

ROSA Y10



LUCAS HEIGHTS COMMUNITY SCHOOL

Year 10 ROSA Assessment Guidelines

**Parent, Student & Staff Handbook
2024**

**The Nature and Purpose of the Record of School
Achievement (RoSA)**



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Introduction

The school is required to award a grade, (A-E), to each Year 10 student in all courses as part of their Record of Achievement credential. A Non [N] award will be used to signify non-satisfactory completion of a course.

The grade that a student receives will be based on the teachers' assessment of a student's achievement at the end of Year 10 against Course Performance Descriptors for that particular course. A student is NOT assessed against the performance of other students.

Course Performance Descriptors

What are Course Performance Descriptors?

Performance Descriptors are statements that summarise various levels of student achievement in a course. Each descriptor is a positive statement about attainment related to the knowledge and skill outcomes of each course. They describe what students can do rather than what they cannot do. The Course Performance Descriptor information for each course will be given to students by teachers of each course.

How do teachers use Course Performance Descriptors to award a grade?

Teachers will collect assessment information about student achievement and relate it to the specific subject descriptors. The grade a student receives will be the one that relates to the best overall description of the student's achievement given in the Course Performance Descriptors. It is essentially a "snapshot" of each student at the end of Year 10. There is no need for a fixed proportion of students to receive a grade and therefore no need to define a particular grade as "average".

Types of Assessment

Both formal assessment tasks and informal assessment provide important information about student achievement. Most of the assessment information will come from formal tasks undertaken by every student in the course(s). Informal observation can be used to assist in determining a student's level of achievement but will be a minor contributor in the assessment process.

Some assessment will be for the purpose of assisting teachers and students to meet learning needs whilst other assessment is conducted so that teachers can make judgments about student achievement at or up to a certain point in time.

A student should submit a Higher School Certificate entry form by the due date in any year in which a HSC course is attempted. Year 11 courses may, but need not, be accumulated within this period.

If a student accumulates a course they will receive a Record of Achievement. These cumulative transcripts will record all Year 11 and HSC courses satisfactorily completed, including repeat attempts. A student may accumulate an Extension course by presenting

What are assessment tasks?

Assessment tasks allow students to demonstrate their achievement in a variety of ways that are appropriate for the outcomes being assessed.

Formal tasks

Most courses will have three to five formal assessment tasks in Year 10 with some courses having additional formal tasks. Half yearly and yearly examinations, which are formal assessment tasks, may be included in the formal assessment program. The results of assessment tasks will be used to give students an indication of their achievement relative to the Year 10 Course Performance Descriptors.

Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that are less formal but nevertheless important, as these tasks assist students to develop and refine knowledge and skills. Their performance on these tasks may be used by teachers to make an accurate judgement about the level of student achievement.

Assessment of the affective domain

Assessment tasks seek to measure achievement related to knowledge and skills outcomes and will not assess the affective domain such as values, attitudes, and behaviour. However, student behaviour, effort and attitude to learning directly affects a student's ability to demonstrate the achievement of outcomes.

How will tasks be scheduled?

Where possible, students will be given at least two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time.

Students should be informed about the following:

1. the scope of the task including the outcomes to be assessed.
2. the form the assessment task will take.
3. proposed timing and duration of the task.

What happens with invalid tasks?

Should a task be deemed invalid or unreliable by a Head Teacher, e.g. if the task has been interrupted, the task may be cancelled and a substitute task given.

What procedures will be used where there is more than one class following the same course?

Where possible, common assessment programs will be followed with common tasks, conditions and assessment procedures.

What feedback should be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations.

What is the formal assessment period?

Assessment will commence at the beginning of Term 1 in Year 10.

What are students' responsibilities?

Students must read carefully each subject's policy for each subject being studied. These policies will inform students of the following:

1. the number and nature of the tasks for the subject eg. assignment, essay etc.
2. the value of each task in comparison to the whole course.
3. any special requirements for each of the tasks.

It is the student's responsibility to be aware of all of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.

- Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task.
- Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher during the lesson on the due date.
- If the teacher is absent, then the task is to be handed to the Head Teacher or in the last instance, the Deputy Principal. Students must not simply leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met, then the task will receive zero.

What are the penalties in relation to assessment tasks?

Late or non-submission of an assessment task

Assessment tasks must be submitted during or before the lesson on the day the task is due.

Tasks not submitted during or before a lesson will be treated as late submissions and will receive zero. If work is submitted late, due to illness however, students must supply acceptable documentation. In this situation, students must submit the task to the relevant teacher or Head Teacher during the student's first two days back at school following the absence. The granting of an extension or the acceptance of a late assignment under extenuating circumstances must be presented in writing and supported with independent evidence. The circumstances will be considered by the coordinator in conjunction with the school executive. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Missing an in-school task

It is important for students to present for all tasks. If an in-school task is missed for any reason that is considered by the Head Teacher and Deputy Principal to be unreasonable, then you will be given a zero for the task. **If a student misses a task due to illness**, they will be required to present acceptable supporting documentation. If the student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task. Acceptable supporting evidence will be required to validate the student's claim to illness. All medical certificates and extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher in conjunction with the School

Executive. These are to be given to the Head Teacher of the subject during the student's first day back at school, even if they do not have a lesson in the course from which the task was missed. **It is the student's responsibility to see the relevant Head Teacher before school to make arrangements to complete the task(s).**

Where appropriate, Head Teachers will organise for the task to be completed on that day or negotiate an alternative period for the student to complete the task. The same rules for an absence on an alternative day negotiated with the Coordinator apply if the student is absent on that day. In the case of a prolonged absence or when a substitute task is inappropriate, the Principal may approve the giving of an estimate.

On the day of an assessment task, students must attend school and all timetabled classes from the commencement of the school day.

Students may not be absent from school prior to the task and simply attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply acceptable supporting documentation or they will be given a zero for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Students who miss an in-school task may be given an alternate task, the same task, the same task used as an indicator for the determination of an estimate, or an estimate based on teacher judgment.

Non-Serious attempt

If a student fails to make a serious attempt at a task, the Head Teacher will give students a formal warning about a non-serious attempt which may jeopardise their completion of the course. Parents will also be advised of this matter.

A non-serious attempt or failure to submit or complete a task displays a lack of sustained diligence and effort and will be considered as nil achievement. This may lead to an 'N' Determination (Non award).

Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be a student's own work.

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.

Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This guideline is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work. Detected malpractice will see the following apply: zero marks for part or all of the assessment.

A zero mark and Non completion (N warning) may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs.

Students are advised not to bring mobile phones and/or smart watches to school. Should a student be in possession of a mobile phone and/or smart watch. If the mobile phone and/or smart watch rings or is used during a formal assessment task, then the coordinator may deem this a form of malpractice and zero may be awarded.

Use of Computer Based Technologies

Students who need, or elect, to prepare any assessment task material using a computer-based technology, such as a word processor or the Internet, must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Late submission of any task due to any computer related/technical problem will result in a zero mark unless overwhelming evidence about extenuating circumstances is submitted in writing and deemed so by the Head Teacher in conjunction with the Deputy Principal.

Awarding Grades to Students

Grades [A-E] for the Record of School Achievement (ROSA) to be based on Year 10 work only, except in the case of mandatory Australian History and Australian Geography courses taught over Year 9 and Year 10.

Achievement of outcomes in tasks which are given later in Year 10 will be given more weighting than assessment of similar/same outcomes of tasks held earlier in the year. This is because it is assumed that students will show an improved level of achievement of outcomes towards the end of a course. This would not apply in circumstances where a skill or topic was assessed at the beginning of a course and will not be assessed again.

It is not necessary for all tasks within a subject to be common for all students and so where separate tasks are used, the same outcomes will be assessed. For example, Year 10 English classes are studying different novels but will be able to be assessed on the same outcomes.

A review process in each KLA ensures that all grades accurately reflect the achievement of each student in a course.

How do we know if a student has satisfied requirements for the Record of School Achievement?

Principals are required to certify that students have satisfactorily completed the Year 10 courses. The ROSA completion criteria, as outlined in the Assessment, Certification and Examination (ACE) Manual, are:

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

1. followed the course developed or endorsed by the Board; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

What will happen to students who are not demonstrating sustained effort and diligence?

N Determinations

N Determinations [Non Awards] are given to students who have not satisfactorily completed a course. If the student is at risk of receiving an "N" determination in any course the school will warn the student as soon as possible and advise the parent or guardian in writing.

A student who receives an "N" Determination in any of the mandatory subjects (English, Mathematics, Science, Australian History, Australian Geography, PD Health PE) will not be eligible to proceed to Year 11 without Principal approval. The subjects N-determined will not be listed on a student's ROSA.

Can students appeal?

Any appeal concerning the achievement level at which a student's task has been assessed may be made only at the time the task is returned. The teacher's judgement of the student's achievement level in the task is not subject to review. Students may appeal computational errors. Students who consider that their grade awarded is not correct on the basis of feedback on their performance during the course may also appeal.

Students also have the right to appeal an "N" determination. Such appeals will be heard within the school, or if necessary, by the NSW Education Standards Authority (NESA). Students must be able to demonstrate that they have satisfied all of NESA's requirements for satisfactory completion of Year 10. Such appeals must be submitted in writing to the Head Teacher.

Where else can students go for advice?

There are a number of people that students may speak to if they have any queries about the Year 10 ROSA. In the first instance, they may speak to their Head Teacher, Deputy Principal or Principal. They may wish to also speak to a NESA Liaison Officer who may be contacted at the Wollongong Office of NESA.

Assessment Schedules 2024

Please note all subjects are included in this course book for stage 5.

Not all courses are operating in Year 10 2024 as some operated previously in Year 9 2023.



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Commerce

Outcomes to be assessed	Tasks	Total weighting of task	Approximate scheduling of task
COM5-1, COM5-2, COM5-4, COM5-7, COM5-8, COM5-9,	1. Hand in task and presentation - Law Society and Political Involvement	30%	Term 1 Week 8
COM5-5, COM5-6, COM5-7, COM5-9	2. PBL task - Employment and work futures	30%	Term 3 Week 8
COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	4. Yearly Examination - as above	40%	Term 4 Week 3
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Computing Technology (100hr)

Outcomes to be assessed	Tasks	Total weighting of task	Approximate scheduling of task
CT5-THI-01, CT5-EVL-01	1. Automated Systems Research Task	20%	Term 1 Week 10
CT5-DES-01, CT5-DAT-02, CT5-COL-01	2. Automated Systems Project	40%	Term 2 Week 8
CT5-OPL-01, CT5-THI-01	3. Game Design Project	40%	Term 4 Week 7
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Dance 100hr

Outcomes to be assessed	Assessment Task/Topic	Total Weighting of Task				Approximate Scheduling of Task
		Performance	Composition	Appreciation		
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1	Elements of Dance – Formative assessment	20%	10%		30%	Term 1 2023 Week 10
5.1.1, 5.1.3, 5.2.1, 5.2.2, 5.4.1	Research Assignment			20%	20%	Term 2 2023 Week 3
5.1.3, 5.5.5, 5.3.1, 5.3.2, 5.3.3, 5.4.1	Stimulus Response portfolio – Formative assessment	5%	20%	5%	30%	Term 3 2023 Week 10
5.1.3, 5.2.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1	Research and presentation workshop	10%		10%	20%	Term 4 2023 Week 3
Total weighting of each component		35%	30%	35%	100%	



ASSESSMENT TASK SCHEDULE

Year: 9/10 Course: Design and Technology 200hr Year: 2024

Outcomes to be assessed	Tasks	Total weighting of task	Approximate scheduling of task
DT5-2, DT-5	1. Product Project + Portfolio	30%	Term 2, Week 2
DT5-6, DT5-8	2. Project + Portfolio	30%	Term 3, Week 3
DT5-7, DT5-10	3. Mini Major Project + Portfolio	40%	Term 4, Week 4
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Drama

Outcomes to be assessed	Tasks	Total weighting of task	Approximate scheduling of task
5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.3	4. Elements of Drama/improvisation: Workshops and Logbook	30%	Term 1 Week 9
5.1.1, 5.1.2, 5.1.3, 5.1.4	5. Playbuilding: Group Performance and Logbook	30%	Term 2 Week 9
5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	6. Creating a Character: Monologue/Duologue and Logbook	30%	Term 3 Week 8
5.3.1, 5.3.2, 5.3.3	7. Theatre Review	10%	Term 4 Week 3
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: English

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
EN5-RVL-01, EN5-ECB-01	Creative writing response and reflection	25%	Term 1 Week 9
EN5-URA-01, EN5-URC-0	Half yearly examination – Analytical writing focus	25%	Term 2 Week 5
EN5-URB-01, EN5-ECA-0	Multimodal presentation	25%	Term 3 Week 7
EN5-ECA-01	Yearly examination	25%	Term 4 Week 1
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Food Technology (100 hr)

Outcomes to be assessed	<i>Tasks</i>	Total weighting of each task	Approximate scheduling of task
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Food Selection and Health – Research & Practical	20%	Term 1 Week 10
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Food In Australia – Research and Practical	25%	Term 2 Week 10
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Food Trends – research and Practical	25%	Term 4 Week 2
FTLS-2, FTLS-3, FTLS-4, FTLS-11	End of year examination	30%	Term 4 Week 4
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Food Technology (200 hr)

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Food Selection and Health: Research & Practical	20%	Term 1 Week 10
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-1	Food In Australia: Research and Practical	25%	Term 2 Week 10
FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	Food Trends: Research and Practical	25%	Term 4 Week 2
FTLS-2, FTLS-3, FTLS-4, FTLS-11	End-of-year examination	30%	Term 4 Week 4
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year:10 Course: Geography

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	1. Class Skills test	15%	Term 1 Week 10
GE5-3, GE5-5, GE5-7, GE5-8	2. Geographical Investigation Project	30%	Term 2 Week 4
GE5-1, GE5-2, GE5-7, GE5-8	3. Contemporary issues research portfolio	15%	Term 3 Week 8
GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	4. Final exam	40%	Term 4 Week 3
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: History

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
HT5.5; 5.6; 5.8; 5.9; 5.10	1. Research Project	30%	Term 1 Week 9
HT5 5.2,5.3,5.4,5.9	2. In-class Task	15%	Term 2 Week 4
HT5 5.1,5.3, 5.7,5.9	3. Extended Response	15%	Term 3 Week 6
HT5 5.5,5.7,5.9	4. Yearly Examination	40%	Term 4 Week 3
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Elective History (War and Terror)

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
HTE 5-1, HTE 5-3, HTE 5-6, HTE 5-9	1. In Class Source Task	25%	Term 1 Week 8
HTE 5-2, HTE 5-6, HTE 5-10,	2. Historical Research Portfolio	10%	Term 2 Week 5
HTE 5-2, HTE 5-3, HTE 5-4, HTE 5-8, HTE 5-10	3. Hand-in Task	25%	Term 3 Week 8
HTE 5-4, HTE 5-7, HTE 5-5, HTE 5-8, HTE 5-9	4. Yearly Exam	40%	Term 4 Week 3
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year:10 Course: Industrial Technology Engineering (100hr)

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8.	Engineered Structures	30%	Term 2 Week 3
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Engineered Mechanisms	40%	Term 3 Week 5
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Specialised Module	30%	Term 4 Week 4
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year:10 Course: Industrial Technology Timber (100 hr)

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Practical Project 1 + Portfolio	30%	Term 2 Week 3
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Practical Project 2 + Portfolio	40%	Term 4 Week 1
IND5-7, IND5-8, IND5-9, IND5-10	Yearly Examination	30%	Term 4 Week 4
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year:10 Course: Industrial Technology Timber (200 hr)

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Practical Project 1 + Portfolio	30%	Term 2 Week 3
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Practical Project 2 + Portfolio	40%	Term 4 Week 1
IND5-7, IND5-8, IND5-9, IND5-10	Yearly Examination	30%	Term 4 Week 4
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Italian (100 hr)

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Listening	Reading	Speaking	Writing		
LSP5-1C, 3C	Oral & Writing Task			10%	10%	20%	Term 1 Week 10
LSP5-4C	Italian Research Project & Reading Task	5%	5%		5%	15%	Term 2 Week 7
LSP5-5U, 6U	Role Play & Writing task			15%	10%	25%	Term 3 Week 9
LSP5-1C, 2C, 3C, 4C, 5U, 6U	Yearly	10%	10%	10%	10%	40%	Term 4 Week 4
Total weighting of each component						100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Mathematics (Stage 5 1/2)

Outcomes to be assessed	Task	Total Weighting of Task	Approximate Scheduling of Task
MA4-6NA, MA5.1-4NA, MA5.1-6NA, MA5.1-8MG, MA5.2-6NA	1. In class task	20%	Term 1 Week 10
MA2-18SP, MA4-10NA, MA5.2-8NA, MA5.1-7NA, MA5.2-10NA	1. In class task	30%	Term 2 Week 10
MA5.1-10MG, MA5.2-13MG, MA5.2-8NA, MA4-21SP, MA5.1-13SP, MA5.1-11MG, MA5.2-14MG,	3. Alternative Task	30%	Term 3 Week 10
Review of above	4. In class task	20%	Term 4 Week 5
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Mathematics (Stage 5 2/3)

Outcomes to be assessed	Task	Total Weighting of Task	Approximate Scheduling of Task
MA5.3-6NA, MA5.2-6NA, MA5.3-5NA, MA5.2-9NA, MA5.3-8NA, MA5.2-4NA, MA5.3-13MG	1. In class task	20%	Term 1 Week 10
MA3-18SP, MA5.3-11NA, MA5.3-9NA, MA5.3-15MG,	2. In class task	30%	Term 2 Week 8
MA5.3-7NA, MA5.3-9NA, MA5.2-17SP,	3.	30%	Term 3 Week 8
MA3-16MG, MA3-15MG, MA5.3-10NA, MA5.3-17MG, MA5.3-12NA	4. In class task	20%	Term 4 Week 5
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Marine Studies

Outcomes to be assessed	Task	Total Weighting of Task	Approximate Scheduling of Task
Core 1: (Outcomes 5.1.1, 5.1.2, 5.2.1) Introduction to Marine & Aquaculture Technology	1. CPR/First Aid Written/Prac Test	25%	Term 1 Week 6
Module 31: (outcomes 5.1.2, 5.2.1, 5.4.2, 5.7.1) Managing Water Quality	2. Practical Test	25%	Term 2 Week 6
Semester 2: Module of Study	Type of Assessment	Total Weighting of Task	Approximate Scheduling of Task
Module 11: Marine Pests and Threats	3. Research/individual- slides based/Oral Presentation	25%	Term 3 Week 2
Module 8: (outcomes 5.1.1, 5.4.1, 5.7.1) Rock Platforms	4. Rock Platform Report "Attenborough style" Research/team – iMovie presentations	25%	*early Term 4 Week 2
Over Whole Year: Module of Study	Types of Assessment	Total Weighting of Task	Approximate Scheduling of Task
Core 1: Introduction to Marine & Aquaculture Technology (outcomes 5.5.1, 5.5.2)	5. Swimming abilities tests Conducted at swimming carnival and swim school excursion	Satisfactory/ unsatisfactory	*Term 1
<i>All assessments are mandatory and are to be completed at the time set</i>			<i>*designated excursion based asses</i>

Disclaimer: Due dates are approximate and may vary by a week due to extracurricular events and class needs. Thank you for your understanding. Organisational and book keeping skills will be assessed throughout the year and classes will be required to submit their books for checks on an ongoing basis. Students will be assessed on their completion of class work, their application in class as well as how they perform on home tasks for the reporting process.



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Music

Outcomes to be assessed	Tasks	Total weighting of each task	Approximate scheduling of task
Australian Music	Performance Task	30%	Term 1 Week 7
Popular Music	Composition Task	30%	Term 2 Week 7
All Topics	Examination	40%	Term 3 Week 10
Music for Small Ensembles	Listening Task	Satisfactory/Unsatisfactory	Term 4 Week 2
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: PASS

Outcomes to be assessed	Tasks	Total Weighting of Task	Approximate Scheduling of Task
PASS5-1, PASS5-2	1. Body Systems & Energy for Physical Activity Exam	25%	Term 1 Week 9
PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9	2. Coaching Portfolio	25%	Term 2 Week 4
PASS5-1, PASS5-5 PASS5-7, PASS5-10	3. Fundamentals of Movement Skill Development Portfolio	25%	Term 3 Week 9
PASS5-3, PASS5-4, PASS5-5, PASS5-7	4. Physical Activity & Sport for Specific Groups Portfolio	25%	Term 4 Week 5
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: PD/H/PE

Outcomes to be assessed	Tasks	Total Weighting of Task	Approximate Scheduling of Task
PD5.2, PD5.3	1. Talking Sexual Health	25%	Term 1 Week 8
PD5.2, PD5.4, PD5.6, PD5.10 PD5.11	2. Harm Minimisation/ Create a Game Portfolio	25%	Term 2 Week 4
PD5.1, PD5.2, PD5.8, PD5.9,	3. Future Success Portfolio	30%	Term 3 Week 10
PD5.6, PD5.7, PD5.10	4. Men's and Women's Health Issues/No I in Team Portfolio	20%	Term 4 Week 5
Total weighting of each component		100%	

Students are also reported on the following areas:

- PE Uniform and Equipment
- Participation in Health and Personal Development – including bookwork.
- Participation in Physical Education – including all PE lessons.



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Photographic & Digital Media (100 hr)

Outcomes to be assessed	Tasks	Total Weighting of Task	Approximate Scheduling of Task
5.7, 5.10	Research task	20%	End of term 1/ Start of Term 2
5.1, 5.4, 5.5	Progress mark for Journal and portfolio	20%	Term 2 Week 4
5.2, 5.3, 5.5, 5.6, 5.8	Final journal and Portfolio submission	40%	Term 4 Week 3
5.9, 5.10	Class test	20%	Term 4 Week 2
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Science

Outcomes to be assessed	Tasks	Total Weighting of Task	Approximate Scheduling of Task
SC5-6WS SC5-7WS SC5-8WS	Practical/Skills task	15%	Term 1 Week 7
SC5-17CW SC5-16CW	Industrial Chemistry Unit Test	15%	Term 1 Week 10
SC5-10PW SC5-11PW	Cars and Currents Unit Test	20%	Term 2 Week 10
SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	Task issued		Term 2 Week 4
	Draft submission		Term 3 Week 2
	Formal scientific report due and science fair display board entry	20%	Term 3 Week 6
SC5-2VA, SC5-14LW, SC5-15LW	Integrated Organism unit Test	20%	Term 3 Week 9/10
SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	Project based assessment	Satisfactory/ unsatisfactory	Term 4 Week 6
Total weighting of each component		100%	

Students will be awarded grades A, B, C, D or E from the outcomes assessed in each task. Each class teacher will then consult with the Science Coordinator as to which grade best describes the performance of each student based on the available evidence for the tasks and the course performance descriptors.

*Evidence from this task will be used to confirm the intended grade for students whose demonstrated levels of achievement fall across two different performance descriptor grades.



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Spanish (200 hr)

Outcomes to be assessed	Tasks	Assessment Components				Total Weighting of Task	Approximate Scheduling of Task
		Listening	Reading	Speaking	Writing		
LSP5-1C, 3C, 4C	Listening & Reading Task	15%	15%			30%	Term 1 2023 Week 9
LSP5-5U, 6U	Oral & Writing Task			15%	15%	30%	Term 3 2023 Week 8
LSP5-1C, 2C, 3C, 4C, 5U, 6U	Yearly	10%	10%	10%	10%	40%	Term 4 2023 Week 4
Total weighting of each component						100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Textiles and Design (100hr)

Outcomes to be assessed	Tasks	Total Weighting of Task	Approximate Scheduling of Task
TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	1. Textiles and Society: Ottoman Project and Design portfolio	25%	Term 2 Week 1
TEX5-1, TEX5-2, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	2. Properties and Performance: Hoodie Project and Design portfolio.	25%	Term 3 Week 2
TEX5-3, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	3. Design: Quillow project and Design portfolio.	30%	Term 4 Week 1
TEX5-1, TEX5-2, TEX5-3, TEX5-6, TEX5-7,	4. Final Written examination	20%	Term 4 Week 4
Total weighting of each component		100%	



ASSESSMENT TASK SCHEDULE

Year: 10 Course: Visual Arts (200 hr)

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Art Criticism & Art History (CH)	Art Making (AM)		
5.1, 5.2, 5.4, 5.6, 5.7	a) Critical and historical art research and investigation written task b) AM: VAPD including drawings, photographs, process work, and completed artwork.	10%	20%	30%	Term 2 Week 2
5.1, 5.3, 5.8, 5.10	a) CH: artist research and investigation task and portfolio homework activities. b) AM: completed artwork, VAPD including drawings, photographs, and process work.	10%	20%	30%	Term 3 Week 3
5.1, 5.5, 5.9	a) CH: frames analysis and unseen writing task; and student self-reflection. b) AM: self-directed practice, investigation and experimentation, VAPD progress documentation, and final artwork.	20%	20%	40%	Term 4 Week 3
Total weighting of each component		40%	60%	100%	



ASSESSMENT TASK SCHEDULE PLANNER: Term 1, 2024

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

ASSESSMENT TASK SCHEDULE PLANNER: Term 2, 2024



Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					



ASSESSMENT TASK SCHEDULE PLANNER: Term 3, 2024

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					



ASSESSMENT TASK SCHEDULE PLANNER: Term 4, 2024

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

X Attach any supporting evidence here with a staple or a pin

**Lucas Heights Community School
ILLNESS, MISADVENTURE OR EXTENSION CLAIM FORM**

Student's name: Year: Roll class:

Parent's name: Daytime parent contact phone no:

Exam or assessment task affected:

..... Due date of task: / /

Subject: Class teacher's name:

Type of claim: (please tick✓) Illness Misadventure Extension

Describe your reasons for submitting this claim (describe the illness, misadventure or reason for extension).
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

.....
.....
.....
.....
.....

State what outcome you hope to achieve by submitting this claim:

.....
.....
.....

Parent's/Caregiver's signature: Date: / /

INSTRUCTIONS: (please read the following instructions carefully)

1. This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Head Teacher of the subject area concerned.
2. This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred. It may also be submitted before the task is due, when applying for an extension.
3. Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only

Day and date claim received by Head Teacher: M T W T F / /

Head Teacher's name: Signature:

This claim form should be filed in the student's master file. Claim Upheld Claim Denied

