task Due: Term and Week	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 7
Weighting	25%	25%	20%	30%

Syllabus Outcomes

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment

CS5-5 evaluates strategies that promote the growth and development of children

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships for the growth and development of children

CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	HSIE	Subject:	Commerce
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Task Component s	Task Number:	1	2	3	4
	Nature of Task:	Career Portfolio	Topic Test	Research Presentation	ROSA Examination
	Term:	1	2	3	4
	Week Task is Due:	11	9	7	3
	Completed: Home, School, or Both	Home	School	Both	School
Syllabus Components	Outcomes Assessed:	COM5-4, COM5-5, COM5-6, COM5-8	COM5-1, COM5-2, COM5-3, COM5-8	COM5-4, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-8
	Weighting (%)	20%	30%	20%	30%

Syllabus Outcomes

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3 examines the role of law in society
COM5-4 analyses key factors affecting decisions
COM5-5 evaluates options for solving problems and issues
COM5-6 develops and implements plans designed to achieve goals
COM5-7 researches and assesses information using a variety of sources
COM5-8 explains information using a variety of forms
COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	HSIE	Subject:	Elective History
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Topic Test	Historical Investigation	Research Task	ROSA Examination
	Term:	1	2	3	4
	Week Task is Due:	10	8	10	3
	Completed: <i>Home, School, or Both</i>	School	Both	Both	School
Syllabus Components	Outcomes Assessed:	HTE5-1, HTE5-2, HTE5-4,	HTE5-1, HTE5-6, HTE5-9, HTE5-10	HTE5-2, HTE5-5	HTE5-3, HTE5-7, HTE5-9, HTE5-10
	Weighting (%)	25%	30%	20%	25%

Syllabus Outcomes

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2 examines the ways in which historical meanings can be constructed through a range of media
HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7 explains different contexts, perspectives and interpretations of the past
HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	TAS	Subject:	Food Technology
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Task Components	Task Number:	1	2	3
	Nature of Task:	Food Product Development Portfolio & Practical	Advertising Campaign & Logo	Pop up Restaurant Plan & Practical
	Term:	1	2	3
	Week Task is Due:	9	8	8
	Completed: <i>Home, School, or Both</i>	Both	Both	Both
Syllabus Components	Outcomes Assessed:	FT5-1, FT5-2, FT5-7, FT5-10, FT5-11, FT5-13	FT5- 1, FT5- 2, FT5-3, FT5-6, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10
	Weighting (%)	40%	30%	30%

Syllabus Outcomes

FT5-1	demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT5-3	describes the physical and chemical properties of a variety of foods
FT5-4	accounts for changes to the properties of food which occur during food processing, preparation and storage
FT5-5	applies appropriate methods of food processing, preparation and storage
FT5-6	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7	justifies food choices by analysing the factors that influence eating habits
FT5-8	collects, evaluates and applies information from a variety of sources
FT5-9	communicates ideas and information using a range of media and appropriate terminology
FT5-10	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT5-11	plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12	examines the relationship between food, technology and society
FT5-13	evaluates the impact of activities related to food on the individual, society and the environment



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	TAS	Subject:	ITT
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Task Components	Task Number:	1	2
	Nature of Task:	Coffee Table (15 weeks)	Hallway Table (18 weeks)
	Term:	2	4
	Week Task is Due:	Week 10	Week 8
	Completed: <i>Home, School, or Both</i>	Both	Both
Syllabus Components	Outcomes Assessed:	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10
	Weighting (%)	40%	60%

IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	CAPA	Subject:	Music
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Performance	Composition	Performance	Musicology
	Term:	1	2	3	4
	Week Task is Due:	8/9	8/9	8/9	2
	Completed: <i>Home, School, or Both</i>	School	Both	School	Both
Syllabus Components	Outcomes Assessed:	5.1,5.3	5.5,5.6	5.1,5.3	5.7,5.9
	Weighting (%)	25	25	25	25

Syllabus Outcomes

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



Year 10 PASS Formal Assessment Schedule

Year of course completion:	2025	Faculty:	PDHPE	Subject:	10PASS
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Task Number:	1	2	3	4
Task Description: (including type of task)	Coaching Session (Resource Development and Application)	Current Issues in Sport (Research and Analysis)	Skill Evaluation (Practical Application)	Yearly Examination (Formal Examination)
Link to Classroom Learning:	Demonstrates actions and strategies that contribute to active participation and skilful performance	Discusses the nature and impact of historical and contemporary issues in physical activity and sport	Works collaboratively with others to enhance participation, enjoyment and performance	This test covers all topics studied this year.
Task Due: Term and Week	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 1-5	Term 4 Week 8
Weighting	25%	20%	25%	30%

Syllabus Outcomes

PASS5-1

discusses factors that limit and enhance the capacity to move and perform

PASS5-2

analyses the benefits of participation and performance in physical activity and sport

PASS5-3

discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4

analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5

demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6

evaluates the characteristics of participation and quality performance in physical activity and sport

PASS5-7

works collaboratively with others to enhance participation, enjoyment and performance

PASS5-8

displays management and planning skills to achieve personal and group goals

PASS5-9

performs movement skills with increasing proficiency

PASS5-10

analyses and appraises information, opinions and observations to inform physical activity and sport decisions.



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	CAPA	Subject:	Photographic and Digital Media
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Critical and Historical Interpretations	Practical	Practical	Critical and Historical Interpretations
	Term:	1	2	3	4
	Week Task is Due:	10	8	5	1
	Completed: <i>Home, School, or Both</i>	Both	Both	Both	Both
Syllabus Components	Outcomes Assessed:	5.7,5.10	5.1,5.4,5.6	5.2,5.5,5.6	5.7,5.8,5.10
	Weighting (%)	20	30	30	20

Syllabus Outcomes

5.1 - Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital work	5.6 - Selects appropriate procedures and techniques to make and refine photographic and digital works
5.2 - Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience	5.7 - Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.3 Makes photographic and digital works informed by an understanding of how the frames affect meaning	5.8 - Uses their understanding of the function of & relationships between the artist–artwork–world–audience in critical & historical interpretations of photographic & digital work
5.4 - Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works	5.9 - Uses the frames to make different interpretations of photographic and digital works
5.5 - Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works	5.10 - Constructs different critical and historical accounts of photographic and digital works



Year 10 Formal Assessment Schedule

Year of course completion:	2025	Faculty:	CAPA	Subject:	Visual Arts
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Task Components	Task Number:	1	2	3	4
	Nature of Task:	Critical and Historical Studies	Art Making	Art Making	Critical and Historical Studies
	Term:	1	2	3	4
	Week Task is Due:	9	7	5	1
	Completed: <i>Home, School, or Both</i>	Both	Both	Both	Both
Syllabus Components	Outcomes Assessed:	5.7,5.9,5.10	5.1,5.3,5.6	5.2,5.4,5.5	5.7,5.8,5.10
	Weighting (%)	25	25	25	25

Syllabus Outcomes

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

Section 2: Assessment Calendar 2025

Check the Assessment Schedules for your courses. Add the name of your course to the week when each task is due.

This Assessment Planner is provided to assist you to organise your workload to meet your assessment responsibilities. Check the Assessment Schedules for your courses. Add the name of your SUBJECT to the week when each task is due.

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3				
4				
5				
6				
8				
8				
9				
10				
11				

“ *Skill is only developed by
hours and hours of work.* ”

– Usain Bol