



# Byron Bay High School

## Year 10

### Assessment Procedures and Schedules

## 2022



**For further information please contact:**

**Ms Janine Marcus - Principal**  
**Ms Donna Riley - Deputy Principal**  
**Mr Timothy Sawyer - Year Adviser**



**Education**



## Our Vision

Byron Bay High School delivers a collaborative learning environment where students achieve excellence through our connection with community and land, creating holistic leaders of the future.

Byron Bay High School respectfully acknowledges the Arakwal People of the Bundjalung Nation on whose land we learn and work together.

---

Dear Year 10 students and parents,

This booklet contains the subject and assessment information for your Year 10 courses. Please ensure that you read the information inside carefully. As your Principal I am required to certify that you have satisfactorily completed the program of study for your Stage 5 courses. The following guidelines have been developed to ensure that every student has the opportunity to perform to the best of their ability in these assessment tasks.

You should keep this booklet in a safe place and refer to it regularly. Create your own planner with all your assessment tasks clearly marked. Your attendance and application must be regular and genuine. A task does not have to be a formal assessment task to warrant a serious response from you. You cannot gain a Record of School Achievement (RoSA) certificate just by completing the assessment tasks. You will need to apply yourself diligently and with sustained effort throughout the duration of your courses.

Good luck and enjoy your pattern of study.

Yours sincerely,  
Ms Janine Marcus  
Principal

# Contents

<b>Section One - Assessment Procedures</b>	<b>1</b>
<i>Introduction to the Record of School Achievement</i>	1
<i>RoSA reporting and grades</i>	1
<i>Key Facts about the RoSA</i>	2
<i>Satisfactory course completion requirements</i>	3
<i>Assessment of Courses</i>	4
<i>The Common Grade Scale</i>	5
<i>What happens if ...</i>	6
<i>Procedures for student absence from or inability to submit an Assessment Task on the due date - Unforeseeable Absence</i>	8
<i>Illness and Misadventure</i>	9
<b>Section Two - Assessment Schedules</b>	<b>10</b>
<i>Year 10 Assessment Task Calendar   Term 1 2022 and Term 2 2022</i>	11
<i>Year 10 Assessment Task Calendar   Term 3 2022 and Term 4 2022</i>	12
<i>Course Assessment Schedules - Compulsory Courses</i>	13
English	13
Geography	13
History	14
Mathematics	14
Personal Development, Health and Physical Education (PDHPE)	15
Science	15
<i>Course Assessment Schedules - Elective Courses</i>	16
Agriculture	16
Commerce	16
Drama	17
Food Technology	17
Industrial Technology Metal	18
Industrial Technology Timber	18
Japanese	19
Music	19
People in Time	20
Photography	20
Physical Activity and Sports Studies (PASS)	21
STEM (Science, Technology, Engineering, Mathematics)	21
Textiles Technology	22
Visual Arts	22
Visual Design	23

# Section One - Assessment Procedures

## Introduction to the Record of School Achievement

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). The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. 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.

To be eligible for a 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 Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the Education Act

When a student eligible for a RoSA leaves, schools are responsible for requesting a RoSA through the enrolments section in Schools Online. Once this has been completed, a PDF of the RoSA will be sent to the student's Students Online (NESA Student portal) account. Students cannot directly request a RoSA themselves.

Students who leave school before completing their HSC, but who have satisfactorily completed Year 11 or Year 10 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 remain at school to complete their HSC will not receive a RoSA.

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don'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.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results and the courses they are enrolled in, and print an eRecord, via their Students Online account.

## RoSA reporting and grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- 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 sat
- date the student left school.

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

- based on student achievement in their assessment work
- determined in conjunction with evidence of student coursework
- awarded using standard course performance descriptors
- submitted to NESA by the school in Term 4
- monitored by NESA for fairness and consistency

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

## Key Facts about the RoSA

### Who will get it?

Students will need to have completed the mandatory requirements for Stages 4 and 5 (Year 7 to 10) to be eligible for a RoSA. A RoSA will only be provided to those eligible students who choose to leave school prior to receiving their HSC.

### When will they get it?

Once an eligible student has officially notified the school they are leaving and has signed out, the school will nominate the student for a RoSA with NESA.

### How will they get it?

All RoSA credentials will be provided to students electronically. To obtain their credential, the student will need to log into Students Online with their student number and PIN. Then they can download, save and print their credentials directly from the "Results" section. They can also place an order with NESA for a printed copy to be posted to them for a fee.

### What will it show?

A RoSA will show grades for all the courses a student has completed up until the point they leave school.

### Why allocate grades?

Grading is a way of showing a student's level of achievement in a course in a way that can be compared fairly between individual students. Giving grades in courses **completed** after Year 10 will also mean that every student gets acknowledgements for all the work they have done, right up to the time they leave school.

### How will students achieve grades?

A to E grades are awarded for each course completed in Year 10.

Students are required to submit assessment tasks as delivered by their schools. Teachers then use marks from those assessment tasks, together with evidence of learning from coursework, to consider a student's performance against subject-specific course performance descriptors. The A to E grade descriptors indicate the achievement standards for the course, based on what students are expected to learn and how well they have achieved. This enables teachers to allocate an A to E grade for each student based upon their level of achievement at the end of the course. Teachers submit those grades to the NSW Education Standards Authority (NESA) for inclusion on the RoSA.

### How can we be sure that grades are awarded consistently?

It is important for students, parents, and employers that grades are awarded consistently. Teachers already have a strong level of professional judgement, and NESA supports that further by providing workshops and online resources, including student work samples.

### What are the HSC Minimum Standard online tests?

Students need reading, writing and numeracy for everyday life. To be eligible for the Higher School Certificate (HSC), students need to show they have met the HSC minimum standard for literacy and numeracy. This can be achieved by completing three online tests for each of Reading, Writing and Numeracy and attaining a Level 3 or 4 in each.

For more information, please visit <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

### **How are the HSC Minimum Standard tests delivered?**

Whilst the HSC Minimum Standard tests are not a requirement for a student to receive a RoSA, testing will commence in Year 10 to best support students in attaining the required level of achievement.

The NSW Education Standards Authority (NESA) sets the tests and students will initially attempt them as part of the *Preparing for Success* course in Year 10.

### **What will be the content of the tests?**

The tests focus on the literacy and numeracy skills required by school leavers for employment and further education. There will be one test for reading, one test for writing and one test for numeracy.

### **Why offer optional literacy and numeracy tests?**

Students are offered the opportunity to complete optional on-line literacy and numeracy tests, with particular emphasis on work readiness, should they intend to leave school before completing the HSC. These tests are the same as the minimum standard literacy and numeracy tests. The tests are delivered online, and information is provided to schools about supervision of the tests.

Taking these tests will allow students to prove to parents, employers, or places of further learning that they have the basic reading, writing and numeracy skills essential for success in everyday life. This measure will help provide valuable information to an employer when they are considering job candidates who have not completed their HSC.

The literacy and numeracy tests also help students, parents and teachers determine if a student needs particular support in an area, or form the basis of further discussion about whether a student is ready to leave school.

### **How will I know my HSC minimum standard or optional literacy/numeracy test results?**

Results from HSC minimum standards tests (if sat) will be documented on a student's RoSA.

Optional literacy and numeracy test results will NOT appear on the RoSA credential. The test results are reported separately from the RoSA and are not a requirement of the credential.

Students will be able to access an eRecord of their results, for both types of tests, via their NESA [Students Online](#) account.

## **Satisfactory course completion requirements**

### **Course Requirements during Years 7 - 10**

Students will need to have studied: English, Mathematics, Science, Human Society and Its Environment (History and Geography), Languages Other than English, Technological and Applied Studies (200 hours Technology Mandatory), Creative Arts (100 hours Visual Arts and 100 hours Music) a minimum of 300 hours Personal Development, Health and Physical Education, and Sport.

### **How does a student satisfactorily complete a course?**

Students will satisfactorily complete a course if there is sufficient evidence that they have:

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

This means that it is a student's responsibility to:

- (a) attend lessons in that course for the required number of hours, bringing the correct equipment and books;
- (b) make a genuine effort in all class activities including assignments and homework;
- (c) make a serious attempt at all assessment tasks.

If the Principal determines that a student is in danger of not completing a course satisfactorily, they will be warned in writing, with time for the problem to be corrected and satisfactorily complete the course.

### **Attendance Requirements**

You must have an approved pattern of attendance. Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. Any extended period of unapproved absence may result in the unsatisfactory completion of a course(s) and may impact on your eligibility for the award of a RoSA.

One requirement for the RoSA is that a student must attend until the final day of Year 10 at their school.

### **What is an 'N' determination?**

If you are deemed not to have completed a course, you will receive an 'N' determination. The course will be listed as 'Not Completed'. An 'N' Award in any of your 'core' subjects means that you will NOT qualify for a RoSA in that year. An 'N' Award in one of the elective subjects means that the elective subject will not appear on your RoSA.

You have the right to appeal against an 'N' determination. The appropriate form can be obtained from your Principal. Appeals against 'N' determinations should be lodged with your principal, who will advise you of the date by which your appeal must be submitted. If you are dissatisfied with the result of the school review of your appeal, you should advise the Principal that you wish the appeal to be referred to the NSW Education Standards Authority.

## **Assessment of Courses**

### **How will I be assessed for each of my courses?**

At the conclusion of Year 10, grades will be awarded for each of your courses which indicate your level of achievement. The grade you will receive is determined by how well you complete tasks that form each course's assessment policy.

Grades in each subject will be indicated by the letters A, B, C, D and E. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The outcomes you achieve will be matched against a set of Course Performance Descriptors to decide which best describes your achievement. The Performance Descriptors for each course are available from the Head Teacher of that course.

Assessment will be a continuous process and it is important you complete all tasks to the best of your ability.

It is your responsibility to ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher.

### **Will I be notified of Assessment Tasks?**

Students will be given written notification of assessment task requirements, a minimum of two (2) weeks prior to the due date.

Each course assessment schedule is printed in this document so students are aware of what will be expected of them as they work toward satisfactorily completing Year 10.

### **Grading**

NESA has developed The Common Grade Scale that describes performance at each of the five grade levels of achievement, A - E. Please refer to the table following which gives an indication of how these levels help to assess your performance. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

For each course, a set of subject-specific Course Performance Descriptors has been developed based on the Common Grade Scale. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.



Teachers will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. The information will assist the school in making the final judgment of the grade to award you at the end of Year 10.

No grades will be awarded for Life Skills courses. These courses are reported through the achievement of outcomes on the Profile of Student Achievement.

## The Common Grade Scale

Grade	Performance Description
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.
<b>N</b>	<p>Where an A to E grade appears against a course, the student has satisfactorily completed the course by meeting the following requirements:</p> <ul style="list-style-type: none"> <li>a) attendance – meeting the required number of hours</li> <li>b) participation in the required learning experiences and assessment tasks</li> <li>c) meeting requirements in terms of effort and achievement</li> <li>d) reaching at least some of the course goals</li> </ul> <p>Where an 'N' appears in place of an A to E grade, this indicates the student has failed to meet one or more of the above requirements. An N determination has been made indicating the non-completion of a course.</p>

## What happens if ...

### I miss an Assessment Task?

No student will be disadvantaged in assessment because of illness, accident or misadventure.

If you are absent for an assessment task, you must provide valid written evidence e.g. a medical certificate and complete an Illness/Misadventure application as soon as you return to school. Collect an Illness/Misadventure form from the Deputy Principal who will support you in the process and make an informed decision about the outcome of the situation. Arrangements must be made to complete the task; or a substitute task. In exceptional circumstances you may be given an estimate based on other evidence.

### I am unable to attend or submit an assessment task on time due to illness or misadventure?

It is necessary that a parent (or the student, if living independently) contacts the school immediately (direct a message to the relevant Head Teacher or the Deputy Principal) if one or more of the following occurs:

- (a) there is a problem completing an assessment task by the due date.
- (b) a student's performance in an assessment task has been affected by illness or unforeseen misadventure suffered immediately before or during the assessment period.
- (c) A student is prevented from attending or submitting an assessment task due to illness and/or misadventure. The school expects the student to make alternative arrangements to have the task submitted on the due date.

Students are required to provide evidence of the illness/misadventure to the Deputy Principal immediately when they return to school. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

**Note:** Students cannot submit an appeal on the basis of misreading an assessment task/exam timetable. If you miss an assessment task, or arrive late to an assessment task, because you have misread an assessment task/exam timetable contact the relevant Head Teacher immediately.

### I am participating in a special event?

If you participate in a special event and this interferes with your ability to:

- (a) attend an assessment activity i.e. examination or in-class activity OR
- (b) meet an assessment deadline OR
- (c) adequately prepare for an assessment activity

Then you may be eligible for special consideration in order to compensate for your loss of time and opportunity for success. It will be up to the Deputy Principal in conjunction with the Head Teacher to determine what action is appropriate.

It is the responsibility of the student to inform Head Teachers well in advance of any events which may fall into the 'special category'. This could include sporting events. Completion of an Illness/Misadventure application may still be required.

### I need an extension of time?

Extensions can only be granted by the Deputy Principal on recommendation from the Head Teacher of the relevant faculty. An extension will be given only when the student can prove a case of 'extreme' difficulty in meeting an assignment deadline. Application must be made via the Illness/Misadventure process and prior to the due date.

### I am late handing in an assessment task without an acceptable reason?

Zero marks will be awarded. The task must still be submitted.

The task will be marked and returned to the student with feedback. The mark, however, will not contribute to the final mark contained in the school report. Failure to submit the task may lead to an 'N' determination.

**I cheat or truant on the day/lesson a task is to be completed?**

If the Head Teacher is satisfied that you cheated in any assessment task or truanted on the day or period of the task, a zero mark will be awarded. Malpractice will be recorded on Sentral for incidents relating to cheating and/or plagiarism.

**I am suspended on that date?**

The task is to be submitted to the Deputy Principal at the return from suspension interview.

For an in-class task or assessment excursion, the relevant Head Teacher will advise you of the arrangements that will apply e.g. an alternative task may be set for the first day you return from suspension. Completion of an Illness/Misadventure application may still be required.

***The school reserves the right to substitute or alter any part of this Assessment Policy,  
at any time, provided that such changes are consistent with policy of the  
NSW Education Standards Authority.  
In doing so, student and parents will be notified and the school is to ensure all students involved  
are affected equally.***

## Procedures for student absence from or inability to submit an Assessment Task on the due date - Unforseeable Absence

<b>Step 1</b>	<b>NOTIFY</b> the Deputy Principal and/or relevant Head Teacher on the morning of the task or task due-by date.
<b>Step 2</b>	<p><b>OBTAIN</b> documentation</p> <ul style="list-style-type: none"> <li>• Illness - a Doctor's Medical Certificate will be required covering the absence.</li> <li>• Technological Failure- Students will need to provide independent evidence of the technological failure, e.g. Attempts to rebuild or recover, printouts of drafts or partial drafts or associated notes and summaries in order for extensions etc. to be granted. Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.</li> <li>• Other documentation such as police reports in the case of accidents, hospital documents for family illness, school counsellors report or other equivalent professional (objective) documents can be used.</li> <li>• Letters from family members or friends are acceptable in exceptional circumstances only.</li> </ul>
<b>Step 3</b>	<p><b>Every effort is to be made to submit a hand-in task on the due date regardless of illness/misadventure on the due date.</b> Parents can submit the task at the Front Office or you can contact the teacher or relevant Head Teacher and submit the task electronically. If this is not possible, <b>SUBMIT</b> the task the very next day you attend school to the Class Teacher or to the relevant Head Teacher even if there is <b>NO</b> scheduled lesson on that day.</p> <p><b>ORGANISE</b> an alternate date for an in-class task or examination the very next day you attend school with the Class Teacher or the relevant Head Teacher even if there is <b>NO</b> scheduled lesson on that day.</p>
<b>Step 4</b>	<b>COLLECT</b> and <b>COMPLETE</b> an Illness/Misadventure Form. Ensure that it has been signed by the relevant Head Teacher and class teacher before submitting it to the Deputy Principal. Forms can be collected from the Deputy Principal or the photocopying room in the front office.
<b>Step 5</b>	<p><b>SUBMIT</b> the Illness/Misadventure form and documentation to the Deputy Principal. On return to school, students will be given <b>2 school days</b> to submit the form and documentation. If circumstances (e.g. class teacher or Head Teacher absent) prevent this, you must notify the Deputy Principal within the 2 day period.</p> <p>The Deputy Principal will notify the student and relevant Head Teacher of the decision regarding the illness/misadventure application within <b>2 school days</b> of submission.</p> <p>If the <b>application is successful</b> the task is marked without penalty. A substitute task <i>may</i> be administered or an estimated mark <i>may</i> be given at the discretion of the Head Teacher. If the <b>application is unsuccessful</b> the task is marked with feedback but awarded 'zero'.</p>
<b>Appeal</b>	<p>If the student's application is unsuccessful, students are entitled to lodge an appeal by completing the "Student Appeal re: Decision on Absence from an assessment Task" form and submit it to the Deputy Principal within <b>2 school days</b> of being informed of the illness/misadventure application decision.</p> <p>The appeal will be considered within <b>2 school days</b> of being submitted by the Principal in consultation with the Deputy Principal and relevant Head Teacher.</p> <p>If the student's <b>appeal is successful</b>, the student will be informed and marks awarded. If the student's <b>appeal is unsuccessful</b>, the student will be informed and no further actions are available.</p>
<b>NOTE</b>	Irrespective of the outcome of the illness/misadventure application, all students will be required to complete the task/substitute task to show evidence that the student has met the course completion requirements, unless an estimate grade is approved.

# Illness and Misadventure



## Illness / Misadventure Application

- ☐ Stage 5 (Year 10)  
☐ Preliminary  
☐ HSC Assessment Task

*This form MUST be used for all Illness / Misadventure Applications. Refer to the Assessment Policy.*

Name: _____	Date of Task: _____
Course: _____	Assessment Task Number: _____
Teacher: _____	

☐ Prior knowledge of absence (due to a clash between an Assessment Task and another School Activity)

Reason for application (please tick): ☐ Illness or ☐ Misadventure

☐ Extension to submit or complete an Assessment Task  
☐ Absent on the day before an Assessment Task  
☐ Absent from school on the day an Assessment Task is due to be handed in  
☐ Absent from school on the day of an Assessment Task  
☐ Misadventure adversely affected performance during an Assessment Task  
☐ Illness during the completion of an Assessment Task at school. (Note: A medical certificate MUST be obtained.)

**Reasons supporting application (to be completed by the student):**


I have attached evidence to support my application (please tick and complete ONE selection from below):

**Evidence of Illness:**

☐ Medical Certificate (attached) \_\_\_\_\_ Dated: \_\_\_\_\_

**Evidence of Misadventure:** (eg. Police report, Hospital document outlining family member illness, independent evidence of technical or mechanical failure).

☐ \_\_\_\_\_ Dated: \_\_\_\_\_

☐ \_\_\_\_\_ Dated: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Head Teacher Recommendation:**

☐ Zero marks awarded \_\_\_\_\_  
☐ No loss of marks for being absent on the day before an assessment task. (document attached)  
☐ No loss of marks. Extension granted. Assessment task to be submitted by: \_\_\_\_\_  
☐ No loss of marks. Completion of original task on: \_\_\_\_\_  
☐ No loss of marks. Completion of substitute task on: \_\_\_\_\_  
☐ Estimate (with Principal approval only) calculated at completion by HT, DP). Principal (estimate only)  
     ☐ Task completed    ☐ Task NOT completed

### Signatures

Head Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Principal (estimate only): \_\_\_\_\_ Date: \_\_\_\_\_

OFFICE USE	NOTIFY
<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved (Principal Signature) _____ _____ _____ _____	<input type="checkbox"/> Sentral entry # _____ <input type="checkbox"/> Documents attached <input type="checkbox"/> Head Teacher <input type="checkbox"/> Class teacher <input type="checkbox"/> Head Teacher Wellbeing <input type="checkbox"/> Counsellor <input type="checkbox"/> Parents <input type="checkbox"/> Learning Support Teacher

## **Section Two - Assessment Schedules**

This section contains a summary of all tasks due throughout the year followed by an assessment schedule for each course.

## Year 10 Assessment Task Calendar | Term 1 2022 and Term 2 2022

Term 1 2022		Term 2 2022	
Date	Scheduled Tasks	Date	Scheduled Tasks
Week 1 24/01/22	No tasks due this week	Week 1 25/04/22	No tasks due this week
Week 2 31/01/22	No tasks due this week	Week 2 02/05/22	Agriculture Textiles Technology
Week 3 07/02/22	No tasks due this week	Week 3 09/05/22	Agriculture Industrial Technology Metal PASS PDHPE Photography Visual Arts
Week 4 14/02/22		Week 4 16/05/22	Agriculture Commerce Food Technology PASS
Week 5 21/02/22		Week 5 23/05/22	Food Technology Music PASS PDHPE Photography Science Visual Design
Week 6 28/03/22	Music	Week 6 30/05/22	Industrial Technology Metal Industrial Technology Timber Mathematics Textiles Technology
Week 7 07/03/22	Drama Geography or History* Mathematics	Week 7 06/06/22	Drama Geography or History* Visual Design
Week 8 14/03/22	English Industrial Technology Metal	Week 8 13/06/22	
Week 9 21/03/22	Commerce Visual Arts	Week 9 20/06/22	
Week 10 28/03/22	Drama Music Photography Science Visual Arts	Week 10 27/06/22	English
Week 11 04/04/22	Food Technology Industrial Technology Timber Visual Design	*Course will be dependent upon the class timetable. Students will study Geography and History for <b>one term each</b> within Semester 1 and Semester 2.	

## Year 10 Assessment Task Calendar | Term 3 2022 and Term 4 2022

Term 3 2022		Term 4 2022	
Date	Scheduled Tasks	Date	Scheduled Tasks
Week 1 18/07/22	No tasks due this week	Week 1 10/10/22	No tasks due this week
Week 2 25/07/22	No tasks due this week	Week 2 17/10/22	
Week 3 01/08/22	Science	Week 3 24/10/22	English Industrial Technology Metal PDHPE Photography Science Visual Arts
Week 4 08/08/22	Geography or History*	Week 4 31/10/22	Commerce Food Technology Geography or History* PASS People in Time STEM
Week 5 15/08/22	Mathematics STEM	Week 5 07/11/22	Food Technology Industrial Technology Metal Industrial Technology Timber Japanese Mathematics Music Photography PASS PDHPE
Week 6 22/08/22	Music People in Time	Week 6 14/11/22	No tasks due this week
Week 7 29/08/22		Week 7 21/11/22	No tasks due this week
Week 8 05/09/22	Food Technology Industrial Technology Metal Japanese	Week 8 28/11/22	No tasks due this week
Week 9 12/09/22	Commerce Visual Arts	Week 9 05/12/22	No tasks due this week
Week 10 19/09/22	English Industrial Technology Timber Music PASS Photography Visual Arts	Week 10 12/12/22	No tasks due this week
*Course will be dependent upon the class timetable. Students will study Geography and History for <b>one term each</b> within Semester 1 and Semester 2.		Week 11 19/12/22	No tasks due this week



## Course Assessment Schedules - Compulsory Courses

### English

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Semester 1		Semester 2	
		Due Date	Due Date	Due Date	Due Date
		Term 1 Week 8	Term 2 Week 10	Term 3 Week 10	Term 4 Week 3
		Task 1	Task 2	Task 3	Task 4
		Representation, Prejudice and Passion Student selected Representation Task	Discovery Essay	Shakespeare's Macbeth Multimodal presentation	English Literacy Exam
	Outcomes	EN5-2A EN5-3B EN5-5C EN5-9E	EN5-1A EN5-3B EN5-5C	EN5-1A EN5-2A EN5-4B EN5-5C EN5-7D EN5-9E	EN5-1A EN5-3B EN5-4B EN5-5C
Conceptual analysis and synthesis	30%		30%		
Shakespearean language	30%			30%	
Representation and reflection	20%	20%			
Literacy and comprehension	20%				20%
<b>WEIGHTING</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

### Geography

Assessment Schedule | Year 10 2022

Students will study Geography for **one term** in each of Semester 1 and Semester 2.

\*Due dates will be dependent upon the class timetable.

Assessment Area	Weighting	Semester 1	Semester 2
		Due Date	Due Date
		*Term 1 OR Term 2 Week 7	*Term 3 OR Term 4 Week 4
		Task 1	Task 2
		Research Task	Fieldwork
	Outcomes	GE5-3 GE5-4 GE5-6 GE5-7 GE5-8	GE5-1 GE5-2 GE5-3 GE5-4 GE5-5 GE5-7
Human Wellbeing	50%	50%	
Environmental Change and Management	50%		50%
<b>WEIGHTING</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

# History

## Assessment Schedule | Year 10 2022

Students will study History for **one term** in each of Semester 1 and Semester 2.

\*Due dates will be dependent upon the class timetable.

Assessment Area	Weighting	Semester 1	Semester 2
		Due Date	Due Date
		*Term 1 OR Term 2 Week 7	*Term 3 OR Term 4 Week 4
		Task 1	Task 2
		Essay	In-class Test
	Outcomes	HT5-4 HT5-5 HT5-6 HT5-8 HT5-10	HT5-3 HT5-5 HT5-7
Rights and Freedoms	60%	60%	
Terrorism	40%		40%
<b>WEIGHTING</b>	<b>100%</b>	<b>60%</b>	<b>40%</b>

# Mathematics

## Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Semester 1		Semester 2	
		Due Date	Due Date	Due Date	Due Date
		Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 5
		Task 1	Task 2	Task 3	Task 4
		Class test	Class Test	Assignment	Class Test
	Outcomes	MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.3-18SP	MA5.1-10MG MA5.2-13MG MA5.3-15MG	MA5.1-4NA MA5.2-4NA MA5.1-7NA MA5.2-1WM	MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.3-18SP MA5.3-5NA MA5.3-6NA MA5.3-7NA MA5.3-8NA MA5.3-10NA
Number & Algebra	25%			25%	
Measurement & Geometry	25%	25%			
Trigonometry	25%		25%		
Probability	25%				25%
<b>WEIGHTING</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Personal Development, Health and Physical Education (PDHPE)

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Semester 1		Semester 2	
		Due Date	Due Date	Due Date	Due Date
		Term 2 Week 3	Term 2 Week 5	Term 4 Week 3	Term 4 Week 5
		Task 1	Task 2	Task 3	Task 4
		Theory Assessment	Practical Assessment	Theory Assessment	Practical Assessment
	Outcomes	PD5-5 PD5-6 PD5-7 PD5-8	PD5-4 PD5-5 PD5-11	PD5-7 PD5-9 PD5-10	PD5-4 PD5-5 PD5-11
Knowledge and Understanding	40%	20%		20%	
Skills	60%	5%	25%	5%	25%
<b>WEIGHTING</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Science

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Semester 1		Semester 2	
		Due Date	Due Date	Due Date	Due Date
		Term 1 Week 10	Term 2 Week 5	Term 3 Week 3	Term 4 Week 3
		Task 1	Task 2	Task 3	Task 4
		Practical Task	Semester 1 Examination	Investigation	Semester 2 Examination
	Outcomes	SC5-6WS SC5-7WS SC5-8WS SC5-17CW	SC5-8WS SC5-10PW SC5-13ES SC5-14LW SC5-15LW SC5-16CW SC5-17CW	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-12ES	SC5-7WS SC5-11PW SC5-13ES SC5-14LW SC5-15LW SC5-17CW
Skills	50%	20%	5%	20%	5%
Knowledge & Understanding	50%	5%	20%	5%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Course Assessment Schedules - Elective Courses

### Agriculture

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		Due Date	Due Date	Due Date
	Semester 1	Term 2 Week 2	Term 2 Week 3	Term 2 Week 4
		Independent Learning Project	Classwork Question Task	Practical Activities
	Outcomes	AG5-4 AG5-5 AG5-6/AG5-7	AG5-1 AG5-2 AG5-3 AG5-8 AG5-9 AG5-10	AG5-4 AG5-10 AG5-11 AG5-12 AG5-13 AG5-14
Knowledge and skills in responsible production and problem solving	50%	50%		
An understanding of sustainable and ethical practices	25%		25%	
Knowledge and skills in implementing collaborative and safe work practices	25%			25%
WEIGHTING	100%	50%	25%	25%

### Commerce

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2
		Due Date	Due Date
	Semester 1	Term 1 Week 9	Term 2 Week 4
	Semester 2	Term 3 Week 9	Term 4 Week 4
		Research Task Promoting and Selling	Research Task Towards Independence
	Outcomes	COM5-1 COM5-2 COM5-4 COM5-6 COM5-7 COM5-9	COM5-1 COM5-2 COM5-4 COM5-5 COM5-7 COM5-9
Option 3: Promoting and Selling	50%	50%	
Option 7: Towards Independence	50%		50%
WEIGHTING	100%	50%	50%

# Drama

## Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		<b>Due Date</b>	<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 1 Week 7	Term 1 Week 10	Term 2 Week 7
		Realist duologue performance and character notes	Student-led workshop with Year 7	Primary Schools Production process: Performance and Process Diary
	<b>Outcomes</b>	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.2	5.1.2, 5.1.4, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3
Making Drama	<b>40%</b>	5%	15%	20%
Performing Drama	<b>35%</b>	20%		15%
Appreciating Drama	<b>25%</b>	5%	5%	15%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>50%</b>

# Food Technology

## Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		<b>Due Date</b>	<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 1 Week 11	Term 2 Week 4	Term 2 Week 5
	<b>Semester 2</b>	Term 3 Week 8	Term 4 Week 4	Term 4 Week 5
		Food Trends Research Report and Practical	Celebration Cakes Practical and Portfolio	Written Examination
	<b>Outcomes</b>	FT5-7 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-5 FT5-10 FT5-11	FT5-5 FT5-7 FT5-10 FT5-11 FT5-12 FT5-13
Knowledge and Understanding	<b>50%</b>	15%	20%	15%
Practical Skills and Projects	<b>50%</b>	20%	30%	
<b>WEIGHTING</b>	<b>100%</b>	<b>35%</b>	<b>50%</b>	<b>15%</b>

# Industrial Technology Metal

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		<b>Due Date</b>	<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 1 Week 8	Term 2 Week 3	Term 2 Week 6
	<b>Semester 2</b>	Term 3 Week 8	Term 4 Week 3	Term 4 Week 5
		Stone Set Pendant	Examination	Metal Art Jewellery Set
	<b>Outcomes</b>	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-10	IND5-1 IND5-3 IND5-7	IND5-3 IND5-4 IND5-6 IND5-7 IND5-8 IND5-9
Knowledge and understanding	<b>40%</b>	10%	10%	20%
Practical skills and projects	<b>60%</b>	30%		30%
<b>WEIGHTING</b>	<b>100%</b>	<b>40%</b>	<b>10%</b>	<b>50%</b>

# Industrial Technology Timber

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2
		<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 1 Week 11	Term 2 Week 6
	<b>Semester 2</b>	Term 3 Week 10	Term 4 Week 5
		Furniture Item Footstool Project & Folio	Cheval Mirror & Folio
	<b>Outcomes</b>	IND5-1 IND5-2 IND5-3	IND5-4 IND5-5 IND5-6 IND5-7 IND5-8
Knowledge and Understanding	<b>40%</b>	20%	20%
Practical Skills and Projects	<b>60%</b>	40%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>60%</b>	<b>40%</b>

# Japanese

## Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2
		<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 2</b>	Term 3 Week 8	Term 4 Week 5
		Speaking and Listening task	Reading and Writing task
	<b>Outcomes</b>	LJA5-2C LJA5-4C	LJA5-7U LJA5-6U LJA5-2C
Communicating	<b>50%</b>	25%	25%
Understanding	<b>50%</b>	25%	25%
<b>WEIGHTING</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

# Music

## Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		<b>Due Date</b>	<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 1 Week 6	Term 1 Week 10	Term 2 Week 5
	<b>Semester 2</b>	Term 3 Week 6	Term 3 Week 10	Term 4 Week 5
		Notated Composition	Performance Task	Performance Task Listening Task
	<b>Outcomes</b>	5.4, 5.5, 5.6, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12 5.7, 5.8, 5.9, 5.10
Composition	<b>30%</b>	30%		
Listening	<b>30%</b>			30%
Performance	<b>40%</b>		20%	20%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>50%</b>

# People in Time

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2
		<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 2</b>	Term 3 Week 6	Term 4 Week 4
		Presentation	Research Task
	<b>Outcomes</b>	HTE5-1 HTE5-6 HTE5-8 HTE5-10	HTE5-1 HTE5-6 HTE5-8 HTE5-9
Topic 1: History, Heritage, and Archaeology	<b>50%</b>	50%	
Topic 3: Thematic Studies	<b>50%</b>		50%
<b>WEIGHTING</b>	<b>100%</b>	50%	50%

# Photography

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		<b>Due Date</b>	<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 1 Week 10	Term 2 Week 3	Term 2 Week 5
	<b>Semester 2</b>	Term 3 Week 10	Term 4 Week 3	Term 4 Week 5
		Photographic Studies	Diary	Portfolio
	<b>Outcomes</b>	5.8	5.2 5.3 5.10	5.5 5.6
Critical and historical studies	<b>30%</b>	30%		
Photo and Digital Media Diary (PDMP)	<b>10%</b>		10%	
Portfolio	<b>60%</b>			60%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>10%</b>	<b>60%</b>



# Physical Activity and Sports Studies (PASS)

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		<b>Due Date</b>	<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 2 Week 3	Term 2 Week 4	Term 2 Week 5
	<b>Semester 2</b>	Term 3 Week 10	Term 4 Week 4	Term 4 Week 5
		Theory Assessment Task	Topic Test	Practical Assessment
	<b>Outcomes</b>	PASS5-3 PASS5-4 PASS5-10	PASS5-2 PASS5-4 PASS5-6	PASS5-5 PASS5-7 PASS5-8 PASS5-9
Knowledge and Understanding	<b>50%</b>	30%	20%	
Skills	<b>50%</b>			50%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>50%</b>

## STEM

### (Science, Technology, Engineering, Mathematics)

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2
		<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 2</b>	Term 3 Week 5	Term 4 Week 4
		CAD Task	Project Based Learning Practical and Portfolio
	<b>Outcomes</b>	5.3.1 5.3.2	5.4.1 5.5.1 5.5.2 5.6.2
Research	<b>20%</b>		20%
Skills	<b>40%</b>	20%	20%
Problem Solving	<b>30%</b>	20%	10%
Knowledge and understanding	<b>10%</b>		10%
<b>WEIGHTING</b>	<b>100%</b>	<b>40%</b>	<b>60%</b>

# Textiles Technology

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 3
		<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 2 Week 2	Term 2 Week 6
		Practical Project 1 Portfolio 1	Practical Project 2 Portfolio 2
	<b>Outcomes</b>	TEX5-1 TEX5-3 TEX5-4 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12	TEX5-1 TEX5-3 TEX5-4 TEX5-8 TEX5-9 TEX5-10 TEX5-11
Practical skills and Projects	<b>50%</b>	40%	10%
Knowledge and understanding	<b>50%</b>	40%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>80%</b>	<b>20%</b>

# Visual Arts

Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		<b>Due Date</b>	<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 1 Week 9	Term 1 Week 10	Term 2 Week 3
	<b>Semester 2</b>	Term 3 Week 9	Term 3 Week 10	Term 4 Week 3
		Research Assignment	Artmaking Process/Portfolio	Artmaking Process/VAPD
	<b>Outcomes</b>	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1 - 5.10
Artmaking	<b>60%</b>		40%	20%
Historical/Critical Study	<b>40%</b>	30%		10%
<b>WEIGHTING</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

# Visual Design

## Assessment Schedule | Year 10 2022

Assessment Area	Weighting	Task 1	Task 2	Task 3
		<b>Due Date</b>	<b>Due Date</b>	<b>Due Date</b>
	<b>Semester 1</b>	Term 1 Week 11	Term 2 Week 5	Term 2 Week 7
		Artmaking Process/VAPD	Research Assignment	Design Making Process/VAPD
	<b>Outcomes</b>	5.1 – 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Artmaking	<b>60%</b>	40%		20%
Historical / Critical	<b>40%</b>	10%	20%	10%
<b>WEIGHTING</b>	<b>100%</b>	<b>50%</b>	<b>20%</b>	<b>30%</b>