



BELMONT HIGH SCHOOL YEAR 10 2024 ASSESSMENT BOOKLET



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INTRODUCTION

The Belmont High School Assessment Procedures has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements.
- A fair and equitable environment in which each student can achieve individual excellence.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

Courses studied in Year 10, and student achievement within these courses, are acknowledged on a student's Record of School Achievement (RoSA) which will be awarded when the student completes their secondary schooling. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records:

- Completed courses and the awarded grade or mark.
- Courses a student has participated in but did not complete before leaving school.
- Results of any minimum standard literacy and numeracy tests that may have been completed.
- Date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed. Grades are:

- Based on student achievement in their assessment work.
- Submitted to NESA by the school in Term 4.
- Monitored by NESA for fairness and consistency.

Eligibility for a RoSA

To be eligible for the Record of School Achievement (RoSA) students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the EducationAct.
- Completed Year 10.

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

Curriculum Requirements

The curriculum students will study in Year 10 has two components:

- Compulsory Core Subjects English, Mathematics, Science, Geography, History, PDHPE (including planned weekly sport).
- Elective Subjects Elective subjects make valuable contributions to a young person's education and social development. At Belmont High School students study FOUR 100 hour elective subjects over two years. That is, two elective subjects in Year 9 and two elective subjects in Year 10. The elective subjects can be the same as was studied in Year 9 or students can choose two different elective subjects. Elective courses successfully completed in Stage 5 can be credentialled on the RoSA.

Life Skills

Students with disability can complete the Life Skills curriculum option. Students who leave school before completing their HSC, but who have satisfactorily completed Year 10 or Year 11 Life Skills courses, can receive a RoSA.

For every satisfactorily completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

Students who don't qualify for a RoSA

Students who leave prior to the conclusion of their Year 10 studies, as defined by the Principal of the school, will not have met the RoSA requirements and will not be issued with a RoSA credential. Students who leave prior to the end of Year 10 will receive a school report only.

If a student leaves school after Year 10 and still doesn't meet RoSA requirements they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

Receiving the RoSA

Schools are responsible for requesting a RoSA through 'Schools Online'. Once this has been completed students can then access their RoSA via their 'Students Online' account. Students cannot directly request a RoSA themselves.

At any time, all students in Years 11 and 12 can access an online eRecord to provide potential employers when seeking casual work via their 'Students Online' account. Students who remain at school to complete their HSC will not receive a RoSA.

What happened to the School Certificate?

The School Certificate was abolished by the NSW Government in 2011. The RoSA replaced the School Certificate in 2012. The RoSA is cumulative, so it reports everything a student has completed from the end of Year 10 up until the date they leave school. This differs to the School Certificate where only achievements until the end of Year 10 were reported.

COURSE ASSESSMENT AND GRADES

Schools are responsible for awarding each student who completes a Year 10 course a grade to represent that student's achievement at the end of each course (except Life Skills and VET courses). The grade A, B, C, D or E is reported on the student's RoSA for each subject studied and completed. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

During Year 10 students will be required to do a variety of tasks that are used for the purpose of school-based assessment. Tasks will vary from subject to subject and may be theoretical or practical, short or long term and individually or group achieved. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. At Belmont High School, students are expected to complete all assessment tasks.

Teachers will make professional judgements to decide which grade description best matches the standards their students have achieved. A process of 'moderation' is followed to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. The course grade is gained by a student in each course being studied. It is based on the student's performance on each of the formal internal assessment tasks scheduled for completion during the course and on performance in tasks given in class. Thus, performance over the entire year of study is used to calculate the final grade in each course.

Students in Year 10 will receive a half yearly and yearly report. Where students are not applying themselves diligently to their coursework, a letter of concern about pupil performance will be sent to the parents/caregiver as an initial contact.

How will a student be assessed?

- Students will be required to complete a set of assessment tasks for each of their subjects.
- The nature of the task will vary from subject to subject and a variety of assessment tasks will be administered to give students the opportunity to demonstrate their achievement of outcomes in an authentic manner.
- The mark or grade received for each assessment task will be used by the school as part of your course assessment.
- Marks and/or grades awarded to students reflect the standards they have achieved.
- Each task assesses the student's actual performance, not potential performance.
- The total assessment program allows for the demonstration of the achievement of course outcomes.

Course Completion Criteria

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

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

The Principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give the student early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

https://ace.nesa.nsw.edu.au/ace-4016

'N' DETERMINATIONS

If a student doesn't complete a course's requirements they will receive an 'N' Determination. If at any time it appears that a student is at risk of being given an 'N' Determination in any course, the Principal will warn the student as soon as possible and advise the parent / guardian in writing. This warning will be given in time for the problem to be corrected.

If a student receives an 'N' determination in a mandatory course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

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

https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/leaving-school/record-of-school-achievement

STAGE 5 ASSESSMENT OVERVIEW

Each course will inform students about the course assessment procedures in an Assessment Schedule. The schedule will provide details of:

- The components of each course as specified in the course requirements and their respective weightings.
- The weightings of each task in relation to the total requirements for the course.
- The nature of each assessment task e.g. written task, oral task, formal examination.
- The term and week the task will be assessed.
- The outcomes that will be assessed for each task.

Variations to the published Assessment Schedule can only occur with the concurrence of the Deputy Principal. Students must also be informed in writing and sign for receipt of this notification.

Whilst every attempt is made to ensure that students complete assessment tasks on time, the due date is not flexible under normal circumstances. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner.

Notice of Assessment

As well as the Year 10 Assessment Booklet, each course will inform students of upcoming tasks by issuing an Assessment Task Notification via CANVAS for each formal task at least **two weeks** before the due date for each task, unless under exceptional circumstances. Students will be required to acknowledge receipt of this notification via written receipt and/or via a CANVAS quiz. Each notification will include the following information:

- Task number
- Task weighting
- Timing (due date and time)
- Outcomes assessed
- Nature of the task
- Description of the nature of the task
- Marking criteria
- Feedback to be provided.

The notification sheet must reflect the assessment schedule for a course. Students will receive a minimum of two weeks written notice for any variation to the Assessment Schedule and/or Assessment Task, unless due to exceptional circumstances.

Assessment Procedures

If a student is absent on the day an Assessment Task Notification is issued, they are responsible for obtaining a copy of it via CANVAS and following up with their teacher. No extra time will be given to students for a task because they did not receive the task information when it was issued in class unless there are exceptional circumstances.

All tasks are to be submitted according to the instructions on the Assessment Task Notification. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Misadventure/Illness Appeal Form is submitted and upheld. All tasks should be submitted with the student's name and the task heading clearly displayed.

Tasks not submitted on the <u>due date</u> will be regarded as late. If a task is not submitted by the <u>time</u> stipulated on the due date it will be regarded as late. Late submission of an assessment task will result in a zero mark being awarded for the task unless an Illness/ Misadventure Appeal Form is submitted and upheld.

Students may be called upon to re-submit a task or to provide photographic evidence that they have completed a task where assessment tasks are completed off-site or where malpractice is suspected. Students completing major works are advised to keep a photographic record and a document trail of the development of their major work. If a student cannot meet this condition they may be penalised.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded a zero mark. If this was to occur a student would also receive an 'N' warning letter.

Assessment Extensions

Applications for extensions must be made at least one week before the due date of the assessment task, except in exceptional circumstances.

Students are required to submit an Illness/Misadventure Appeal Form to the Head Teacher of the relevant subject with any support documentation attached to the form. Extensions will only be granted in exceptional circumstances and should not be assumed by students.

Submission of Assessment Tasks

The due date and time for an assessment task is published on the Assessment Task Notification. It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete assessment tasks satisfactorily and submit them at the designated time on or before the due date.

All tasks are to be submitted according to the instructions on the Assessment Task Notification. Most tasks will be submitted via CANVAS unless otherwise indicated on the Assessment Task Notification.

CANVAS electronically records the date and time the task is submitted. Tasks not submitted via CANVAS must be given to the classroom teacher on the due date and students must sign the register acknowledging completion. If the teacher is absent or unavailable, then the task must be submitted to the relevant Head Teacher. All tasks should be submitted with the student's name and the task heading clearly displayed.

Tasks submitted after the due date without an Illness/Misadventure Appeal Form being submitted and upheld will receive an automatic zero mark.

Tasks must never be left on a desk or table for collection by the teacher. If a student knows they are going to be absent for a task they must submit an Illness/Misadventure Appeal Form BEFORE the task is due. Tasks should be attempted PRIOR to an absence, when anticipated. For an unanticipated absence an Illness/Misadventure Appeal Form should be submitted on or within two days of return to school. (*Refer to Appendix 2 for Illness / Misadventure Application Form*)

'N' Warning Letters

An 'N' warning letter may be generated in the following circumstances:

- A student is absent for an assessment task and has not provided acceptable evidence to justify that absence on the first day of return to school.
- A student is found to be cheating in an assessmenttask.
- A student is deemed to have breached principles of academic integrity and ethical scholarship.
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work.
- A student has provided a false explanation for the late submission of an assessmenttask.
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination.
- A student has made a non-serious attempt at a task.
- A student is not satisfactorily meeting course outcomes as a result of poor attendance.
- A student is not satisfactorily meeting course outcomes due to the non-completion of set classwork and/or assignment work and/or homework tasks.

When a student is issued an 'N' Warning, a letter will be sent to the parents/guardians. The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESA. The letter provides information on what the student has not completed and what the student needs to do to resolve the 'N' warning. To negate an 'N' Warning, the student must complete the outstanding work detailed in the letter by the due date.

A minimum of two 'N' Warning letters will be sent to parents before the school may recommend to NESA that a student does not receive an award in a course. This is known as an 'N Determination'.

If a student is to be given an 'N' Determination in a course the principal must:

- Indicate the 'N' Determination to NESA.
- Advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to NESA using the form supplied by NESA.

An 'N' Determination will have the following consequences:

- If it is a core subject (English, Science, Geography, History, Mathematics, History, PDHPE/Sport) the student will NOT qualify for the RoSA.
- It may be deemed the student cannot progress into a Year 11 pattern of study.
- If it is an elective subject the course will not appear on their RoSA or Transcript of Study.

Assessment of VET Courses

VET courses are competency-based. The NESA and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held, by the Registered Training Organisation (RTO) of the competencies achieved by students.

In a competency-based course, assessment of competencies is criterion referenced. Thus, a student's performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competence based on performance. A student is judged as either 'competent' or 'not yet competent'. This judgement is based on evidence, which may be in a variety of forms.

School Sanctioned Activities

It is the student's responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment requirements and deadlines. Students must make prior arrangements with the teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. They must do this as soon as it becomes evident.

Illness and Misadventure Appeals

Throughout the year, a student may experience difficulty attending an assessment, completing an assessment task by the due date, or their performance in an assessment task may be affected by illness and misadventure. The school has an appeal process in place to support these students.

A student may submit an Illness/Misadventure Appeal Form if they are affected by:

- Illness or Injury illness or physical injuries suffered directly by the student which may impact the student's performance in the examination or assessment task e.g. influenza, COVID-19, broken hand.
- Misadventure any other event beyond the student's control e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by flood.
 - Sporting Representation for school approved activities.
 - School Sanctioned Activities VET work placement, Leadership commitments.
 - Other events that have adversely affected a student's completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task.

The Illness and Misadventure Appeal Process

It is the student's responsibility to collect an <u>*Illness/Misadventure Appeal Form*</u> from the appropriate class teacher, Head Teacher or Deputy Principal. Forms can also be accessed via the school website.

- If a student knows they will be absent for a task they need to complete and submit the appeal form prior to their leave of absence.
- If a student is unable to attend school on the day of the task, they will need to complete and submit the appeal form within two (2) days of their return to school.
- If a student's performance in a task is affected during the task, they will need to complete and submit an appeal form on the date of the task or within 24 hours.
- For a student who sits and completes a task, the mark for that task stands. An Illness/Misadventure Appeal Form cannot be submitted retrospectively. Marks can only be awarded for evidence of learning.

Students are required to support their appeal form with relevant and appropriate documentation. Depending on the nature of their illness or misadventure, this may include a:

- Medical Certificate
- Funeral Notice
- Statutory Declaration
- School Representation Note

Notes

- There are no grounds for appeal against the value of the mark awarded.
- Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are expected to make regular backups and retain draft copies.
- Medical certificates and/or supplementary evidence will be requested to cover absences, illness or misadventure.
- Matters avoidable by the student (e.g., misreading of timetable or exam instructions, misinterpretation of an assessment task).
- Holidays are not considered acceptable reasons for absence as per the NSW Department of Education and NESA guidelines, unless approval has been granted by the Principal or Nominee.

Appeal Upheld

If a student submits an Illness/Misadventure Appeal Form and the appeal is successful, then in accordance with the school's assessment policy:

- an extension of time may be granted.
- a mark be awarded based on a substitute task.
- an estimate based on other appropriate evidence (this would occur only in exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate).
- The teacher must assess the student's actual performance, not potential performance. In the case where more than one faculty is involved a common approach will be used.
- To ensure the confidentiality and integrity of exam/task content, students will not be permitted to sit an exam/in-class task prior to the scheduled date (unless under extreme circumstances, with Principal approval and accompanying written confidentiality agreements).

Appeal Rejected

If an Illness/Misadventure Appeal is rejected for a task being handed in late, or the student is absent on the date the task is due, a zero mark will be recorded, and the class teacher will issue an 'N' Warning letter if required. Students are still required to complete the task for the purpose of meeting the syllabus outcomes and requirements. The task will be marked for the purpose of providing feedback to the student.

(Refer to Appendix 2 for a copy of the Illness/Misadventure Appeal Form)

Access to Technology

Whilst most students have access to computers and the internet at home, those who are not able to use this technology will not be disadvantaged when completing homework and assignments. Students are able to access computers, the internet and printing facilities in the school library before school, at recess and lunch, and in the Learning Hub in the library on Thursday afternoons (after sport) from 3pm to 4pm. If students or parents have concerns about the requirements of a particular task, please contact the class teacher.

Malpractice and Plagiarism

Work submitted for assessment tasks must be the student's own work. Behaving dishonestly to gain unfair advantage in assessment tasks is malpractice or cheating. Plagiarism is the act of copying. Any form of malpractice, including plagiarism, is unacceptable. It includes, but is not limited to:

- Copying part or all of someone else's work and presenting it as your own.
- Use of AI or Generative Large Language Model (GLLM).
- Using material directly from books, journals or the internet without reference to its source.
- Building on the ideas of another person without referencing the source.
- Buying, stealing or borrowing someone else's work and presenting it as your own.
- Submitting work to which another person, such as a parent, tutor or subject expert, has contributed substantially.
- Using someone else's words, ideas, designs or work in projects and performance tasks without appropriate acknowledgement.

- Paying someone to write or prepare material.
- Breaching school exam rules.
- Using non-approved aids in an assessment task.
- Giving false reasons for not handing in work by the due date.
- Offering false documentation or explanations in support of an appeal/non-serious attempt in an exam or assessment task.
- Assisting another student to engage in malpractice.
- Refusing to attempt a task or submitting a non-serious attempt. A teacher may deem a task non-serious in consultation with the Faculty Head Teacher in circumstances where the student has failed to demonstrate course outcomes to the point where no serious effort is evident. A non-serious attempt will be treated identically as if the student did not complete/submit the task at all.

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

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

(Refer to Appendix 1 for more details on Malpractice and how to avoid it)

Malpractice may render a task a 'zero' score

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the Head Teacher. If both are in agreement then the student may be awarded a 'zero' mark for the task. Further disciplinary action may occur in consultation with the relevant Deputy Principal.

Examinations and Assessment Tasks

Examinations (exams) are used to assess student knowledge. Exams may be electronic, written or verbal and vary in length of time. Exams may be conducted throughout the year, from in class topic tests to formal examinations. The procedures to be followed are modelled on those used in NAPLAN and HSC Examinations.

Rules for Examinations

Attendance:

- Students are required to sit for all their subjects at the allocated times.
- Students who miss an exam for any reason will be required to go through the school process relating to Illness and Misadventure.
- Students who are late for an exam will not be given extra time.

Procedures and Conduct:

- Students must only have the necessary pens, pencils, rulers on their desk no pencil cases are permitted.
- All mobile and electronic devices (including Smart Watches) must be switched off, in Yondr pouches and placed in school bags before the exam/assessment commences.
- Bags will be placed outside or at the front of the room as instructed by the teacher.
- Watches must be removed and placed in clear view on the desk.
- Water bottles should be clear and not have labels.
- Students may <u>not</u> speak once the first exam or assessment paper has been distributed by the teacher. If a
 student needs to ask a question about the paper, they may raise their hand and WAIT for the teacher to
 attend to them.
- Only approved calculators may be used. These will be checked at the start of each exam that requires calculators.
- Students must not include frivolous or objectionable material in the assessment task/examination.
- Students must not be affected by alcohol or illegal drugs.

- Students must not eat unless approved by the school (e.g. if you have diabetes).
- Students must not write on their body (e.g. arms, thighs), tissues or material that is not assessment/exam material.
- Students are not permitted to talk to, communicate with or share materials/equipment with another student during an examination.
- Students who do not adhere to these requirements or who disrupt the task by arguing with the teacher about the requirements may be awarded zero. The student may complete the task and will receive written feedback and the mark they would have been awarded if they had completed the task under the correct exam conditions.

It is important that all students work in a quiet classroom without disruption. All students have the right to a 'level playing field' such that no other student has an unfair advantage.

Consequences

All students are expected to demonstrate diligence and sustained effort throughout the course and in examinations and assessment tasks.

- A student's response in a formal assessment task and/or examination may be deemed a non-serious attempt should they fail to attempt 50% of the task/examination content or fail to respond with material relevant to the syllabus in the spirit in which it was written. Non-serious attempts may be awarded zero and be the grounds for an 'N' Warning Letter.
- Any student caught communicating in any way with another student (speaking, signalling, gesturing or electronically) after the commencement of the exam may receive zero and 'N' Warning Letter.
- Any student caught with any material or device that may assist them in any way and give them an unfair advantage over other students may receive a zero and 'N' Warning Letter.
- Any student who behaves in a manner that disrupts their fellow students may receive a zero and 'N' Warning Letter.

Disciplinary action may also occur for any of the above breaches.

Disability (Special) Provisions

Students may require 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.

Provisions may include assistance for students to read examination questions and write their answers, or to provide rest breaks and extra time. Students who think they may require Special Provisions should discuss the matter with the Year Adviser or Deputy Principal at the start of the year.

If a student is approved for Special Provisions, it is **the responsibility of the class teacher and the student** to liaise with the Special Provisions Coordinator at least one week prior to each scheduled assessment task. This will allow time for the particular provisions to be organised.

Responsibilities

Each student has the responsibility to:

- Be familiar with and follow the school's Year 10 Assessment Policy.
- Complete and submit all set tasks by the due date or talk to their teachers about Illness and Misadventure Appeal procedures.
- Not to engage in behaviour which could be considered malpractice, or cheating, including plagiarism.
- Ensure that all assessment work is their own or acknowledges the contribution of others.
- To follow up any concerns with tasks at the time they are marked and returned.

- To work in a mature manner and display appropriate behaviour at all times.
- Organise an efficient program of study and work.
- Confirm their pattern of study by signing the NESA Confirmation of Entry form.

NOTE: To complete a course successfully students must do all set homework and assignments and attend lessons, not just complete assessment tasks.

The school has the responsibility to:

- Design and implement tasks consistent with NESA, school, and faculty policies.
- Publish scope, sequence, and timing details of all tasks at the beginning of the assessment year.
- Demonstrate an understanding of course content, objectives, and outcomes.
- Implement classroom assessment procedures according to school and NESA requirements.
- Provide quality teaching and learning for students, establishing high expectations.
- Provide meaningful and timely feedback to students.
- Ensure students have copies of all relevant course documents.
- Ensure learning is based on current material and meets student/syllabus needs.
- Identify students causing concern and employ strategies to support them and communicate parents/ carers.
- Keep final assessment grades confidential.
- Implement Illness and Misadventure Appeal procedures.

Variations of the Year 10 Assessment Policy

The Principal reserves the right to alter the Year 10 Assessment Policy should exceptional circumstances present themselves. In such cases advice from NESA will guide variations.

A Final Note

If you have any concerns about the progress or learning of your son or daughter, or any problems relating to attendance or other matters which may affect his or her eligibility or success, do not hesitate to contact the Year Advisor, Mitchell Bell, so that solutions can be found.

YEAR 10 ASSESSMENT POLICY FLOWCHART

2 week notification prior to assessment task



Student has right to appeal decision. Follow illness/misadventure procedures.

YEAR 10 ASSESSMENT TASK TEMPLATE



ASSESSMENT TASK NOTIFICATION

COURSE	
TASK NAME	
TASK NUMBER	
TASK WEIGHT %	
DATE OF NOTIFICATION	
DUE DATE	

OUTCOMES ASSESSED

TASK DESCRIPTION

TASK INSTRUCTIONS

ABSENCE/ILLNESS/MISADVENTURE

In case of absence/ illness/misadventure, the procedures outlined in the Assessment Booklet must be followed. Failure to do so will result in a zero mark, while the task must still be completed.

MARKING CRITERIA

This task will be marked by the current teacher of the course as per the marking criteria/guidelines published. Check marking will be implemented by the Head Teacher for consistency.

OR

This task will be corporate marked by the course teachers with check marking processes implemented by the Head Teacher for consistency.

	MARKING GUIDELINES AND FEEDBACK
STUDENT NAME	
COURSE	
TASK NAME & NUMBER	
TASK WEIGHT	

Place marking guidelines /rubric below.

Teacher Comment:

Teacher's Name & signature: ______

Date:



SUBJECT ASSESSMENT SCHEDULES



MANDATORY COURSES

YEAR 10 2024 ENGLISH ASSESSMENT SCHEDULE

Areas for Assessment	Syllabus Weighting	Task 1: Multimodal presentation	Task 2: Analytical response	<u>Task 3:</u> Examination	<u>Task 4:</u> Portfolio
\downarrow		Date:	Date:	Date:	Date:
		Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	Term 4, Week 2
		<u>Outcomes:</u> EN5-ECA-01, EN5-URB-01, EN5-ECB-01	<u>Outcomes:</u> EN5-RLV-01, EN5-URC-01, EN5-URB-01, EN5-ECA-01	<u>Outcomes:</u> EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01	<u>Outcomes:</u> EN5-URB-01, EN5-ECA-01, EN5-ECB-01
Reading, viewing and listening to texts	30	0	10	10	10
Understanding and responding to texts	30	15	5	5	5
Expressing ideas and composing texts	40	10	10	10	10
Total	100	25	25	25	25

Outcomes

A student:

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 text 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 the processes of planning, monitoring, revising and reflecting to purposefully develop and refine the composition of texts



YEAR 10 2024 GEOGRAPHY ASSESSMENT SCHEDULE

SEMESTER 1

Areas for	Task 1:	Task 2:	
Assessment	Human Wellbeing	Geography Skills	
\downarrow			
	Date:	Date:	
	Term 1, Week 8	Term 2, Week 2	
	Outcomes:	Outcomes:	
	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-3, GE5-4, GE5-5	
Type of Task	Research Task	Skills Quiz – CANVAS Test	
Weightings	50	50	

Outcomes

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



YEAR 10 2024 GEOGRAPHY ASSESSMENT SCHEDULE

SEMESTER 2

Areas for	Task 1:	Task 2:	
Assessment	Human Wellbeing	Geography Skills	
\downarrow			
	Date:	Date:	
	Term 3, Week 8	Term 4, Week 2	
	Outcomes:	Outcomes:	
	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-3, GE5-4, GE5-5	
Type of Task	Research Task	Skills Quiz – CANVAS Test	
Weightings	50	50	

Outcomes

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

YEAR 10 2024 HISTORY ASSESSMENT SCHEDULE

SEMESTER 1

Areas for	<u>Task 1:</u>	<u>Task 2:</u>	
Assessment ↓	Topic: Changing Rights and Freedoms	Topic: The Vietnam War Era	
	Date:	Date:	
	Term 1, Week 9	Term 2, Week 4	
	Outcomes:	Outcomes:	
	HT5-1, HT5-3, HT5-6, HT5-9, HT5-10	HT5-2, HT5-4, HT5-5, HT5-7, HT5-8, HT5.9	
Weightings	50	50	

<u>Outcomes</u>

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

YEAR 10 2024 HISTORY ASSESSMENT SCHEDULE SEMESTER 2

Areas for	<u>Task 1:</u>	<u>Task 2:</u>	
Assessment ↓	Topic: Changing Rights and Freedoms	Topic: The Vietnam War Era	
	Date:	Date:	
	Term 3, Week 9	Term 4, Week 3	
	Outcomes:	Outcomes:	
	HT5-1, HT5-3, HT5-6, HT5-9, HT5-10	HT5-2, HT5-4, HT5-5, HT5-7, HT5-8, HT5.9	
Weightings	50	50	

Outcomes

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

YEAR 10 2024 MATHEMATICS STAGE 5.3 ASSESSMENT SCHEDULE

				S.S ASSESSIVILIAT SCI		
Areas for	Task 1:	<u>Task 2:</u>	<u>Task 3:</u>	Task 4:	Task 5:	Task 5:
Assessment	Test 1	Quiz	Test 2	Quiz	Test 3	Test 4
\checkmark						
	Date:	Date:	Date:	Date:	Date:	Date:
	Term 1, Week 9	Term 1, Week 11	Term 2, Week 8	Term 2, Week 10	Term 3, Week 8	Term 4, Week 3
	Outcomes:	Outcomes:	Outcomes:	Outcomes:	Outcomes:	Outcomes:
	MA5.3-1WM, MA5.3-2WM,	MA5.2-14MG, MA5.3-16MG	MA5.3-1WM, MA5.3-2WM	MA5.3-1WM, MA5.3-2WM	MA5.3-1WM, MA5.3-2WM,	MA5.3-1WM, MA5.3-2WM,
	MA5.1-4NA, MA5.2-4NA	MA5.3-1WM, MA5.3-2WM,	MA5.3-6NA, MA5.3-8NA,	MA52-17SP	MA5.3-3WM, MA5.3-15MG,	MA5.3-3WM, MA5.3-13MG,
	MA5.3-5NA, MA5.3-7NA		MA5.3-9NA,		MA5.1-12SP, MA5.2-15SP	MA5.3-14MG,
Concepts, Skills	12		12		12	C C
and Techniques	12	4	12	4	12	б
Reasoning and	12	4	12	4	12	C
Communication	12	4	12	4	12	0
Weightings	24	8	24	8	24	12
Outcomes /	A student:					
MA5.1-4NA	Solves financial problems invo	lving earning, spending and in	nvesting money.			
MA5.1-12SP	Uses statistical displays to con	npare sets of data, and evalua	ates statistical claims made in	the media.		
MA5.2-4NA	Solves financial problems involving compound interest.					
MA5.2-14MG	Calculates the angle sum of ar	ny polygon and uses minimum	n conditions to prove triangle	s are congruent or similar.		
MA5.2-15SP	Uses quartiles and box plots to	o compare sets of data and ev	valuates sources of data.			
MA5.2-17SP	Describes and calculates prob	abilities in multi-step chance	experiments.			
MA5.3-1WM	Uses and interprets formal de	finitions and generalisations v	when explaining solutions and	d/or conjectures.		
MA5.3-2WM	Generalises mathematical idea	as and techniques to analyse	and solve problems efficientl	у.		
MA5.3-3WM	Uses deductive reasoning in p	resenting arguments and forr	nal proofs.			
MA5.3-5NA	Selects and applies appropriat	e algebraic techniques to ope	erate with algebraic expression	ons.		
MA5.3-6NA	Performs operations with surds and indices.					
MA5.3-7NA	Solves complex linear, quadra	tic, simple cubic and simultan	eous equations, and rearran	ges literal equations.		
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line.					
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships.					
MA5.3-13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids.					
MA5.3-14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.					
MA5.3-15MG	Applies Pythagoras' theorem,	trigonometric relationships, t	he sine rule, the cosine rule a	and the area rule to solve pro	blems, including problems inv	volving three dimensions.
MA5.3-16MG	Proves triangles are similar an	d uses formal geometric reas	oning to establish properties	of triangles and quadrilateral	s.	
MA5.3-18SP	Uses standard deviation to an	alyse data.				
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit and explores how data is used to inform decision-making processes.					

YEAR 10 2024 MATHEMATICS STAGE 5.2 ASSESSMENT SCHEDULE

		TLAN 10 2024 101	ATTILIVIATICS STACE	5.2 A33L33IVILINT 3C		•
Areas for	<u>Task 1:</u>	<u>Task 2:</u>	<u>Task 3:</u>	Task 4:	<u>Task 5:</u>	<u>Task 6:</u>
Assessment	Test 1	Quiz	Test 2	Quiz	Test 2	Test 2
\checkmark						
	Date:	Date:	Date:	Date:	Date:	Date:
	Term 1, Week 9	Term 1, Week 11	Term 2, Week 8	Term 2, Week 10	Term 3, Week 8	Term 4, Week 3
	<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>	<u>Outcomes:</u>	Outcomes:
	MA5.2-1WM, MA5.2-2WM,	MA5.2-1WM, MA5.2-2WM,	MA5.2-1WM, MA5.2-2WM,	MA5.2-1WM, MA5.2-2WM,	MA5.2-1WM, MA5.2-2WM,	MA5.2-1WM, MA5.2-2WM,
	MA5.2-3WM, MA5.2-6NA,	MA5.2-3WM, MA5.2-14MG	MA5.2-3WM, MA5.2-9NA,	MA5.2-3WM, MA5.2-15SP	MA5.2-3WM, MA5.2-13MG,	MA5.2-3WM, MA5.2-11MG,
	MA5.2-7NA, MA5.2-8NA,		MA5.2-10NA, MA5.1-12SP,		MA5.3-15MG, MA5.2-8NA	MA5.2-12MG
	MA5.1-4NA, MA5.2-4NA		MA5.2-15SP, MA5.2-16SP,			
			MA5.3-18SP			
Concepts, Skills	12	4	12	4	12	6
and Techniques						
Reasoning and	12	4	12	4	12	6
Communication						
Weightings	24	8	24	8	24	12
Outcomes A	A student:					
MA5.1-4NA S	olves financial problems involv	ing earning, spending and inv	esting money.			
MA5.1-12SP	lses statistical displays to comp	are sets of data, and evaluate	es statistical claims made in t	he media.		
MA5.2-1WM S	elects appropriate notations ar	nd conventions to communica	ate mathematical ideas and so	olutions.		
MA5.2-2WM Ir	nterprets mathematical or real-	-life situations, systematically	applying appropriate strateg	ies to solve problems.		
MA5.2-3WM C	onstructs arguments to prove	and justify results.				
MA5.2-4NA S	olves financial problems involv	ing compound interest.				
MA5.2-6NA S	implifies algebraic fractions and	d expands and factorises qua	dratic expressions.			
MA5.2-7NA A	pplies index laws to operate w	ith algebraic expressions invo	lving integer indices.			
MA5.2-8NA S	olves linear and simple quadra	tic equations, linear inequalit	ies and linear simultaneous e	quations, using analytical and	graphical techniques.	
MA5.2-9NA U	lses the gradient-intercept forr	n to interpret and graph linea	r relationships.			
MA5.2-10NA C	onnects algebraic and graphica	al representations of simple n	on-linear relationships.			
MA5.2-11MG C	3 Calculates the surface areas of right prisms, cylinders and related composite solids.					
MA5.2-12MG A	G Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.					
MA5.2-13MG A	Applies trigonometry to solve problems, including problems involving bearings.					
MA5.2-14MG C	i Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar.					
MA5.2-15SP U	Uses quartiles and box plots to compare sets of data and evaluates sources of data.					
MA5.2-16SP Ir	Investigates relationships between two statistical variables, including their relationship over time.					
MA5.2-17SP D	escribes and calculates probab	pilities in multi-step chance ex	periments.			
MA5.3-15MG A	pplies Pythagoras' Theorem, tr	igonometric relationships, th	e sine rule, the cosine rule ar	nd the area rule to solve prob	lems, including problems invo	lving three dimensions.
MA5.3-18SP	Uses standard deviation to analyse data.					

YEAR 10 2024 MATHEMATICS STAGE 5.1 ASSESSMENT SCHEDULE

Areas for	Task 1:	Task 2:	Task 3:	Task 4:	Task 5:	Task 6:
Assessment	Test	Quiz	Test 2	Quiz	Test 3	Test 4
\checkmark						
	Date:	Date:	Date:	Date:	Date:	Date:
	Term 1, Week 9	Term 1, Week 11	Term 2, Week 8	Term 2, Week 10	Term 3, Week 8	Term 4, Week 3
	Outcomes:	Outcomes:	Outcomes:	Outcomes:	Outcomes:	Outcomes:
r	MA4-8NA, MA5.1-4NA,	MA5.1-13SP, MA5.1-1WM,	MA4-10NA, MA4-14MG,	MA5.1-11MG, MA5.1-1WM,	MA5.1-6NA, MA5.1-7NA,	MA51-12SP, MA5.1-1WM,
1	MA5.1-1WM, MA5.1-2WM,	MA5.1-2WM, MA5.1-3WM	MA5.1-8MG, MA5.1-1WM,	MA5.1-2WM,	MA5.1-10MG, MA5.1-	MA5.1-2WM, MA5.1-3WM
1	MA5.1-3WM		MA5.1-2WM, MA5.1-3WM	MA5.1-3WM	1WM, MA5.1-2WM,	
					MA5.1-3WM	
Concepts, Skills	12	Λ	12	1	12	6
and Techniques	12	7	12	4	12	0
Reasoning and	12	Λ	17	Л	12	6
Communication	12	4	12	4	12	U
Weightings	24	8	24	8	24	12

Outcomes

A student:

MA4-8NA generalises number properties to operate with algebraic expressions.

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations.

MA4-14MG uses formulas to calculate the volumes of prisms and cylinders and converts between units of volume.

MA5.1-1WM uses appropriate terminology, diagrams, and symbols in mathematical contexts.

MA5.1-2WM selects and uses appropriate strategies to solve problems.

MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context.

MA5.1-4NA solves financial problems involving earning, spending, and investing money.

MA5.1-5NA operates with algebraic expressions involving positive integer and zero indices and establishes the meaning of negative indices.

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships.

MA5.1-7NA graphs simple non-linear relationships.

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.

MA5.1-11MG describes and applies the properties of similar figures and scale drawings.

YEAR 10 2024 PDHPE ASSESSMENT SCHEDULE

Areas for	Task 1:	Task 2:	Task 3:	Task 4:
Assessment ↓	Group Dance Performance	Exploring Relationships	Road Safety	Semester 2 Practical Task
	Date:			
	Term 1, Week 10	Date:	Date:	Date:
		Term 2, Week 4	Term 3, Week 5	Term 3, Week 6 - 10
	Outcomes:			
	PD5-4, PD5-5, PD5-9,	Outcomes:	Outcomes:	Outcomes:
	PD5-10, PD5-11	PD5-1, PD5-2, PD5-3, PD5-7	PD5-1, PD5-2, PD5-9	PD5-4, PD5-5, PD5-6, PD5-10, PD5-11
Knowledge, understanding and skills	15	15	20	20
Values and attitudes	10	10	5	5
Weighting	25	25	25	25

Outcomes

- PD5 -1 Assesses their own and others' capacity to reflect on and respond positively to challenges.
- 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 2024 SCIENCE ASSESSMENT SCHEDULE

Areas for	Task 1:	Task 2:	<u>Task 3:</u>	Task 4:
Assessment ↓	Independent Research Task	Test	Practical Test	Yearly Examination
	Date:	Date:	Date:	Date:
	Term 1, Week 9	Term 2, Week 3	Term 3, Week 2	Term 3, Week 10
	Outcomes:	Outcomes:	Outcomes:	Outcomes:
	SC5-1VA, SC5-2VA, SC5-3VA,	SC5-10PW, SC5-15LW, SC5-14LW	SC5-4WS, SC5-5WS, SC5-8WS,	SC5-17CW, SC5-16CW,
	SC5-4WS, SC5-5WS, SC5-6WS,		SC5-9WS	SC5- 15LW, SC5-14LW,
	SC5-7WS, SC5-9WS			SC5-13ES, SC5-12ES, SC5-10PW
Knowledge and understanding	5	15	5	25
Skills	15	5	25	5
Weightings	20	20	30	30

Outcomes

A student:

SC5-1VA Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.

SC5-2VA Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.

- **SC5-3VA** Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
- **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.



ELECTIVE COURSES

YEAR 10 2024 CHILD STUDIES ASSESSMENT SCHEDULE

Areas for Assessment ↓	Task 1: Practical and Research Task	Task 2: Children's Literature Task: Health and Safety Storybook	<u>Task 3:</u> Yearly Exam	Task 4: Journal Activities
	<u>Date:</u> Term 1, Week 9 <u>Outcomes:</u> CS5-4, CS5-5	<u>Date:</u> Term 2, Week 3 <u>Outcomes:</u> CS5-2, CS5-4	Date: Term 3, Week 10 Outcomes: All outcomes CS5-1 to CS5-12	<u>Date:</u> Term 4, Week 2 <u>Outcomes:</u> CS5-1, CS5-2, CS5-6, CS5-11, CS5-12
Knowledge, understanding and skills	10	10	10	20
Values and attitudes	10	10	10	20
Weightings	20	20	20	40

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 2024 FOOD TECHNOLOGY ASSESSMENT SCHEDULE

Areas for Assessment	<u>Task 1:</u>	Task 2:	Task 3:
\downarrow	Design and Practical: Food for special occasions	Design and Practical: Food Service and	Quiz: Food Product Development
		Catering	
	Date:	Date:	<u>Date:</u>
	Term 2, Week 3	Term 3, Week 3	Term 3, Week 10
	Outcomes:	Outcomes:	Outcomes:
	FT5-7, FT5-6, FT5-5, FT 5-10	FT5-1, FT5-2, FT5-11, FT5-8, FT5-9	FT5-13, FT5-12, FT5-7, FT5-4, FT5-3
Food for Special Occasions	35		
Food Service and Catering		40	15
Food Product Development			10
Weightings	35	40	25

Outcomes

A student:

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 2024 INDUSTRIAL TECHNOLOGY – TIMBER ASSESSMENT SCHEDULE

Areas for Assessment	Task 1:	<u>Task 2:</u>	Task 3:	Task 4:
\downarrow	Research Task	Practical Class	Practical / Folio Task	Final Exam
	Date:	Date:	Date:	Date:
	Term 1, Week 8	Term 2, Week 2	Term 3, Week 9	Term 4, Week 4
	Outcomes:	Outcomes:	Outcomes:	Outcomes:
	IND5-9, IND5-10	IND5-1, IND5-2, IND5-5	IND5-4, IND5-5, IND5-6, IND5-8, IND5-9	IND5-1, IND5-3, IND5-4, IND5-7
Assesses and manages risks and				
consistently applies safe work	10		10	10
practices				
Technical skills in identifying				
and using appropriate				
materials, hand and machine		20	10	10
tools to produce quality				
practical projects				
Understands traditional,				
current, new and emerging	10			10
technologies in multimedia,	10			10
timber OR electronics				
Weightings	20	20	30	30

Outcomes

A student:

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

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

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

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

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

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

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

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

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

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

YEAR 10 2024 MUSIC ASSESSMENT SCHEDULE

Areas for Assessment	Task 1:	Task 2:	Task 3:	Task 4:
\checkmark	Part A - Composition and Recording	Listening Exam	Individual Performance of TWO pieces	Listening – Viva Voce Presentation
	Part B - Individual Performance			
	Date:	Date:	Date:	Date:
	Term 1, Week 10	Term 2, Week 6	Term 3, Week 6	Term 4, Week 4
	Outcomos	Outcomos	Outcomos	Outcomes:
	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.9, 5.12	5.7, 5.8, 5.9, 5.10, 5.11
	Part A			
	Compose and record a song/			
Composition	instrumental piece in a contemporary			
	style			
	20% - Weighting			
		In class written exam identifying the		Oral presentation on current topic
Listening		use of the concepts of music in		focusing on the use of the concepts of
		excerpts		music in set pieces/style/artist studied.
	Part B		Individual performance of 2 pieces of	
Deufermen	Individual performance of a piece		music. One from topic focus (Theatre	
Performance	representing the topic		Music) and One own choice	
	10% - Weighting			
Weightings	30	15	40 (20% each)	15

Outcomes: A student:

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

YEAR 10 2024 PHYSICAL ACTIVITY AND SPORT STUDIES (PASS) ASSESSMENT SCHEDULE

Areas for Assessment	Task 1:	Task 2:	<u>Task 3</u> :	Task 4:
\checkmark	Sports Coaching Task	Semester 1 Practical	Extreme Sports Task	Semester 2 Practical
		(Netball, Basketball and AFL		(Football Codes and
		focus)		Modified Games focus)
	Date:	Date:	Date:	Date:
	Term 1, Weeks 5-10	Term 1, Weeks 1-5	Term 3 <i>,</i> Week 6	Term 3, Weeks 1-5
		Term 2, Weeks 1-5		Term 4, Weeks 1-5
	Outcomes:	Outcomes:	Outcomes:	Outcomes:
	PASS5-1, PASS5-6, PASS5-8,	PASS5-5, PASS5-7, PASS5-9	PASS5-1, PASS5-2, PASS5-3,	PASS5-5, PASS5-6, PASS5-7,
	PASS5-10		PASS5-4	PASS5-9
Knowledge, understanding and skills	15	15	15	20
Values and attitudes	10	10	10	5
Weighting	25	25	25	25

Outcomes

A student:

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 enjoyable participation and skilful performance.

PASS5-6 Evaluates the characteristics of enjoyable 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 2024 PSYCHOLOGY ASSESSMENT SCHEDULE

NSW Department of Education Approved Elective Course – Will not appear on RoSA

Areas for Assessment	<u>Task 1:</u>	Task 2:	<u>Task 3</u> :
\downarrow	Depth Study Task - Psychologist	Presentation – Brain comparison	Yearly Examination
	<u>Date:</u> Term 1, Week 6	<u>Date:</u> Term 3, Week 5	<u>Date:</u> Term 4, Week 4
	Outcomes:	Outcomes:	Outcomes:
		PSY5-1, PSY5-2, PSY5-3, PSY5-6, PSY5-8	
			PSY5-6, PSY5-7, PSY5-8
Weightings	30	30	40

Outcomes:

A student:

PSY5-1 Explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches.

PSY5-2 Explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches.

PSY5-3 Describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour.

PSY5-4 Explains a range of psychological theories and identifies the application of these theories to everyday life.

PSY5-5 Demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data.

PSY5-6 Recognises the applications and influence of psychology in popular culture and its importance to social factors.

PSY5-7 Examines suitable research methods including procedures and critical analysis when completing action-based learning.

PSY5-8 Communicates psychological information and ideas using appropriate written, oral and visual forms.



YEAR 10 2024 VET CONSTRUCTION ASSESSMENT SCHEDULE

Construction Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC2012 Certificate in II in Construction (Release 3) Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package Version 0.26, RTO – Department of Education – 90333, 90222, 90072, 90162

SCHOOL NAME: Belmont High School

Construction Assessment Schedule Year 11 VET 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM	
Ongoing assess	ment of skills and knowledge is collected thro	ughout the	Week 6	Week 10	Week 10	Week 10	Week 9/10
course and forms part of the evidence of competence of students.		tudents.	Term 1	Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency	HSC Examinable Unit					
CPCWHS1001	Prepare to work safely in the construction industry		Х				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	\checkmark		X			
CPCCCM1011	Undertake basic estimation and costing				Х		
CPCCOM1015	Carry out measurements and calculations	\checkmark			Х		
CPCCOM2001	Read and interpret plans and specifications	\checkmark				Х	
CPCCOM1013	Plan and organise work	\checkmark				Х	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent'. In some cases, other descriptive words may be used leading up to "competent".

* Examinable units to be confirmed by teacher.

(Accelerated – counts towards Year 11 Pattern of Study)

YEAR 10 2024 VISUAL ARTS ASSESSMENT SCHEDULE

Areas for Assessment	<u>Task 1</u> :	Task 2:	Task 3:	Task 4:
\checkmark	Metamorphosis:	Isk 2: etamorphosis:Task 3: Appropriation:Tasl Appr Appr A Postmodern PhenomenonTasl Appr Appr A Potmaking: Body of WorkCritical and Historical: Hand in written responsesArtr Artr Hand in written responsesite: rm 2, Week 4Date: Term 3, Week 10Date Term 5.7, 5.8, 5.10	Appropriation:	
	Surreal Transformations in Art	Surreal Transformations in Art	A Postmodern Phenomenon	A Postmodern Phenomenon
	Critical and Historical Exam	Artmaking: Body of Work	Critical and Historical: Hand in written responses	Artmaking: Body of Work
	Date:	Date:	Date:	Date:
	Term 2, Week 3	Term 2, Week 4	Term 3, Week 10	Term 4, Week 4
	Outcomes:	Outcomes:	Outcomes:	Outcomes:
	5.7, 5.8, 5.10	5.1, 5.2, 5.4, 5.6	5.7, 5.8, 5.10	5.3, 5.4, 5.5, 5.6, 5.9
Critical and Historical 40%	20		20	
Artmaking 36%		18		18
VAPD 24%		12		12
Weightings	20	30	20	30

Outcomes

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

YEAR 10 2024 WORK EDUCATION ASSESSMENT SCHEDULE

Areas for Assessment	<u>Task 1</u> :	<u>Task 2</u> :	<u>Task 3</u> :
\downarrow	Workplace Safety:	Preparing for the Workplace:	Managing Finances:
	Test	Resume	Budget
	Date:	Date:	Date:
	Term 1, Week 10	Term 3, Week 8	Term 4, Week 4
	Outcomes:	Outcomes:	Outcomes:
	WE5-2, WE5-3, WE5-4	WE5-5, WE5-7, WE5-8	WE5-9, WE5-10
Knowledge and Understanding 50%	15	20	15
Skills and Communication 50%	15	20	15
Weightings	30	40	30

Outcomes

- **WE5-1** Analyses employment trends and changes in the nature of work.
- **WE5-2** Analyses current workplace issues and their implications.
- **WE5-3** Examines the roles of diverse organisations in the Australian community.
- **WE5-4** Evaluates the roles and responsibilities of individuals within the Australian community.
- **WE5-5** Explains the roles of education, employment and training organisations.
- WE5-6 Assesses personal goals, attributes and values in the context of education, training and employment.
- **WE5-7** Explains skills, attributes and entrepreneurial behaviours in a range of contexts.
- **WE5-8** Assesses options for career development and managing transitions.
- **WE5-9** Selects and analyses relevant information from a variety of sources.
- **WE5-10** Selects and uses appropriate forms to communicate information about the world of work for different audiences.



APPENDICES

APPENDIX 1: MALPRACTICE

<u>1. Plagiarism</u>

The following information was downloaded from the <u>University of NSW</u> website.

Although produced to assist university students in understanding plagiarism, it is very relevant and readable for students in Stage 5 and 6 of their learning.

What is Plagiarism?

Plagiarism is using the words or ideas of others and presenting them as your own. Plagiarism is a type of intellectual theft. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

Whenever you use the words or ideas of another person in your work, you must acknowledge where they came from. You can avoid plagiarism by following the suggestions outlined in this guide.

Common Forms of Plagiarism

• **Downloading an assignment** from an online source and submitting it as your own work. Buying, stealing or borrowing an assignment and submitting it as your ownwork.

- Copying a section of a book or an article and submitting it as your own work.
- Quoting from a source 'word for word', without using quotation marks is plagiarism.
- Copying, cutting and pasting text from an electronic source and submitting it as your own work.
- Using the words of someone else and presenting them as your own.
- Using significant ideas from someone else and presenting them as your own.

• Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.

• Copying the written expressions of someone else, even with proper acknowledgement.

• Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.

• Relying too much on other people's material

• Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

Plagiarism and the Internet

The internet can be a great source of information and an effective research tool; however, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source, Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

Warning!

There are an increasing number of websites that feature high school and university assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties, including N Warnings and 'N' Determinations. If you are tempted to do this, please remember that academics are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research – this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists. Remember, if you found the assignment, so can your class teacher!

Resist the temptation to 'cut and paste' text directly from an electronic resource into your assignment. You should rewrite any information in your own words. When using the internet, cite the source of anything that you borrow, including material from web pages, email, and newsgroups. These materials are the words and ideas of people who deserve to be given credit. For referencing purposes, always make a note of the 'address' or URL of Web pages and the date you accessed the material. If possible, print out the webpages.

How to Avoid Plagiarism

a) Be Aware of What Constitutes Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. Many students plagiarise unintentionally. Unintentional plagiarism can result from not knowing how to acknowledge or incorporate sources of information, or from careless note-taking or 'cutting and pasting' of electronic sources. Both intentional AND unintentional plagiarism is a violation of NESA rules and guidelines.

b) Plan Your Work

Plan ahead and begin writing your assignments well before they are due. Leaving work until the last minute doesn't give you enough time to read, digest, form your own ideas and write information in your own words. When students rush to meet a tight deadline, they are more likely to plagiarise unintentionally or succumb to the temptation to 'cut and paste' information directly from electronic resources.

c) Learn How to Acknowledge your Sources of Information

Make sure your assignments are referenced correctly

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

Why Reference?

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All university assignments must contain references; an unreferenced assignment implies every work, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all sources you used when reading and researching for an assignment.

Referencing Methods

There are several different referencing methods. Short referencing guides for three commonly used styles:

- The Footnote/Bibliography Referencing system
- the Harvard (in-text) method
- the APA (American Psychological Association)

Ask your teacher what style they want you to use when referencing your work.

Acknowledge ALL Your Sources

Academic books are not the only sources that required acknowledgement. ANY words, ideas or information taken from ANY source requires reference.

d) Learn how to incorporate the work of others into your own work

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

e) Writing in your own words: Summarising and Paraphrasing

You can integrate evidence/source material into your assignments by summarising and paraphrasing. Summaries and paraphrases offer alternatives to using direct quotations.

- A summary is an overview of a source, condensing it to its most important ideas.
- A paraphrase is usually a short section of text. It retains the meaning but uses different words.

Summarise or paraphrase in your own words and sentence patterns. Follow with a reference; however, just changing one or two words does not make a paraphrase, you must digest the ideas, understand them, and write them in your own words and phrasing.

Why writing in 'your own words' is important

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material you are likely to be penalised by your teachers.

Reference when you are using words or ideas from:	No need to reference:
 Books and journal articles. Newspapers and magazines. Pamphlets or brochures. Films, documentaries, television programs or advertisements. Web pages or computer-based resources. Letters or emails. Personal interviews. Reference when you reprint any diagrams, illustrations, charts or pictures. 	 When you are writing your own observations or experiment results (for example, a report on a field trip). When you are writing about your own experiences (for example, a reflective journal). When you are writing your own thoughts, comments or conclusions in an assignment. When you are evaluating or offering your own analysis. When you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people). When you are using generally accepted facts or information.

What kind of Information Should I Reference?

Use Quotations

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone's exact words in your work:

- 1. Present them between quotation marks and follow them with a citation.
- 2. Use quotation marks even when you borrow a phrase of a single, special word from another source
- 3. Always include page number in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author's name. This is known as Strong Author Referencing. For example, you can write, "According to White", followed by a quotation from White or your paraphrase or summary of White's ideas.

References

University of NSW, Sydney, What is Plagiarism? <u>https://www.student.unsw.edu.au/what-plagiarism</u> 24 October 2021.

University of NSW, Sydney, Support for Refencing Assignments,

https://www.student.unsw.edu.au/referencing 24 October 2021.

Carroll, J., *A Handbook for deterring Plagiarism in Higher Education*, 2002, Oxford Centre for Staff and Learning Development, Oxford.

Davis, U.C., University of Southern California, *Avoiding Plagiarism: Mastering the Art of Scholarship* <u>http://sja.ucdavis.edu/avoid.htm</u> 25 October 2001.

2. Cheating

This is copying another student's work during an exam task or bringing material into an exam to aid in answering the paper. Students caught cheating will receive no marks for their work. Parents will be informed of the reason for the penalty.

Students are expected to work in such a way that their work is not obvious to another student. Students who

allow another student to copy their work are given the same penalty as the person cheating.

3. Disruption to Exams and Assessment Tasks

Students are expected to work on their task or exam in such a way that the learning of others is not disrupted. Actions such as – making noises, tapping pens, asking to leave the exam room and talking are examples of inappropriate behaviour. Such actions are likely to result in a zero grade for the task due to malpractice.

Appendix 2: Illness / Misadventure Appeal

A student may submit an 'Illness / Misadventure Appeal Form' if they are affected by:

- **Illness or Injury** illness or physical injuries suffered directly by the student which may affect the student's performance in the examination or assessment task e.g., influenza, COVID-19, broken hand etc.
- **Misadventure** any other event beyond the student's control which may affect the student's performance in the exam or assessment task e.g., death of a friend or family member, involvement in a traffic accident, isolation caused by flood etc.
- Sporting Representation for school approved activities.
- o School Sanctioned Activities VET work placement, Leadership commitments etc.
- Other events that have adversely affected a student's completion or performance in a task that are worthy of consideration.

Appeals can also be made if a student feels unfairly treated as a result of the process used in an assessment task.





APPENDIX 2: ILLNESS AND MISADVENTURE APPEAL FORM

BELMONT HIGH SCHOOL ILLNESS / MISADVENTURE APPEAL FORM

QUAN

Note: All applications for Illness / Misadventure appeals must be submitted to your class teacher <u>within two school days</u> of your return to school. In cases of prolonged absence contact with the school is to be made via phone or email. See over for details of what constitutes valid Illness / Misadventure.

1. Student Details					
Student Name:	Year:	Теа	acher:		
2. Task Details					
Subject:		Teacher:			
Name of Assessment Task:					
Weighting of Assessment Task: (e.g., 20%)			Due Date	2:	
Reason for Appeal (please tick)	Extern	al Documen <u>tat</u>	tion Required (A	Attach)	
Illness	Medica	l or Pharmacy Ce	ertificate or Positi	ve	
	PCR/RA	AT result			
Misadventure					
Bereavement	Funera	l Notice			
 Sporting or School Representation 	Sport o	r School Represe	entation Note		
Excursion	Excursi	on Note			
Other:	Statuto	ory Declaration			
3. School Recommendation (School Staf)	f Only)				
Teacher Recommendation:	Appeal Sup	ported: YES	NO NO		
Head Teacher Percommondation	Annaal Sum	norted: VES			
	Appeal Sup	porteu. TES			
Head Teacher Signature:	Head Teacher Na	ame:		Date:	
DEPUTY PRINCIPAL'S FINAL DECISION	ACCEPTED		DECLINED		
Commont:				_	
comment.					
Signature of Deputy Principal	Name of Dep	uty Principal		Date	
Office use only - copy of completed form provid					
	ed to:				
Student: Class Teache	ed to: er: 🗖 He	ad Teacher: 🔲			

APPENDIX 3 – ASSESSMENT CALENDAR

ASSESSMENT CALENDAR FOR YEAR 10 RoSA 024

This calendar is accurate as of time of

publication but may be subject to change.

Week	Term 1	Term 2	Term 3	Term 4
1	PASS Practical (Ongoing Weeks 1-5)	PASS Practical (Ongoing Weeks 1-5)	PASS Practical (Ongoing Weeks 1-5)	PASS Practical (Ongoing Weeks 1-5)
2		IT - Timber Geography	Science	Child Studies English Geography
3		Child Studies Food Technology Science Visual Arts	Food Technology	History Mathematics 5.3 Mathematics 5.2 Mathematics 5.1
4		History PDHPE Visual Arts		IT- Timber Music Psychology Visual Arts Work Education
5	PASS Sports Coaching (Ongoing Weeks 5-10)		PDHPE Psychology	
6	Psychology	Music	Music PASS PDHPE Practical (Ongoing weeks 6-10)	
7				
8	Geography IT - Timber	Mathematics 5.3 Mathematics 5.2 Mathematics 5.1 VET Construction	Geography Mathematics 5.3 Mathematics 5.2 Mathematics 5.1 VET Construction Work Education	
9	Child Studies History Mathematics 5.3 Mathematics 5.2 Mathematics 5.1 Science	English	English History IT - Timber VET Construction	
10	English Music PDHPE VET Construction Work Education	Mathematics 5.3 Mathematics 5.2 Mathematics 5.1 VET Construction	Child Studies Food Technology Science VET Construction Visual Arts	
11	Mathematics 5.3 Mathematics 5.2 Mathematics 5.1			