



**FAIRFIELD HIGH SCHOOL**

Creativity Excellence Success

# Year 10 Assessment Handbook

## 2024

Assessment Schedules for each Subject Assessment  
Policy and Procedures Student Agreement Contract  
Assessment Forms  
Assessment Calendars



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# Message from the Relieving Principal

On behalf of all staff and students at Fairfield High School, I welcome all Year 10 students and their families to the 2024 academic year, where students will work towards attaining the Year 10 Record of School Achievement (RoSA). The award of the Record of School Achievement (RoSA) by the NSW Education Standards Authority (NESA) is made on the basis of a student's performance in class and through school-based assessment tasks.

Assessment is the process of identifying, gathering and interpreting information about students' learning progress. At Fairfield High School, we value ongoing assessment as a learning opportunity for students and use both formative and summative assessment activities to provide information and feedback on student achievement and direction for future student learning. This also includes all classwork and activities that students complete on a daily basis, which is used to support ongoing formative assessment and feedback on student learning.

It is an expectation at Fairfield High School that all Year 10 students take responsibility for their learning by actively participating in all assessment activities, and that all students will strive to continually improve the quality of the work they produce.

The Year 10 formal assessment program measures student learning and progress against NESA outcomes and standards, and will:

- Inform students of assessment requirements in each course.
- Set tasks that will measure student performance.
- Specify the assessment weightings for each tasks.
- Keep records of each student's performance on each task.
- Provide students with information on their progress.

The Year 10 Assessment Handbook contains the Assessment Procedures and Course Assessment Schedules for Year 10 2024 at Fairfield High School. The school is required to provide an Assessment Grade (A-E) to NESA based on student achievement as measured throughout the course and will encompass performance in syllabus objectives and outcomes.

Students need to ensure they have read and understood the requirements of the RoSA assessment program. This Handbook is also a useful guide to assist students to effectively plan ahead and take responsibility for managing their own learning in 2024.

I encourage all students to make the most of every learning opportunity at Fairfield High School and let success be your reward as you embark on Year 10 in 2024.

Natalie Isakov

Relieving Principal





# Faculty Head Teachers

For all issues relating to assessment tasks, students are expected to liaise with their class teacher or relevant Faculty Head Teacher:

CAPA	Mr J Harris
EAL/D	Ms V Veljkovic
English	Mr M Bianca
HSIE	Ms E Nikitin
Languages/Administration	Mr N Waesch
Mathematics	Mr J Fang
PDHPE	Mr A Johnson
Science	Ms A Gallagher
SEU	Ms M Bianca
TAS	Mr A Singh





# Executive and Welfare Support Staff - 2024

These are some staff students and parents may approach for support with assessment issues:

Relieving Principal: Mrs N Isakov

Deputy Principal: Mr K Erickson (Yrs 7 & 10)

Ms K O'Sullivan (Yrs 9 & 12)

Ms D Clarke (Yrs 8 & 11)

Ms D Knapman

## YEAR ADVISERS AND ASSISTANT YEAR ADVISERS 2024

	<b>YEAR ADVISER</b>	<b>ASSISTANT YEAR ADVISER</b>
<b>Yr 7</b>	Ms Monica Ghaly - LaST Staffroom	Ms Camille Amon - LaST Staffroom
<b>Yr 8</b>	Ms T Devarkonda – LaST Staffroom	Ms J Oliveria – EAL/D Staffroom
<b>Yr 9</b>	Ms A Kezic – PDHPE Staffroom	Mr J Bartlett – PDHPE Staffroom
<b>Yr 10</b>	Ms S Calver – EAL/D Staffroom	Ms M Huang – Maths Staffroom
<b>Yr 11</b>	Ms A Saliba – PDHPE Staffroom	Ms C Stibbard – LaST Staffroom
<b>Yr 12</b>	Mr H Mgbemene – HSIE Staffroom	Mr M Bailey – HSIE Staffroom



## Introduction

This document has been developed to make clear the procedures, expectations and rules about assessment at Fairfield High School. It also outlines what students will study in each subject throughout the year and how students will be assessed.

The first section contains Fairfield High School's Assessment Policy, and the second section provides the assessment schedules for each subject.

Assessment tasks are used to determine the grades that students achieve in Semester 1 and Semester 2 Reports. Other assessment measures will also be used to assist teachers in determining the grade that best describes student achievement in that subject.

At times, due to a variety of circumstances, dates may differ from those printed on the calendar. If the task dates do change, the teachers will notify students in writing two weeks in advance of the assessment task date.

It is the student's responsibility to be alert to the notification of tasks and be aware when there are assessment tasks coming up.

## Satisfactory Completion of Course

The satisfactory completion of a course requires the Principal to have sufficient evidence that a student has:

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

### **Factors which may prevent satisfactory completion of a course include:**

- excessive rate of absence or lateness to school or classes impacting on learning.
- non submission of assessment tasks.
- non completion of classwork
- proven cases of plagiarism, copying or cheating



# Syllabus and Outcomes

## What is a syllabus?

A syllabus is a document developed by The NSW Education Standards Authority (NESA) which lists all the knowledge and skills that students must achieve in each subject. The direct internet link to the syllabus documents is: <http://syllabus.nesa.nsw.edu.au/> Each subject's syllabus has a number of learning outcomes that must be achieved in order for students to complete the course requirements as set by NESA.

## What is a learning outcome?

Learning outcomes are the skills or knowledge students should demonstrate as a result of being taught a unit of work. The purpose of assessment is to measure how much students have learned at a given point in time towards those outcomes. Teachers devise assessment tasks which measure student's achievement of the outcomes at different times throughout the year.

In this handbook, each faculty has published an **Assessment Schedule or Outline** for each subject indicating:

- the assessment tasks which will take place throughout the year.
- when each task will take place.
- the syllabus outcomes.
- the weighting of each task.

## Homework

Homework plays an integral part in the overall *Assessment for Learning* as it assists in helping students to achieve all learning outcomes. It is also reported on in all student's academic reports.

At Fairfield High School, there is an expectation that students will:

- be given suitable homework tasks.
- complete these tasks ON TIME, to the best of student's ability.
- be provided with appropriate feedback.

Some examples of homework include:

- practical tasks
- cooperative learning / group tasks
- creative responses
- extension and consolidation exercises
- worksheets
- reading and responding activities
- surveys / questionnaires
- writing essays / extended responses
- research tasks
- ICT tasks
- revision

# Bookwork Standards

All subject books will have these Bookwork Standards glued inside the front cover. Students are expected to follow these and staff will be checking books regularly. Academic reports will include feedback on bookwork each semester in the commitment to learning box.

This is an example of an informal assessment strategy to determine student progress.

<ul style="list-style-type: none"> <li>• Only subject work is to be in the subject book.</li> <li>• Subject books are to be brought to every lesson.</li> <li>• Recommend all books to be covered in contact.</li> <li>• Name, class and subject to be written on front cover.</li> <li>• Graffiti is not to be in any part of the book.</li> <li>• Bookwork Standards are to be glued inside front cover.</li> <li>• All pages are to have a ruled margin.</li> </ul>	<ul style="list-style-type: none"> <li>• Dates are to be written at the start of each lesson's work.</li> <li>• Headings need to be clearly visible.</li> <li>• All worksheets are to be glued in</li> <li>• Pages are not to be left blank between work.</li> <li>• Pages are not to be ripped out of the book.</li> <li>• Books are to be submitted for marking when teacher asks.</li> <li>• Teachers will check for organisation accuracy and completion of work.</li> </ul>
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Bookwork Standards Marking Criteria		
Scale	Sample Guide	Marks
<b>C</b> Consistently	All (or most) work is attempted to the best of the student's ability. The student is striving for correct spelling, punctuation, and accuracy. All pages have ruled margins, clear headings, dates and worksheets glued in the book which is clearly labelled with name, subject and class. No graffiti is to be in the book. No other subject information is in the book. The book looks clean and organised with no blank pages.	10 - 8
<b>S</b> Sometimes	There is evidence of the student completing tasks. Some are incomplete or inaccurate. There is some evidence of care taken with spelling, punctuation, and accurate work. Some graffiti is throughout the book. Most pages have ruled margins, clear headings, and dates. Some worksheets missing or not glued in. Some pages are ripped or missing.	7 - 5
<b>R</b> Rarely	Most tasks are incomplete, inaccurate, or missing. There is messy, incomplete, inaccurate work, with little attention to detail. There is lots of graffiti throughout the book. There is very little evidence of ruled margins, clear headings, and dates. There is very few worksheets glued in, or all worksheets are missing. There is evidence the book is used for more than one subject. Many pages are ripped or missing.	4 - 0
Teacher Signature:	Date:	Bookmark: /10

# What is Assessment?

Assessment means all the things that teachers use to measure student success as a learner.

There are two types of assessment:

## **Assessment FOR Learning** (*formative assessment*):

This is designed to enhance teaching and improve student learning. It gives students opportunities to improve and develop their knowledge, understanding and skills. Teachers assess student achievement as they complete their work using a whole range of strategies including self assessment and peer assessment.

## **Assessment OF Learning** (*summative assessment*):

This assists teachers to assess student achievement against outcomes and standards. This usually occurs at the conclusion of a unit of work, a term, a semester, a school year or a stage. The information gained from all assessment is used in reporting student achievement against each of the syllabus outcomes and to determine grades for reports.

## **Examples of assessment activities (for both formative and summative tasks)**

- Topic test
- Project
- Presentation
- Research assignment
- Portfolio
- Rich task
- Practical task
- Formal Examination
- Essay
- Model
- Observation of student learning
- Classroom activities and participation
- Homework assignments
- Mini test / Quiz
- Group and pair work
- Peer assessment
- Experiment
- Bookwork – will be included in the Semester 1 & 2 reports in the Commitment to Learning section
- Speech
- Performance



# Assessment Policy and Procedures

## a) Assessment Task Notifications:

Assessment task notifications will be issued to students **AT LEAST 2 SCHOOL WEEKS** before an Assessment Task is due (other than formal examinations).

The assessment task notification will outline:

- the syllabus outcomes the task is measuring
- how much the task is worth as a percentage (weighting %)
- instructions on how to complete the task
- marking criteria

Students **must** sign the teacher's *Assessment Task Form: Student Register* as proof they received the assessment notification.

## b) Weighting of Tasks:

Each task is worth a percentage towards student's total grade. This is called weighting. Teachers will use the assessment marks achieved throughout the course to determine each student's final overall grade.

## c) Dates and Timing of Assessment Tasks:

Assessments may not always occur on the dates printed on the assessment schedule. If an assessment date is changed, the teacher will notify students in writing via the notification. Sometimes, more than one task will be due on a given day. This cannot always be avoided and will not be grounds for appeal as long as two weeks' notice is given for each task. Students should start tasks early to ensure completion by the due date.

## d) Assessment Task Progress Checks:

Assessment Task Progress Check dates will be given to students, where relevant. These are dates to check on the students' progress in completing the task. Students need to note the progress check dates and show the progress to their teacher by these dates.

## e) Applying for an Extension:

If something serious or unexpected happens while a student is working on an assessment task, preventing a student from completing the task by the due date, then the student should see the Head Teacher to ask for an *Assessment Task Form: Extension Request* as soon as possible. Students must provide the reasons for the extension, get the form signed by a parent/guardian and then return it to the Head Teacher.

Computer issues and technical problems are **NOT** valid grounds for an extension. Students are expected to follow responsible practices when using technologies, including ensuring that computer equipment is reliable and that an electronic version of the task is saved safely.

Extensions will only be considered **before** the due date. Students should not ask for an extension on the day a task is due. Extensions will not be provided if this process isn't followed.



## **f) Illness or Misadventure**

If a student is absent on the day of an assessment task, a phone call to the school should be made to inform staff of the issue, where possible.

Illness – is when a student is too unwell to attend school and will get a doctor's certificate

Misadventure – is an unavoidable situation that makes it impossible to attend school. This does not include family holidays or social engagements

On the first day of a student's return to school after missing an assessment task due to illness or misadventure, the student needs to see the relevant teacher to:

1. Submit the outstanding task
2. Ask for an Illness/Misadventure Form
3. Fill in the Illness/Misadventure Form and hand back to the teacher with medical certificate attached (For misadventures the student needs to return the form with a parent signature)

In the case of missed in class tests, formal examinations, practical tests, and performances the teacher will inform the student:

1. when the next opportunity will be to undertake the task, or
2. if an alternative task needs to be undertaken, or
3. if an estimate mark will be allocated.

This decision will be made in accordance with faculty policy and procedures and will be made in consultation with the Head Teacher.

In the case of a student falling ill during an assessment task or suffering from a misadventure that is impacting on the student's ability to complete the task, the teacher will provide the student with an Illness/Misadventure Form and direct the student to report to the relevant Head teacher for assistance.

It is expected the student fills in *the Illness/Misadventure Form*, has a parent sign the form and returns it to the teacher on the next day the student attends school. The teacher and Head Teacher will decide:

1. when the next opportunity will be to undertake the task, or
2. if an alternative task needs to be undertaken, or
3. if an estimate mark will be allocated based on prior performance and the part of the task that may have been completed

This decision will be made in accordance with faculty policy and procedures and will be made in consultation with the Head teacher.

## **g) Late Attendance to an Assessment Task or Examination**

If a student arrives late to an assessment task or exam, this will be noted in writing at the top of the task. The student is expected to complete as much of the task as possible. If the lateness was due to illness or misadventure, the same procedures apply in terms of allocating marks as above. Otherwise, the student will simply receive a mark for what they completed and may also receive other consequences if the lateness was due to truancy or breaches of the school rule.

## **h) Submission of Assessment Tasks**

Tasks completed at home must be submitted directly to the teacher.

Every assessment task submitted must have the official *Assessment Task Form: Cover Sheet* attached to the front.

When student submits a task, the teacher may have an *Assessment Task Form: Student Register* for each student to sign as proof their task was submitted. Teachers keep this and file it in a faculty central location at the conclusion of the task.

It is best practice for students to keep either a photocopy or an electronic copy of the task.

It is also best practice for students to keep all notes and drafts until after they receive their marked assessment task back, as staff may ask to see these in the event of possible plagiarism.

All assessment tasks need to be submitted in the format required by the teacher. Students may be required to submit written tasks electronically via the Turn It In website. The task sheet will inform students as to how each task is to be submitted.

An electronic assessment task is ONLY considered submitted if:

1. The assessment task is readily identifiable.
2. It is readable and free of any sort of corruption or virus
3. It is written in applications to which school staff have ready access, and in a format which school computers can read (e.g., Word, Excel, Publisher, PowerPoint, and Adobe pdf)

## **i) Late Submission or Failure to Submit or Make a Serious Attempt at an Assessment Task**

Assessment tasks not handed in by the due date (without extension or acceptable explanation), will have marks deducted as follows:

- Students who fail to submit an assessment task will receive a zero mark (0) and will be expected to submit the task as soon as possible. A teacher or Head Teacher may also issue other consequences such as detentions. (Parents/ Carers will be notified.)
- Students who are deemed to have made a non-serious attempt will receive a zero mark (0), and the student will be expected to resubmit the task as soon as possible. A teacher or Head Teacher may also issue other consequences such as detentions. (Parents/ Carers will be notified.)
- Students who submit an assessment task late, with no *Illness and Misadventure* form will receive a zero mark (0) and will be expected to submit the task as soon as possible. Other consequences may be issued. (Parents/ Carers will be notified).
- Repeated non-submission of tasks may lead to parent interviews, referral to the Head Teacher of Secondary Studies and the Deputy Principal for follow up. This may lead to a student not being allowed to progress into the next academic year.
- If a student fails to complete or submit an assessment task by the due date, or fails to make a serious attempt, the classroom teacher will inform the student's parents/guardians, by phone. The student may be asked to attend the Homework Centre on Tuesday, Wednesday, and Thursday afternoons to complete the task. All tasks must be completed in order for a student to meet course outcomes in that course, even though the task is worth zero marks.
- Failure to make a serious attempt at an assessment task will lead to a zero mark and parents will be notified.

## **j) Appeals Relating to Assessment Tasks**

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally. After this discussion the Head Teacher will make a decision and notifies both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the Assessment Task Form: Appeal (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, Head Teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and record it on Sentral.

## **k) Alleged Malpractice in Assessment Tasks or Examinations**

Malpractice, or cheating, is "dishonest behaviour by a student that gives them an unfair advantage over others".

**MALPRACTICE** includes:

- Plagiarism (copying someone else's work and claiming that it is your work).
- Collusion (allowing someone to copy your work).
- Using materials from books, journals, CDs, or the internet without acknowledging the source.)
- Submitting work that has a large contribution from another person that is not acknowledged.
- Communicating with other students during an assessment or examination.
- Using forbidden aids (this includes bringing notes, or any electronic devices into an assessment or examination, whether they are used or not).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher. The matter will be investigated, and a zero mark will be awarded.

### **School Strategies to avoid Malpractice:**

- Teachers instruct you on good and ethical practices of research.
- Teachers provide you examples on how to effectively reference books and websites.
- Signage in appropriate areas, including the library, explaining aspects of good practice.

## **l) School 'N' Award Procedures**

To be eligible for the award of the Record of School Achievement (RoSA), Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESA. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESA's policy on satisfactory completion of course requirements. If course requirements aren't completed satisfactorily, the following will occur:

- 1) Classroom teacher sends an 'N' Award warning letter home because of non-completion of an assessment task, coursework, low attendance or poor participation in class.
- 2) A new due date for the task is recorded on the letter.
- 3) The letter is signed by teacher, Head Teacher and Deputy Principal then posted home with a copy of the assessment task or course requirement.
- 4) When the task is redeemed, a zero mark is recorded, and teacher marks the N-warning as resolved.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination. NESAs has delegated to Principals the authority to determine whether candidates have satisfactorily completed the mandatory curriculum requirements for the award of the RoSA.

#### **m) Academic Review**

Each term the Academic Review process occurs. The Head Teacher Secondary Studies leads interviews with students and their parents. The students selected for the interviews are the ones at risk of being N determined. The criteria for students to be on the Academic Review is that they have three or more N award warning letters from across three different Key Learning Areas. The purpose of the Academic Review is to inform students and their parents that the N warnings, either assessment tasks or classwork must be completed, or the student will receive an N determination and not receive the RoSA from NESAs.

Support systems will be offered to the student. If the student redeems their N warnings within the time frame given by the Principal, they will achieve their credential. If not, the Principal will inform NESAs and the student will not receive their credential. It is important for all students to submit their tasks and communicate with their teachers if they require an extension or further assistance.

#### **n) Consistency of Marking**

Head Teachers have the responsibility to ensure that appropriate marking procedures are followed to ensure consistency of marking across different classes within the same course. While these procedures vary from faculty to faculty, depending on the nature of the student work being assessed and other factors, the common purpose is to ensure that there is consistency of marking.

#### **o) Grades**

For **Progress and Final Reports**, Head Teachers and Classroom Teachers issue a grade to reflect the student's academic achievement in each course.

Teachers use Course Performance Descriptors in each course to determine the grade range that best describes a student's achievement.

The RoSA Grades allocated are as follows:



Grade	Common Grade Scale
<b>A</b>	The student has an <b>extensive</b> 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 <b>thorough</b> 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 <b>sound</b> knowledge and understanding of the main areas of content and have achieved an adequate level of competence in the processes and skills.
<b>D</b>	The student has a <b>basic</b> knowledge and understanding of the content and have achieved a limited level of competence in the processes and skills.
<b>E</b>	The student has an <b>elementary</b> knowledge and understanding in few areas of the content and have achieved very limited competence in some of the processes and skills.

**p) Formal School Reports**

The school formally reports on student progress twice each year: Semester 1 Report (issued at the end of Term 2) and a Semester 2 Report (issued at the end of the year).

These reports will provide information about student progress within each course. Grades A to E will be issued to accurately reflect student achievement in each subject.

Students may be granted disability provisions if they have:

- a. visual or auditory difficulties
- b. learning difficulties
- c. fine motor skills difficulties
- d. illnesses such as diabetes
- e. ongoing injuries that will impact on student ability to complete assessment tasks
- f. psychological difficulties
- g. a PLASP (Personalised Learning and Support Plan)

Student parents/guardians must provide documentation and inform the school of student's disability.

Where a student has an illness or personal circumstance which may affect school assessments or examinations, students may ask for appropriate special provisions. When teachers think a student may need additional support for in-class assessments or formal examinations, a referral via *Sentral – Wellbeing – New Incident – Referral for Support* may be made to the Head Teacher Welfare.

The Head Teacher Welfare will coordinate any special provisions, including the provision of appropriate support via the Learning and Support Team. These may include:

- h. large print examinations
- i. provision of a writer or reader
- j. separate supervision
- k. modification of the task
- l. permission to use a computer for writing (in exceptional circumstances)

To ensure that we support students as best we can, the following procedures should be followed:

1. Students are to notify their teacher as soon as they receive their assessment notification if they have an issue that requires special provisions. It will be the responsibility of the teacher to liaise with the Head Teacher to provide students with adequate support and provisions. The Head Teacher may liaise with Head Teacher Welfare for further guidance and support. The LaST team may assist with the provision of special provisions.

2. If a computer is needed to provide disability provisions, the school will provide the computer with the appropriate material/software and students will be closely supervised. Students may not use functions such as spelling or grammar checking, or other functions which may give students an advantage over candidates sitting a pen and paper examination. Students may not format their work beyond simple paragraphing. A computer calculator is not an approved calculator for examinations. Simple drawing programs are permitted where students are required to draw diagrams etc. for an assessment task.



# Assessment Task Form: Cover Sheet

<b>Name:</b>	<b>Class:</b>
<b>Teacher:</b>	<b>Topic:</b>
<b>Assessment Task Title:</b>	
<b>Date Due:</b>	<b>Date Submitted:</b>

My signature below is my commitment that:

- this assessment task is all my own work and is a result of my personal study, research and knowledge
- I have not copied (plagiarised), in part, or in whole, the work of other students, authors or internet sources
- I have acknowledged all the material and sources used in the preparation of this assessment task
- It is my responsibility to keep a copy of my assessment task to keep the receipt below
- I understand that zero marks will be awarded in the sections identified as not complying with these guidelines

<b>Student Signature:</b>
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### ASSESSMENT TASK FEEDBACK

*(to be filled in by teacher before returning to student)*

<b>Teacher Signature:</b>		<b>Assessment Mark/Grade:</b>	
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# Assessment Task Form: Extension Request

**This form is to be completed and signed by a parent / guardian.**

An extension can only be granted if a student has a satisfactory reason.

Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for extension request:</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>
<b>Head Teacher Decision – Extension Granted?</b>	<b>New Due Date:</b> (if approved)
<b>Head Teacher signature:</b>	<b>Date:</b>

*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>EXTENSION REQUEST – DECISION</b> <i>(to be filled in by Head Teacher before returning to student)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Extension granted: YES NO</b>	<b>New Due Date:</b>





# Assessment Task Form: Illness / Misadventure

**This form is to be completed and signed by a parent / guardian.**  
 An extension can only be granted if a student has a satisfactory reason.  
 Application must be made to the subject Head Teacher before the task due date.

<b>Name:</b>		<b>Year:</b>	
<b>Course:</b>		<b>Date Due:</b>	
<b>Assessment Task Title:</b>			
<b>Class Teacher:</b>			
<b>Reason for illness/Misadventure:</b>			
<b>Medical Certificate attached?</b> YES NO		<b>Other documentation attached?</b> YES NO	
<b>Parent statement attached?</b> YES NO		<b>Teacher statement attached?</b> YES NO	
<b>Student Signature:</b>		<b>Date:</b>	
<b>Parent Signature:</b>		<b>Date:</b>	
<b>Class Teacher Signature:</b>		<b>Date:</b>	
<b>Head Teacher Decision:</b>			
<b>Head Teacher signature:</b>		<b>Date:</b>	

*The Head Teacher will give this slip back to the student with the decision recorded on it*

<b>ILLNESS/MISADVENTURE - DECISION</b> <i>(to be filled in by Head Teacher before returning to student)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Head Teacher Decision:</b>	
<b>Head Teacher Signature:</b>	<b>Date:</b>





# Assessment Task Form: Appeal

Appeals relating to assessments should be directed to the Head Teacher. This can be done verbally and there is no need for an *Assessment Task Form: Appeal* to be submitted. After this discussion the Head Teacher will make a decision and notify both the teacher and the student.

If the student is unhappy with the Head Teacher's decision, an official appeal can be made to the relevant Deputy Principal. This needs to be done in writing, using the *Assessment Task Form: Appeal* (which will be issued by the Deputy Principal on request)

The Deputy Principal will liaise with the student, teacher, head teacher and parent in order to make a determination. The Deputy Principal will inform the relevant parties of the outcome and note it on Sentral.

*Submit this form to the relevant Deputy Principal, with a copy of the assessment task attached*

<b>Name:</b>	<b>Year:</b>
<b>Course:</b>	<b>Date Due:</b>
<b>Assessment Task Title:</b>	
<b>Class Teacher:</b>	
<b>Reason for Assessment Task Appeal:</b>	
<b>Student Signature:</b>	<b>Date:</b>
<b>Parent Signature:</b>	<b>Date:</b>

*The Deputy Principal will give this slip back to the student with the decision recorded on it The Deputy Principal will also inform the Head Teacher and note the decision on Sentral*

<b>APPEAL – DECISION</b> <i>(Student should keep this safe as evidence of outcome of the appeal)</i>	
<b>Student Name:</b>	<b>Year:</b>
<b>Deputy Principal Decision:</b>	
<b>Deputy Principal Signature:</b>	<b>Date:</b>





# Assessment Task Form: Student Register

Subject:	Assessment Name:	Assessment No:
Due Date:		Weighting (%):
Teacher:		

*I hereby acknowledge receiving / submitting the assessment task described above.*

Class	PRINT NAME	Assessment Task Received		Assessment Task Submitted	
		Signature	Date	Signature	Date
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					

*When the Assessment Task has been marked and returned - this sheet is to be given to your HT for central filing*





# Assessment Schedules

## Year 10 Courses 2024

These are issued to students by their course teachers. Students sign to acknowledge receipt of the assessment Schedules.

Due dates on Assessment Schedules are an approximation and are subject to change. Students will be given at least two weeks' notice before each assessment task to confirm the date.

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### ***STUDENT INSTRUCTIONS***

- \* Ensure you have collected all Assessment Schedules for your courses from your class teachers.
- \* Assessment Calendar: Check the assessment calendar on next pages and highlight the assessment tasks.
- \* Keep Assessment Handbook for future reference.
- \* Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor's certificate.





# Assessment Task Calendar

## Term 1 - 2024

Week	Dates	Course	Task
1A	30/01/24 – 02/02/24		
2B	05/02/24 – 09/02/24	Child Studies	Module 5: Growth and Development
3A	12/02/24 – 16/02/24		
4B	19/02/24 – 23/02/24		
5A	26/02/24 – 01/03/24	History Elective	Source Analysis
		Physical Activity & Sport Studies	Assessment - Unit 1
		Science	Student Research Project
6B	04/03/24 – 08/03/24	Personal Development, Health & Physical Education	Group Task
7A	11/03/24 – 15/03/24	Commerce	Portfolio of Tasks
		Music	Performance
8B	18/03/24 – 22/03/24	English	Part 1 -1a-1b Poetry: Voices of Protest
		10HSIE	Speech
		Photography & Digital Media	Photographic Manipulation
		Visual Arts	Art Making - Task 1
9A	25/03/24 – 29/03/24	Mathematics	Class Test
		Food Technology	Food Service and Catering
10B	03/04/24 – 05/04/24	English	Part 2 -1a-1b Poetry: Voices of Protest
11A	08/04/24 – 12/04/24		



# Assessment Task Calendar

## Term 2 – 2024

Week	Dates	Course	Task
1A	29/04/24 – 03/05/24		
2B	06/05/24 – 10/05/24	Visual Arts	Critical Task
3A	13/05/24 – 17/05/24	Commerce	Source Material Analysis
		History Elective	Essay
		10HSIE	Half Yearly Examination
		Mathematics	Pre Seen Questions Task
		Science	Scientific Investigation
4B	20/05/24 – 24/05/24	Child Studies	Half Yearly Examination: Module 5 and Module 6
		Music	Composition
		Personal Development, Health & Physical Education	Written Task
		Photography & Digital Media	Experimental Photography
		Physical Activity & Sport Studies	Half Yearly Examination
5A	27/05/24 – 31/05/24		
6B	03/06/24 – 07/06/24		
7A	11/06/24 – 14/06/24		
8B	17/06/24 – 21/06/24	Food Technology	Food Product Development
9A	17/06/24 – 21/06/24		
10B	01/07/24 – 05/07/24	English	Prose: Change in Perspective



# Assessment Task Calendar

## Term 3 - 2024

Week	Dates	Course	Task
1A	23/07/24 – 26/07/24	Personal Development, Health & Physical Education	Practical Task / PE Observations
2B	29/07/24 – 02/08/24	Child Studies	Module 7: Health and Safety in Childhood
		Personal Development, Health & Physical Education	Practical Task / PE Observations
3A	05/08/24 – 09/08/24	Personal Development, Health & Physical Education	Practical Task / PE Observations
4B	12/08/24 – 16/08/24	Personal Development, Health & Physical Education	Practical Task / PE Observations
		Visual Arts	Art Making - Task 2
5A	19/08/24 – 23/08/24	History Elective	Historical Inquiry
		Personal Development, Health & Physical Education	Practical Task / PE Observations
6B	26/08/24 – 30/08/24	Music	Presentation
		Science	Practical Examination
7A	02/09/24 – 06/09/24	Mathematics	Open Book Test
8B	09/09/24 – 13/09/24	10HSIE	Interactive Presentation
9A	16/09/24 – 20/09/24	Commerce	Research Tasks
		English	Drama: All Hail Macbeth
		Photography & Digital Media	Diorama Photography
		Physical Activity & Sport Studies	Assessment – Unit 3
10B	23/09/24 – 27/09/24	Food Technology	Food for Specific Needs



# Assessment Task Calendar

## Term 4 – 2024

Week	Dates	Course	Task
1A	14/10/24 – 18/10/24	Child Studies	Yearly Examination
		English	Yearly Examination
		Music	Small Ensemble Performance
		Photography & Digital Media	Yearly Examination
		Physical Activity & Sport Studies	Yearly Examination – Unit 4
		Visual Arts	Yearly Examination
2B	21/10/24 – 25/10/24	Personal Development, Health & Physical Education	Yearly Examination
3A	28/10/24 – 01/11/24	Commerce	Yearly Examination
		History Elective	Yearly Examination
		10HSIE	Yearly Examination
		Mathematics	Yearly Examination
4B	04/11/24 – 08/11/24		
5A	11/11/24 – 15/11/24	Food Technology	Yearly Examination
6B	18/11/24 – 22/11/24	Science	Yearly Examination
7A	25/11/24 – 29/11/24		
8B	02/12/24 – 06/12/24	English	Presentation
9A	09/12/24 – 13/12/24		
10B	16/12/24 – 20/12/24		

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	<b>Module 5: Growth and Development</b> Product / Resource Design	<b>Half Yearly Examination:</b> Module 5 and Module 6: Play and the Developing Child	<b>Module 7: Health and Safety in Childhood</b> Harm Reduction Task	<b>Yearly Examination</b> Module 7 and 8	
<b>Outcomes:</b>	CS5-1 CS5-2 CS5-5	CS5-1 CS5-2 CS5-4 CS5-5 CS5-8 CS5-9	CS5-2 CS5-4 CS5-8 CS5-11	CS5-2 CS5-5 CS5-8 CS5-11 CS5-12	
<b>Timing:</b>	Term 1 Week 2	Term 2 Week 4	Term 3 Week 2	Term 4 Week 1	
<b>SYLLABUS COMPONENTS:</b>					
Objective 1 knowledge and understanding of child development from preconception through to and including the early years	25%	5%	10%	0%	10%
Objective 2 knowledge, understanding, and skills required to positively influence the growth, development, and wellbeing of children	25%	5%	0%	5%	15%
Objective 3 knowledge and understanding of external factors that support the growth, development, and wellbeing of children	25%	10%	5%	10%	0%
Objective 4 skills in researching, communicating, and evaluating issues related to child development	25%	0%	15%	5%	5%
	100%	20%	30%	20%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Product/Resource Design	20%	CS5-1 CS5-2 CS5-5	<b>Module 5: Growth and Development.</b> Students are to design an activity/toy aimed at improving one area of child development and learning
2	Half Yearly Examination	30%	CS5-1 CS5-2 CS5-4 CS5-5 CS5-8 CS5-9	<b>Half Yearly Examination: Module 5 and Module 6: Play and the Developing Child.</b> The task takes the form of a written test including multiple choice, short answer, and extended response questions.
3	Harm Reduction Task	20%	CS5-2 CS5-4 CS5-8 CS5-11	<b>Module 7: Health and Safety in Childhood: Harm Reduction Task.</b> Students are to identify hazards and causes of childhood accidents in the home and play area, and evaluate strategies to reduce the risk of harm to children
4	Yearly Examination	30%	CS5-2 CS5-5 CS5-8 CS5-11 CS5-12	<b>Yearly Examination: Module 7 Health and Safety in Childhood Module 8 Food and Nutrition in Childhood.</b> The task takes the form of a written test including multiple choice, short answer, and extended response questions.



# Commerce

## Year 10 Assessment Outline 2024

<b>SYLLABUS COMPONENTS:</b>	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Portfolio of Tasks	Source Material Analysis	Research Tasks	Yearly Examination
	<b>Outcomes:</b>	COM 5-2 COM 5-3	COM 5-6 COM 5-8 COM 5-9	COM 5-4 COM 5-7	COM 5-1 COM 5-5
	<b>Timing:</b>	Term 1 Week 7	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
Acquiring Information	20%	0%	10%	10%	0%
Processing Information	40%	10%	10%	10%	10%
Communicating Information	40%	10%	10%	10%	10%
	100%	20%	30%	30%	20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Portfolio of Tasks	20%	COM 5-2 COM 5-3	Portfolio of case studies with comprehension questions.
2	Source Material Analysis	30%	COM 5-6 COM 5-8 COM 5-9	Group work of promotional material collected, created and explained.
3	Research Tasks	30%	COM 5-4 COM 5-7	Research Task on a Business and its influence on the Australian economy.
4	Yearly Examination	20%	COM 5-1 COM 5-5	Examination assessing the application of key terms and concepts and evaluations of problem solving options.



Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	1a – 1b Poetry: Voices of Protest Language Modes: Reading 15/30 Writing 10/40	Prose: Change in Perspective Language Modes: Speaking 5/5 Writing 10/40	Drama: All Hail Macbeth. Language Modes: Listening 10/10 Writing 5/40 Viewing & Representing 15/15	Global Representations Multimodal and Yearly Examination Language Modes: Reading 15/30 Writing 15/40
<b>Outcomes:</b>	EN5-1A EN5-2A EN5-3B EN5-5C	EN5-1A EN5-2A EN5-5C EN5-7D EN5-9E	EN5-3B EN5-4B EN5-8D	EN5-1A EN5-2A EN5-3B EN5-4B EN5-5C EN5-6C EN5-7D EN5-8D EN5-9E
<b>Timing:</b>	Part 1 Term 1 Week 8 Part 2 Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	Examination Term 4 Week 1 Presentation Term 4 Week 8
<b>SYLLABUS COMPONENTS:</b>				
Poetry Voices of Protest. Slam Poetry	20%	20%	0%	0%
Prose Fiction: Extended Response	20%	0%	20%	0%
Drama: Creative Response. Appropriation/Adaptation of a Scene from Macbeth	30%	0%	0%	30%
Global Representations: Multimedia	30%	0%	0%	30%
	100%	20%	20%	30%

### TASK DETAILS:

No.	Task	Weight	Outcomes	Task Description
1	Poetry Voices of Poetry Examination. Slam Poetry	20%	EN5-1A EN5-2A EN5-3B EN5-5C	Compose a response to a specific question/ statement. Focus on structure, academic voice and analysis and evaluation of language features associated with novel.
2	Prose Fiction: Essay / Extended Response	20%	EN5-1A EN5-2A EN5-5C EN5-7D EN5-9E	Answer short answer questions and write an extended response about one of the poems studied in class. Compose a “spoken word” poetic representation that persuasively conveys a perspective on a specific issue and/or idea about the human condition.
3	Drama: Creative Response. Appropriation/Ada ptation of a Scene from Macbeth	30%	EN5-3B EN5-4B EN5-8D	Create a multimodal presentation that demonstrates research and the development of a position on polarizing issue. (Small group work) Students reflect on their/other visual representation and evaluate the effect and impact of visual codes
4	Global Representations: Multimedia Presentation. Yearly Examination	30%	EN5-1A EN5-2A EN5-3B EN5-4B EN5-5C EN5-6C EN5-7D EN5-8D EN5-9E	Respond to poetry (one of the poems studied in class) Respond to a specific scene from Macbeth. View and respond to unseen print advertisements that utilize visual language features and elements of composition



# Food Technology

## Year 10 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	Food Service and Catering	Food Product Development	Food For Specific Needs	Yearly Examination	
<b>Outcomes:</b>	FT5-7 FT5-8 FT5-9 FT5-11	FT5-4 FT5-5 FT5-10	FT5-1 FT5-6 FT5-7	FT5-2 FT5-3 FT5-6 FT5-12 FT5-13	
<b>Timing:</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	Term 4 Week 5	
Food properties and preparation	25%	10%	0%	5%	10%
Food nutrition and society	25%	0%	0%	5%	20%
Food hygiene and safety	20%	5%	5%	5%	5%
Researching and communicating	20%	5%	10%	5%	0%
Design, Producing and evaluating	10%	0%	5%	5%	0%
	100%	20%	20%	25%	35%

**SYLLABUS COMPONENTS:**

Food properties and preparation	25%	10%	0%	5%	10%
Food nutrition and society	25%	0%	0%	5%	20%
Food hygiene and safety	20%	5%	5%	5%	5%
Researching and communicating	20%	5%	10%	5%	0%
Design, Producing and evaluating	10%	0%	5%	5%	0%
	100%	20%	20%	25%	35%

**TASK DETAILS:**

No	Task	Weight	Outcomes	Task Description
1	Food Service and Catering	20%	FT5-7 FT5-8 FT5-9 FT5-11	After many years of wanting to operate your own business with a friend, you have finally saved enough money and now you are ready to start organizing your new venture. You are to open a small food service / catering business in an area of your choice.
2	Food Product Development	20%	FT5-4 FT5-5 FT5-10	Food Product Development: Part A – Design and make a biscuit or snack bar which appeals to teenagers and meets their nutritional requirements as recommended by the 2013 Australian Dietary Guidelines. Part B – Document the development of your food product in a folio.
3	Food For Specific Needs	25%	FT5-1 FT5-6 FT5-7	Special food needs arise for a variety of reasons including age, health, lifestyle, and cultural influences. Part A: Written Assessment Task, Part B: Practical Assessment Tasks.
4	Yearly Examination	35%	FT5-2 FT5-3 FT5-6 FT5-12 FT5-13	Formal examination assessing all content areas.





	Semester 1 - History		Semester 2 - Geography		
	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Speech	Half Yearly Examination	Interactive Presentation	Yearly Examination	
<b>Outcomes:</b>	HT 5-1 HT 5-2 HT 5-3	HT 5-5 HT 5-9	GE5-5 GE5-7	GE5-4 GE5-6	
<b>Timing:</b>	Term 1 Week 8	Term 2 Week 3	Term 3 Week 8	Term 4 Week 3	
<b>SYLLABUS COMPONENTS:</b>					
Acquiring information	H – 20% G – 20%	20%	0%	20%	0%
Processing information	H – 40% G – 40%	20%	20%	10%	30%
Communicating information	H – 40% G – 40%	20%	20%	20%	20%
	100%	60%	40%	50%	50%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Speech	60%	HT 5-1 HT 5-2 HT 5-3	Speech Written for a global or national audience that outlines the progress made towards recognising and protecting rights and freedoms and explains the development that still needs to be made, using cases and examples.
2	Half Yearly Examination	40%	HT 5-5 HT 5-9	Yearly examination that assesses students' knowledge and historical terms and concepts, in addition to source analysis questions.
3	Interactive Presentation	50%	GE5-5 GE5-7	Hyperlinked presentation on an environment that assesses the importance of the place and evaluates the effectiveness of management strategies.
4	Yearly Examination	50%	GE5-4 GE5-6	Yearly Examination of skill knowledge and comprehension to account for and assess issues on human wellbeing.



# History Elective

## Year 10 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	Source Analysis	Essay	Historical Inquiry	Yearly Examination	
<b>Outcomes:</b>	HTE5-1 HTE5-2 HTE5-6	HTE5-7 HTE5-10	HTE5-4 HTE5-5 HTE5-8	HTE5-3 HTE5-9	
<b>Timing:</b>	Term 1 Week 5	Term 2 Week 3	Term 3 Week 5	Term 4 Week 3	
<b>SYLLABUS COMPONENTS:</b>					
Acquiring Information	30%	10%	5%	15%	0%
Processing Information	35%	10%	5%	10%	10%
Communication Information	35%	10%	10%	5%	10%
	100%	30%	20%	30%	20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Source Analysis	30%	HTE5-1 HTE5-2 HTE5-6	Ancient Literature analysis from either ancient Greece or Rome.
2	Essay	20%	HTE5-7 HTE5-10	Comparative essay of Greek and Roman myth and / or legend.
3	Historical Inquiry	30%	HTE5-4 HTE5-5 HTE5-8	Independent inquiry into historical reconstruction.
4	Yearly Examination	20%	HTE5-3 HTE5-9	Examination on key terms and concepts, in addition to personalities of the past.



# Mathematics

## Year 10 Assessment Outline 2023

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4	
<b>Task:</b>	Class Test	Pre seen Questions Task	Open Book Assessment	Yearly Examination	
<b>Outcomes:</b>	MA5.1-1WM 2WM 3WM 8MG 9MG MA5.2-1WM 2WM 3WM 11MG 12MG MA5.3-1WM 2WM 3WM 13MG 14MG	MA5.1-1WM 2WM 3WM 5NA 9MG 13SP MA5.2-1WM 2WM 3WM 7NA 17SP MA5.3-1WM 2WM 3WM 6NA	MA5.1-1WM 2WM 3WM 13SP MA5.2-17SP	MA5.1-1WM 2WM 3WM 10MG MA5.2-1WM 2WM 3WM 6NA 8NA 13MG MA5.3-1WM 2WM 3WM 5NA 7NA 15MG	
<b>Timing:</b>	Term 1 Week 9	Term 2 Week 3	Term 3 Week 7	Term 4 Week 3	
<b>SYLLABUS COMPONENTS:</b>					
Understanding, fluency, and communication	50%	10	10	15	15
Problem-solving and reasoning	50%	10	10	15	15
	100%	20%	20%	30%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Class Test	20%	MA5.1-1WM 2WM 3WM 8MG, 9MG MA5.2-1WM 2WM 3WM 11MG 12MG MA5.3-1WM 2WM 3WM 13MG 14MG	Class Test on the current topics. Test will be 45 minutes and completed in class.
2	Pre-seen Questions Task	20%	MA5.1-1WM 2WM 3WM 5NA 9MG 13SP MA5.2-1WM 2WM 3WM 7NA 17SP MA5.3-1WM 2WM 3WM 6NA	Students are given a list of questions to prepare for, and a test on the date will be given made entirely from questions from this list. Test will be completed in class.
3	Open Book Assessment	30%	MA5.1-1WM 2WM 3WM 13SP MA5.2-17SP	An assessment aimed at gauging comprehension of the lesson material outlined in the syllabus. Students can create their own A4 double sided "reference sheet" and use a provided generic "cheat sheet" during the test. Submitting their personalized reference sheet will contribute 5% of the achieved marks in the test to their test marks.
4	Yearly Examination	30%	MA5.1-1WM 2WM 3WM 10MG MA5.2-1WM 2WM 3WM 6NA 8NA 13MG MA5.3-1WM 2WM 3WM 5NA 7NA 15MG	80-minute examination completed in the school hall. Based on recent topics completed in class.



SYLLABUS COMPONENTS:	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Performance	Composition	Presentation	Small Ensemble Performance
	<b>Outcomes:</b>	5.1 5.2 5.4	5.4 5.5 5.6	5.7 5.8 5.9 5.10	5.1 5.2 5.3
	<b>Timing:</b>	Term 1 Week 7	Term 2 Week 4	Term 3 Week 6	Term 4 Week 1
Performing	40%	10%			30%
Composing	30%	10%	20%		
Listening	30%			30%	
	100%	20%	20%	30%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Popular Music Performance	20%	5.1 5.2 5.4	Students to compose a short song using a four-chord popular music structure. Students will also have to perform either this piece or another of their choosing within the pop music genre.
2	Art Music Composition	20%	5.4 5.5 5.6	Students to compose in a style of art music using instruments from the orchestral families using a variety of compositional methods and software.
3	Jazz Presentation	30%	5.7 5.8 5.9 5.10	Students will undertake a research project into the Jazz genre and sub-genres and present this to their class.
4	Small Ensemble Performance	30%	5.1 5.2 5.3	Students will perform a song of their choosing. They must perform as part of a small ensemble.



# Personal Development, Health and Physical Education

Year 10 Assessment Outline 2024

**SYLLABUS COMPONENTS:**

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	<b>Group Task</b> Task 1: Stop It or Cop It	<b>Written Task</b> Unit 2: Be Ready	<b>Practical Task</b> PE Observations	<b>Yearly Examination</b> Unit 2 & 3
	<b>Outcomes:</b>	PD5-6 PD5-7 PD5-1	PD5-2 PD5-9	PD5-4 PD5-5 PD5-11	PD5-3 PD5-10 PD5-8
	<b>Timing:</b>	Term 1 Week 6	Term 2 Week 4	Term 3 Weeks 1-5	Term 4 Week 2
SELF MANAGEMENT SKILLS (Strengthening personal identity, Self-awareness, emotion and stress management, decision making and problem solving, help seeking)	30%	5%	10%	5%	10%
INTERPERSONAL SKILLS (Communication, collaboration, inclusion, and relationship building, empathy building, leadership and advocacy, social awareness)	30%	10%	5%	5%	10%
MOVEMENT SKILLS (Fundamental and specialised movement skills and concepts, tactical and creative movement, health, and fitness enhancing movement)	40%	5%	5%	30%	
	100%	20%	20%	40%	20%

**TASK DETAILS:**

No	Task	Weight	Outcomes	Task Description
1	Group Task	20%	PD5-6 PD5-7 PD5-1	<b>Unit 1: Stop It or Cop It.</b> Students create a group video presentation on the topics below. <b>Part A:</b> Alcohol use / road safety <b>Part B:</b> Safety plan
2	Written Task	20%	PD5-2 PD5-9	<b>Unit 2: Be Ready</b> The task takes the form of a written task. <b>Part A:</b> Classifying drugs <b>Part B:</b> Drug use
3	PE Observations	40%	PD5-4 PD5-5 PD5-11	Students will be assessed on their practical participation and performance in PE classes. Technique and motor skills are both teacher and peer assessed throughout the units of <b>Ready To Run / Team Work / Roles in Team Sports</b> . Students will both provide and receive formal feedback and reflect upon the skills of themselves and others.
4	Yearly Examination	20%	PD5-3 PD5-10 PD5-8	<b>Unit 2 &amp; 3: The task takes the form of a written test following the topics as below.</b> <b>Part A: Unit 2</b> - Promoting healthy, safe, and active communities. <b>Part B: Unit 3</b> - Physical activity <b>Part C: Unit 3</b> - Inclusive sports





# Photography & Digital Media

## Year 10 Assessment Outline 2024

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task:</b>	Photographic Manipulation	Experimental Photography	Diorama Photography	Yearly Examination
	<b>Outcomes:</b>	5.1 5.4 5.6	5.3 5.4 5.6 5.9	5.2 5.5 5.6	5.7 5.8 5.10
	<b>Timing:</b>	Term 1 Week 8	Term 2 Week 4	Term 3 Week 9	Term 4 Week 1
<b>SYLLABUS COMPONENTS:</b>					
Making of Photographic and Digital works	60%	20%	10%	30%	
Critical and Historical Interpretations	40%		10%		30%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Photographic Manipulation	20%	5.1 5.4 5.6	Students will look at the history and techniques behind photographic manipulation and will use a number of different software and applications to create their own manipulated work.
2	Experimental Photography	20%	5.3 5.4 5.6 5.9	Students will experiment with alternative photography mediums to create a body of work. Students will be shown a number of methods to use, though will have freedom to explore the full range of the artform.
3	Diorama Photography	30%	5.2 5.5 5.6	Students to build a diorama set to photograph. Students will use a range of techniques they have learned both digitally and physically and can combine all of these in the artmaking process.
4	Yearly Examination	30%	5.7 5.8 5.10	Critical analyse of contemporary photographic and digital imagery with a focus on the Structural and Subjective Frames.

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Task</b>	<b>Assessment Unit 1: Promoting Active Lifestyles</b>	<b>Half Yearly Examination Unit 2: Nutrition and Physical Activity</b>	<b>Assessment Unit 3: Coaching and Enhancing Performance</b>	<b>Yearly Examination Unit 4: Issues in Physical Activity / Participating with Safety</b>
	<b>Outcomes:</b>	PASS5-5 PASS5-6 PASS5-10	PASS5-1 PASS5-2 PASS5-8 PASS5-10	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9 PASS5-10	PASS5-1 PASS5-3 PASS5-4 PASS5-7 PASS5-8 PASS5-9 PASS5-10
	<b>Timing:</b>	Term 1 Week 5	Term 2 Week 4	Term 3 Week 9	Term 4 Week 1
<b>SYLLABUS COMPONENTS:</b>					
Foundations of Physical Activity	35%	0%	20%	0%	15%
Enhancing Participation and Performance	15%	0%	0%	0%	15%
Physical Activity and Sport in Society	50%	20%	0%	30%	0%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	<b>Assessment Unit 1: Promoting Active Lifestyles</b>	20%	PASS5-5 PASS5-6 PASS5-10	<b>Unit 1: Physical activity initiative and presentation</b> <b>Part A:</b> Develop an initiative <b>Part B:</b> Presentation
2	<b>Half Yearly Examination Unit 2: Nutrition and Physical Activity</b>	20%	PASS5-1 PASS5-2 PASS5-8 PASS5-10	<b>Unit 2: Half Yearly Assessment</b> <b>Part A:</b> Outcome: PASS5-1 <b>Part B:</b> Outcome: PASS5-8 <b>Part C:</b> Outcome: PASS5-10
3	<b>Assessment Unit 3: Coaching and Enhancing Performance</b>	30%	PASS5-5 PASS5-6 PASS5-7 PASS5-8 PASS5-9 PASS5-10	<b>Unit 3: Coaching and Enhancing Performance</b> <b>Part A:</b> Training program <b>Part B:</b> Coaching session
4	<b>Yearly Examination Unit 4: Issues in Physical Activity / Participating with Safety</b>	30%	PASS5-1 PASS5-3 PASS5-4 PASS5-7 PASS5-8 PASS5-9 PASS5-10	<b>Unit 3 &amp; 4: Issues in physical activity / Participating with safety</b> <b>Part A:</b> Outcome: PASS5-4 <b>Part B:</b> Outcome: PASS5-8 <b>Part C:</b> Outcome: PASS5-10

	Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>		Student Research Project	Scientific Investigation	Practical Examination	Yearly Examination
<b>Outcomes:</b>		WS4	PW2 WS9	WS7.2	CW3 WS8
<b>Timing:</b>		Term 1 Week 5	Term 2 Week 3	Term 3 Week 6	Term 4 Week 6
<b>SYLLABUS COMPONENTS:</b>					
Develop knowledge, understanding of and skills in applying the processes of Working Scientifically	60%	20%	0%	30%	10%
Develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.	40%	0%	20%	0%	20%
	100%	20%	20%	30%	30%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Student Research Project	20%	WS4	A first hand scientific investigation assessing working scientifically skills.
2	Scientific Investigation	20%	PW2 WS9	A scientific investigation assessing scientific literacy and knowledge and understanding outcomes.
3	Practical Examination	30%	WS7.2	A series of practical tasks to assess working scientifically skills and scientific literacy.
4	Yearly Examination	30%	CW3 WS8	An external online examination of knowledge and understanding outcomes and working scientifically skills (Valid10online)





# Visual Arts

## Year 10 Assessment Outline 2024

Component Weighting	TASK 1	TASK 2	TASK 3	TASK 4
<b>Task:</b>	Art Making Task 1	Critical Task	Art Making Task 2	Yearly Examination
<b>Outcomes:</b>	5.1 5.2 5.3	5.7 5.8 5.9	5.4 5.5 5.6	5.9 5.10
<b>Timing:</b>	Term 1 Week 8	Term 2 Week 2	Term 3 Week 4	Term 4 Week 1
<b>SYLLABUS COMPONENTS:</b>				
Knowledge, Understanding and Skills – Art Making	60%	20%	40%	
Critically and Historically Interpret Art	40%	20%		20%
	100%	20%	20%	40%
		20%	40%	20%

### TASK DETAILS:

No	Task	Weight	Outcomes	Task Description
1	Artmaking Task 1	20%	5.1 5.2 5.3	Exploring a range of 2D wet and dry media in the creation of artworks – The Best of Me Journal series.
2	Critical and Historical Task	20%	5.7 5.8 5.9	Critical Analysis of a Modern and Contemporary Artist.
3	Art Making Task 2	40%	5.4 5.5 5.6	Exploring a range of 2D and 3D art materials in the creations of artworks.
4	Yearly Examination	20%	5.9 5.10	Historical Task - Yearly Examination.



## Assessment Policy Handbook Student Acknowledgement

I have received a copy of the Fairfield High School's Student Assessment Policy Handbook, and understand that:

- All assessment tasks must be completed by the due date
- Assessment tasks including all classwork and homework are used to assess student academic progress
- Attendance in all classes is expected to be over 85% in order to meet all course outcomes satisfactorily
- All work that is submitted is original and not copied or plagiarised from other sources
- Failure to submit a task on time will result in a letter sent home
- All tasks MUST be submitted, even if it is after the due date
- A student signature is required when a task is issued by the teacher
- A student signature is required when a task is submitted to the teacher
- Assessment tasks need to be uploaded to the 'Turn It In' website, when directed by teacher
- If an assessment task is late or missed due to illness, the task must be submitted on the first day back at school after the illness, with a doctor's certificate attached
- There is a Misadventure Form that needs to be completed when asking for special consideration if a task is late
- For students in Years 7 – 9, a Level Green letter will go home advising parents of a missed assessment task
- For students in Years 10 – 12, a N Award warning letter will go home advising parents of a missed assessment task
- Students may be required to attend to the Homework Centre (Tues, Wed or Thurs) or lunch detentions until an outstanding task is submitted
- Computer and/or printer problems is not a satisfactory reason for failing to submit an assessment task, so ensure tasks are backed up and saved in appropriate locations
- If there are any problems or issues in relation to completing assessment tasks, liaise with teacher or head teacher as soon as possible

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*Tear off this slip and return to Year Adviser (who will give this to the Head Teacher Secondary Studies for filing)*

**I understand and accept the conditions and guidelines set out in this Assessment Policy Handbook**

<b>Student Name:</b>			
<b>Year Group:</b>		<b>Date Booklet Received:</b>	
<b>Student signature:</b>			



# Academic Reports

Reports are issued to Fairfield High School students twice a year, Semester 1 and Semester 2.

The cover page includes a list of each course/subject that the student is enrolled in and the associated teacher. There is also a summary of the student's attendance data, including whole days, partial days, explained and unexplained.

The second page has the summary information about the 5-point scale that all standard reports use and what each Grade means e.g. A – Outstanding, B – High, C – Sound, D – Basic, E – Limited.

## The Five-point Scale

Describe this achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations.	Outstanding	A
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.	High	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.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
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.	Limited	E

Additional Programs are listed on the second page. The following activities are included: Student Representative Council, Debating, Public Speaking, Representative Sport, Musical Performances, Debating Team, Peer Support Leader any other additional school service activities.

There is also a description of the Social Development and Commitment to Learning outcomes that are reported on for each student.

Parents may request the school to provide written information that clearly shows their child's achievement compared to the peer group at school. This information will show the number of students in the group in each of the achievement levels is included in all year group reports.

**Course/Subject Reports** have:

- Course Description: a (2 – 3 line summary of what students have studied that semester)
- Overall Achievement: a grade of A – E (A (outstanding), B (high), C(sound), D (basic), E (limited))
- Syllabus Outcomes: reported on A – E
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment – a paragraph written to describe what the students can do, what is the area for improvement and how to improve

**Life Skills Reports** have:

- Course Description (2 – 3-line summary of what students have studied that semester)
- Syllabus Outcomes: reported on P4 (independent), P3 (frequent), P2 (occasional) and P1(beginning)
- Social Development: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Commitment to Learning: 4 skills reported on as C, S, R (Consistently, Sometimes, Rarely)
- Teacher Comment - a paragraph written to describe what the students can do, what is the area for improvement and how to improve.

**Note:**

Year 10 students will get a Numeracy and Literacy Report. Life Skills students will not receive a Numeracy and Literacy Report.

All EAL/D students who receive in class support from an EAL/D teacher will receive an EAL/D Report. The outcomes for this report are Speaking and Listening, Reading, and Responding, Writing. These are reported on using a 4-point scale B (beginning), E (emerging), D (developing), C (consolidating). The only other part of this report is a teacher comment that focuses on the student's English language skills.

These procedures and reporting processes have been developed in conjunction with the guidelines specified in the NSW Department of Education, Policy Standards, Implementation document for Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 policy, 28 January 2020. This document can be found in the NSW Department of Education's policy library at: <https://policies.education.nsw.gov.au/policy-library/policies/curriculum-planning-and-programming- assessing-and-reporting-to-parents-k-12>







(Glue in timetable)

