

BRISBANE WATER SECONDARY COLLEGE

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CAMPUS

YEAR 10 ASSESSMENT BOOKLET 2024

STRENGTH THROUGH UNITY

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STAGE 5 ROSA ASSESSMENT PROCEDURES 2024

1. REQUIREMENTS FOR THE AWARD OF THE ROSA AND STAGE 5 (YEAR 10)

1.1 RECORD OF SCHOOL ACHIEVEMENT (ROSA) – STAGE 5

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

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

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

1.2 ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT

The rules and requirements for eligibility are set out in the New South Wales Education Standards Authority (NESA) publication, the Assessment, Certification and Examination (ACE) Manual, which is kept in every secondary school. It is also on the NESA website: <https://ace.nesa.nsw.edu.au/>

To be eligible for the completion of Stage 5 (Year 10) and a Record of School Achievement (RoSA) you need to have:

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

1.3 PATTERN OF STUDY

Students must satisfactorily complete a Year 10 pattern of study comprising the following:

English, Mathematics, Science, History, Geography, PDHPE, Careers, Positive Education, Senior Studies, Sport and three Electives.

1.4 SATISFACTORY COMPLETION OF A COURSE

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

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

Satisfactory completion of a course involves participation in experiences, which are integral requirements of the syllabus including such things as assignments, class participation and practical work. Note also: students must complete assessment tasks that contribute in excess of 50% of available marks in courses where internal assessment marks are submitted, for the Principal to deem them as satisfactorily completing the course.

If the Principal determines that a student has not fulfilled the above criteria, the student will be given a written warning in sufficient time to correct any problems regarding their application or completion of courses. If the problem is not corrected, then the student will be deemed UNSATISFACTORY in that course and an 'N' determination will be made (see section 3.19 See appendix for details). In particular, student absence will be regarded seriously, since non-attendance will make it very difficult for students to fulfil course


requirements. Homework and class-based experiences are considered essential elements in meeting these requirements. There is a formal appeals process available to all students and this can be explained by the Year Advisor, Deputy Principal or Principal.

2. RECORD OF SCHOOL ACHIEVEMENT CREDENTIAL

2.1 THE RECORD OF SCHOOL ACHIEVEMENT

School-based assessment tasks will determine your grades for your RoSA. Your school assessment mark will be based on your performance in assessment tasks undertaken during each course. This booklet explains the procedures and requirements of the school assessment program.


Note: assignments and projects developed for assessment in one subject may not be used either partially or in full for assessment in any other subject.



RECORD OF SCHOOL ACHIEVEMENT


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

STAGE 5 COURSES		Result
Year	Course	
2018	English	B
	Mathematics	C5
	Science	C
	Geography	B
	History	C
	Work Education	B
	Dance	C
	Personal Development, Health and P.E.	A
Years 7 to 10 Mandatory Curriculum Requirements	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed



Student Number: 9292223

Issued by NESa without alteration or erasure on 17 November 2020 at Sydney.
NESa, Australia



Chief Executive Officer
NESa Education Standards Authority

Assessment mark: School-based assessment tasks measure performance in a wide range of course outcomes. Students are required to complete a number of assessment tasks for most courses, which may include tests, written or oral assignments, practical activities, fieldwork and projects. Schools submit grades based on performance in these tasks for every student in most courses. NESa places the grades on your RoSA.

Stage 5 grades: Schools using the Common Grade Scale and course performance descriptors award A–E grades for Stage 5 courses (other than Life Skills and Vocational Education and Training (VET) courses).

3. SCHOOL ASSESSMENT PROCEDURES

NESA requires that schools provide an assessment of each student's performance in Stage 5 courses.

3.1 RIGHTS AND RESPONSIBILITIES

THE SCHOOL IS RESPONSIBLE FOR:

- setting assessment tasks which will be used to measure student performance in each component of a course
- specifying a mark/weighting for each assessment task
- informing students of the requirements of each assessment task (see section 3.3)

- d) keeping records of each student's performance in each assessment task
- e) providing students with information on their progress
- f) providing meaningful feedback to each student for all assessment tasks
- g) providing information to students, during the course that will show their order of merit and the relative differences between them

Different courses will have different numbers and types of assessment tasks. Further details about each assessment task can be obtained from the course teacher or the Head Teacher for the subject.

STUDENTS ARE RESPONSIBLE FOR:

- a) meeting all course requirements, including attendance at classes
- b) applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c) being aware of assessment requirements and procedures
- d) making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for that course (see section 3.18)
- e) their personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged
- f) submitting all tasks on or before 3:00pm on the due date (unless otherwise specified)
- g) being present for all 'in-class' tasks and examinations

3.2 ASSESSMENT SCHEDULE BOOKLET AND TIME-FRAME

This assessment booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. At the conclusion of the subject assessment schedules in this assessment policy booklet is a summary of assessment tasks— this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks.

Students must be informed in writing of any assessment task, at least two weeks before the task (see section 3.3).

3.3 NOTIFICATION OF ASSESSMENT TASKS

The **due date** and **details** of an assessment task will be notified to students in writing at least two weeks before the task. The written notification details of each task must include:

- the date and time of when the task will take place or when the task is due
- components/topics and their weighting as specified in the course assessment schedule
- the general nature (mode) of the assessment task
- the weight value of the task in relation to the total weighted mark for the course as specified in this policy.
- where appropriate, marking criteria/rubric/information about how the task will be assessed. After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. Any changes of date will be notified in writing.

Note that written notification has precedence over any information listed in the assessment schedules contained in this assessment booklet – that is, details of assessment tasks listed in this assessment booklet (such as type of task, syllabus components, weightings and outcomes to be assessed) may change from the date of issue of the booklet, so the written notification will be used to list the correct details for each assessment task. In some circumstances, it may be necessary to alter the date of the task (that is, Term and Week) from that listed in the assessment schedule in this assessment booklet. When this occurs, students must be informed of any changes to the date – in writing, and two weeks in advance.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks to ensure that tasks are evenly spread and clashes avoided. Students are expected to perform all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner.

3.4 ABSENCE WHEN A TASK IS NOTIFIED

Whenever students are absent from school, **it is the students' responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit an **Assessment Task Review Application** firstly to the Deputy Principal. (see section 3.7 and appendix 1)

3.5 EXTENSIONS TO DUE DATES OR SPECIAL CONSIDERATION

An extension of time for completion of tasks may only be granted by the Deputy Principal after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal using the school's **Assessment Task Review Application** (see Appendices) **as soon as you are aware** of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A medical certificate or Statutory Declaration may be required in cases of illness.

If your extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in 50% loss of marks Day 1, 75% loss Day 2 and **ZERO** marks being awarded Day 3 and beyond for that task (see section 3.9 and 3.14 below).

3.6 PRIOR KNOWLEDGE OF ABSENCE

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the Deputy Principal and follow 3.5 above **before the end of the next school day**.

Where a student knows in advance that they will be absent on the day of an assessment task, the student must notify the Deputy Principal, submit their **Assessment Task Review Application** and complete the work at a time specified by the Deputy Principal. Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date **MUST** complete an **Assessment Task Review Application** as in section 3.7 below.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

3.7 ABSENCE DUE TO ILLNESS OR MISADVENTURE

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);

Misadventure – refers to any other event beyond the student's control which allegedly affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood). You cannot submit an application on the basis of – misreading the exam timetables, misreading exam instructions, loss of study time, difficulties in preparation or loss of preparation time unless there are **exceptional circumstances**.

It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then penalties will be incurred (see section 3.5). If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the Deputy Principal).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the Deputy **IMMEDIATELY** if circumstances will prevent them from doing so. Students who are absent on the due date for the submission of an assessment task, or who are absent on the day of an assessment task, must submit an **Assessment Task Review Application** (see Appendices) to the Deputy Principal. A student may also submit an **Assessment Task Review Application** to the Deputy Principal if they believe that **exceptional circumstances** leading up to the task, or on the day of the task, adversely affected their performance in that task.

3.7.1 ABSENCE ON THE DAY AN ASSESSMENT TASK

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the entire work is submitted to the relevant class teacher **by 9.00 am** on the due date – **even if it is due by 3.00pm, or** to carry out the following procedures:

- (i) **before period 1 on the day of their return to school** (the first school day the student is not covered by the Medical Certificate or Statutory Declaration), see the Deputy Principal to collect an **Assessment Task Review Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who ask for a review on the grounds of illness may be required to provide a medical certificate **for the relevant time period**. **Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.** This is to be attached to the Application and given to the Deputy Principal on the day they return to school.
- (ii) be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school** (the first school day the student is not covered by the medical certificate and in consultation with the Classroom Teacher, Head Teacher or Deputy Principal).

Note: in the case of a student being absent from school on the day an assessment task is due and the student did not make arrangements for the task to be submitted on that day, penalties will be recorded for that task if an **Assessment Task Review Application**:

- (a) has not been submitted to explain their absence (see section 3.14)
- (b) submitted by the student is not approved (see section 3.14).

3.7.2 MISADVENTURE

The school recognises that students may have to prepare for assessment tasks in difficult circumstances, but it is not feasible to compensate students for difficulties in preparation. Since students frequently perform better in stressful circumstances than they expect, it is important to complete assessment tasks if possible rather than rely on estimations or predictions. However, if a student completes an assessment task but believes that short term **exceptional circumstances** leading up to the task, or **exceptional circumstances** on the day of the task, adversely affected their performance, the student MUST:

- (a) **on the day of the task**, see the Deputy Principal to collect an **Assessment Task Review Application** and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate time-frame to complete the **Assessment Task Review Application**, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who request a review on the grounds of illness MUST obtain a medical certificate or statutory declaration **for the relevant time period**.
- (b) return the completed **Assessment Task Review Application** to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon in (a)

Note: If you are receiving disability provisions see section 5

In the case of a student who has completed an assessment task and has submitted an **Assessment Task Review Application** since they believe short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance:

- (a) if the assessment task review is not approved, then the student will receive the mark they actually gained on the task
- (b) if the assessment task review is approved, then the student will receive either the mark actually gained on the task or an estimated mark (based on appropriate previous assessment tasks), whichever is the higher. Before the final assessment marks are calculated (that is, before the final school report and before the assessment grades are submitted to NESA), the estimated mark for this task will again be calculated (based on all the appropriate assessment tasks) and the student will receive either the estimated mark or the mark actually gained on the task, whichever is the higher.

NOTE: **REVIEWS INITIATED AFTER ASSESSMENT TASK RESULTS HAVE BEEN ISSUED WILL NOT BE CONSIDERED IN ANY CIRCUMSTANCES.**

3.8 ATTENDANCE AT SCHOOL THE DAY BEFORE A TASK, PARTICIPATION IN CLASS AND ATTENDANCE ON THE DAY OF A TASK

Students will attend all timetabled lessons on time or scheduled school activities during the **day prior** to an assessment task. Where a task is due later in the day, then students must attend all lessons **prior to the task on that day (unless approval has been given by the Deputy Principal)**.

The student must provide independent evidence of the facts, detailing why the circumstances prevented them from being at school or on time the school day prior to the assessment task, or why they could not attend all lessons on time prior to the task on the day of the assessment task. **Reviews for non-school related activities including participation in entertainment, driving tests, family holidays, work or sporting events, attendance at exams conducted by other education organisers or independent camps will not be upheld.** Details can be supplied on a confidential basis where necessary. Students who request a review on the grounds of illness must provide a medical certificate or statutory declaration certifying the illness **occurred during the day prior to the assessment task, or on the day of the assessment task (whichever is applicable)**. **Medical certificates obtained after the event will not be accepted. Back dated medical certificates will not be accepted.**

If proof of illness or leave is not approved, then the student's assessment mark for that task may be penalised.

A student who becomes ill or suffers an illness or misadventure at school on the day of an assessment task **MUST** report firstly to the Deputy Principal (or the Principal). If the student is ill but decides to do the assessment task, the student should notify the class before the assessment task commences.

A student who suffers an illness or misadventure at school on the day of an assessment task may submit an **Assessment Task Review Application** (see section 3.7 above).

Students must participate fully in all classes during the day prior to an assessment task. **Students found to be studying for the task during the class time of other courses will be awarded a ZERO mark.**

3.9 LATE SUBMISSIONS OF TASKS

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be **LATE** unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the faculty. All faculties must maintain a record of tasks submitted.

If the task is a hand in and you are allotted a time to hand it in you must hand it in yourself. If the task is to be handed in electronically then you must upload it in plenty of time.

Unless the Deputy Principal receives a completed **Assessment Task Review Application** that provides an acceptable explanation for the late submission of a task (see section 3.7 above), **the student will receive a 50% loss of marks Day 1, 75% loss Day 2 and ZERO marks being awarded Day 3 and beyond for that task. The task must be completed and submitted.**

3.10 GRANTING OF AN ASSESSMENT TASK REVIEW

If an **Assessment Task Review Application** has been approved, then the Deputy Principal may:

- authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return
- authorise for an estimate to be given
- grant an extension of time
- determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

NOTE: YOUR APPLICATION FOR AN ASSESSMENT TASK REVIEW IS NO GUARANTEE THAT IT WILL BE APPROVED.

3.11 EXCURSIONS AND FIELD TRIPS

Students must attend those excursions and field trips, which are part of the Stage 5 course assessment and complete the set work. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an **Assessment Task Review Application**. In this case, the teacher organising the excursion/school commitment must give a copy of student names in attendance to the relevant Head Teacher and the Deputy Principal.

3.12 TECHNOLOGY AND ASSESSMENT TASKS

Most students now use some form of electronic technology to produce their hand in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **exceptional circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive) or some form of cloud storage.
- when working at school, save the latest version of your work to your personal files on the school server
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
 - check the compatibility of your home software with the school's technology
 - save a copy of the final version of your task to an email address that can be accessed at school (such as your @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers/printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your classroom teacher of this. (Note: printing can be done in the library during break times and Wednesday Afternoon Homework Hub.)

3.13 ORAL/ PERFORMANCE TASKS

Students must be ready to present oral/performance assessment tasks on the specified due date and the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). In many cases, the actual oral/performance presentations by students may take several periods over a number of days. If you are absent during these days you must submit an Assessment Task Review Application along with independent evidence (as per Section 3.7), once a student has completed this task they do not need to appeal for any subsequent absences during the time period related to this task. On the specified day that the task is due, classroom teachers will normally indicate to students the order in which they will make their presentations. Students must complete the task during the allocated time.

3.14 ZERO MARKS

A **ZERO** will be awarded when a student:

- submits a task 3 days late (without a valid reason) (see section 3.9 above)
- does not attempt the assessment task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which contains frivolous or objectionable material. Where the Deputy Principal deems a student to have made a non-serious attempt, a mark of zero will be awarded.
- is found to be involved in substantial malpractice (see section 3.16 below)
- is absent a day before an assessment task (without a valid reason) (see section 3.8 above)

- is absent from school or late the day before an assessment task. In such cases:
 - parents/guardians will be informed in writing
 - copies of the parental notification will be notified to the Head Teacher, Year Advisor, Deputy Principal and Principal
- Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an 'N' determination for that course (see section 3.15, 3.18 and 3.19)

3.15 COMPLETION OF 50% OF AVAILABLE MARKS

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in **excess of 50% of available marks** in the course for the Principal to deem them as satisfactorily completing the course.

If the Principal does not certify that the course has been satisfactorily completed, then the Principal will warn students (and their parents/guardians) in advance if they are in danger of not meeting the assessment requirements of the course.

If the assessment requirements for the course have not been satisfactorily completed, then NESA will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course (section 3.18 and 3.19).

3.16 MALPRACTICE IN ASSESSMENT TASKS

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task. They will be recorded on the Malpractice Register. Malpractice includes, but is not limited to:

- cheating
- attempting to cheat
- assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting the assessment task in any way
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not submitted by the due date
- altering of an assessment task that has already been marked
- attempting to alter an assessment task that has already been marked

The decision with regard to malpractice having occurred will be taken by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. If malpractice is proven, a mark of **ZERO** may be awarded (see section 3.14 above).

3.17 QUERYING THE RESULT OF AN ASSESSMENT TASK

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the subject teacher. If the issue is not resolved, the task will be retained by the Classroom Teacher of the subject and the Head Teacher should be approached by the student requesting a review. The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is **FINAL**. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Disputes over an individual task must be raised with the Head Teacher on the day the task is returned and the task will be retained by the Head Teacher. The Head Teacher's decision is final. If the matter cannot be resolved the review process can be used to refer the matter to the assessment review panel.

IT SHOULD BE NOTED HOWEVER THAT A TEACHER'S PROFESSIONAL JUDGEMENT CANNOT BE THE BASIS OF A REVIEW.

Note: The Principal is the final arbiter in all procedural matters.

3.18 WARNING OF 'N' DETERMINATION

Students undertaking the Stage 5 (Year 10) Course must make a genuine/serious attempt to complete course and assessment requirements. These requirements include students applying themselves with diligence and sustained effort to set tasks and experiences provided for the course by the school, ***regardless of whether or not these tasks contribute to the final assessment mark.*** It is a matter for the class teacher's professional judgment to determine whether or not a student has made a genuine attempt to complete these requirements. Students must make a serious attempt at assessment tasks that contribute **in excess of 50% of the available marks.**

Students who are **NOT** meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course. Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation. (See Appendices for sample copy of Official Warning Letter.)

3.19 N DETERMINATION AND APPEALS

Any student who is at risk of **NOT** meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s).

If a student fails to meet course and assessment requirements in a Stage 5 course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement.

The final decision regarding any 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and Deputy Principals. The outcome of the appeal will be notified to the student, the parents, and NESA.

3.20 ASSESSMENT CONCERNS

Where circumstances arise in the administration of the assessment of Stage 5 courses not covered by the procedures described in this document, they should be referred to, and discussed with, the Deputy Principal for resolution.

NOTE: THE PRINCIPAL IS THE FINAL ARBITER IN ALL PROCEDURAL MATTERS CONTAINED IN THIS POLICY.

4. STUDENTS ACCELERATED IN A COURSE

Students who have been accelerated in a course should complete all assessment tasks, or the equivalent, that are undertaken by students completing the standard course program. The school will endeavour to minimise the conflicting demands of Stage 5 assessment, but this cannot be guaranteed.

During the examination period students accelerated in a course will be given study leave (Stuvac) the day before their examination unless the task is scheduled the day after a weekend or a public holiday. On all other occasions during the examination periods, students accelerated in a course must attend all lessons in accordance with section 3.8; however, they are offered Stuvac the day before examination. If the task is scheduled in the afternoon students will still be given Stuvac on the day before and are NOT expected to attend lessons before the task – including period 0. If the task is in the morning then students are expected to attend all lessons after their assessment task has been completed.

Stuvac will NOT be provided to students accelerated in a course outside the examinations. Stuvac is for preparation for exams in an examination block not for Oral/ Performances or presentations or hand-in tasks.

5. DISABILITY PROVISIONS

If a student is entitled to disability provisions for examination periods, it is the responsibility of the student to request these provisions for any assessment tasks. This can be negotiated with the Head Teacher Learning Support and Deputy Principal.

Note the following is unacceptable grounds for appeal: The provisions of the appeals process do not cover disabilities for which NESA/the School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

Art in Practice

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4	
Type of task	Portfolio 1	Portfolio 2	Portfolio 3	Portfolio 4	
Related Outcomes	5.1, 5.3, 5.4, 5.5, 5.6	5.1, 5.3, 5.4, 5.6, 5.7, 5.9	5.1, 5.4, 5.5, 5.6, 5.8, 5.10	5.1, 5.4, 5.5, 5.6	
Syllabus Content Area & Weighting					
Art Making	20	20	20	20	80
Critical and Historical Studies		10	10		20
Task weighting %	20	30	30	20	100
Component					
Making Art	20	20	20	20	80
Critical and Historical Studies		10	10		20
Component weighting %	20	30	30	20	100

Big History

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 2 Week 2	Term 3 Week 2	Term 4 Week 2	
Type of task	Research Report	Features of Civilisation Investigation	Source Analysis In-Class Test	
Related Outcomes	BH5-2, BH5-3, BH5-4, BH5-7, BH5-9	BH5-3, BH5-5, BH5-7, BH5-8, BH5-9	BH5-1, BH5-4, BH5-8, BH5-9, BH5-10	
Syllabus Content Area & Weighting				
Core Unit 7: Humans	35			35
Core Unit 8: Agriculture and Civilisations		35		35
Core Unit 9: Our Connected World			30	30
Task Weighting %	35	35	30	100

Catering & Barista

Task number	Task 1	Task 2	Totals
Timing of task	Term 2 Week 7-10	Term 4 Week 3-4	
Type of task	Practical and Portfolio Task	Practical Application Task	
Related Outcomes	5.1, 5.2, 5.10, 5.11	5.1, 5.2, 5.10, 5.11	
Syllabus Content Area & Weighting			
Food Safety and Hygiene	25		25
Sandwich Making	25		25
Catering Skills		25	25
Barista Skills		25	25
Task weighting %	50	50	100
Components			
Practical Application	40	40	80
Knowledge and Understanding	10	10	20
Component weighting %	50	50	100

Child Studies

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Week 8 Term 1	Week 8 Term 2	Week 8 Term 3	
Type of task	Practical and Research Task	Report/Research Task	Practical/Research Task	
Related Outcomes	CS5-2, CS5-11 CS5-12	CS5-3, CS5-5	CS5-4, CS5-8 CS5-9	
Syllabus Content Area & Weighting				
Food & Nutrition in Childhood	30			30
Media & Technology in Childhood		30		30
Play & the Developing Child			40	40
Task weighting %	30	30	40	100
Components				
Knowledge, understanding and skills	15	15	20	50
Values and Attitudes	15	15	20	50
Component weighting %	30	30	40	100

Commerce

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 10	Term 2 Week 10	Term 4 Week 2	
Type of task	Assessment Task 1	Assessment Task 2	Assessment Task 3	
Summative Outcomes	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	
Syllabus Content Area & Weighting				
Option: Towards Independence	30			30
Core: Law, Society and Political Involvement		30		30
Core: The Economic and Business Environment			40	40
Task Weighting %	30	30	30	100

Dance

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1	Term 2	Term 3	Term 4 Week 3	
Type of task	Formative Assessment	Formative Assessment	Formative Assessment	Practical and Verbal Task	
Related Outcomes	5.1.1, 5.2.1, 5.3.1	5.1.2, 5.2.1, 5.3.1	5.2.2, 5.3.2, 5.3.3	5.1.3, 5.2.2, 5.4.1	
Syllabus Content Area & Weighting					
Performance, Composition and Appreciation	25	25	25	25	100
Task weighting %	25	25	25	25	100

Drama

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1	Term 2 Week 9	Term 3	Term 4 Week 5	
Type of task	Collection of performance and logbook tasks	Half Yearly Performance and Reflection	Director's Portfolio of Work	Performance and Quiz	
Summative Assessment Outcomes		5.1.1, 5.1.2, 5.1.4, 5.2.3, 5.3.1, 5.3.3		5.2.1, 5.3.2, 5.3.1	
Formative Assessment Outcomes	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.1		5.1.1, 5.1.3, 5.2.2, 5.2.3, 5.3.1		
Syllabus Content Area & Weighting:	30				30
Improvisation and Playbuilding					
Around the World		20			20
Behind the Curtain			30		30
Behind the Mask				20	20
Task weighting %	30	20	30	20	100
Component					
Making	10	5	10	5	30
Performing	10	10	10	5	35
Appreciating	10	5	10	10	35
Component weighting %	30	20	30	20	100

English

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1	Term 2 Week 8	Term 3	Term 4 Week 4	
Type of task	Collection of Class Tasks	Half-Yearly Examination	Portfolio of Work	Yearly Examination	
Summative Assessment Outcomes		EN5-1A EN5-3B EN5-7D EN5-8D		EN5-1A EN5-3B EN5-4B EN5-5C EN5-7D	
Formative Assessment Outcomes	EN5-2A EN5-3B EN5-4B EN5-7D EN5-8D EN5-6C EN5-9E		EN5-1A EN5-4B EN5-5C EN5-6C		
Syllabus Content Area & Weighting					
Persuasive Unit – Protest Poetry	30				30
Novel Study		20			20
Shakespeare Study			30		30
Course content				20	20
Task weighting %	30	20	30	20	100
Component					
Skills	20	10	20	10	60
Content	10	10	10	10	40
Component weighting %	30	20	30	20	100

Food Technology

Task number	Task 1	Task 2	Totals
Timing of task	Term 2 Week 3-4	Term 3 Week 10	
Type of task	Research Task and Practical	Practical and Evaluation	
Related Outcomes	FT5-1, FT5-9, FT5-11, FT5-12	FT5-2, FT5-4, FT5-5, FT5-10	
Syllabus Content Area & Weighting			
Food Trends	50		50
Food Service and Catering		25	25
Food Product Development		25	25
Task weighting %	50	50	100
Component			
Practical Application	30	40	70
Knowledge and understanding	20	10	30
Component weighting %	50	50	100

Geography – Semester Two

Task number	Task 1	Task 2	Totals
Timing of task	Term 3 Week 7	Term 4 Week 3	
Type of task	Geographical Inquiry	Year 10 Examination	
Outcomes	GE5-6, GE5-7, GE5-8	GE5-2, GE5-4, GE5-7, GE5-8	
Syllabus Content Area & Weighting			
Human Wellbeing	40		40
Environmental Change & Management		60	60
Task Weighting %	40	60	100

History – Semester One

Task number	Task 1	Task 2	Totals
Timing of task	Term 1 Week 8	Term 2 Week 7	
Type of task	Year 10 Examination	Historical Project	
Outcomes	HT5-1, HT5-4, HT5-6, HT5-7, HT5-9, HT5-10	HT5-3, HT5-6, HT5-9, HT5-10	
Syllabus Content Area & Weighting			
Core: Depth Study 4 Rights and Freedoms (1945-Present)		40	40
Depth Study 6 School Developed Option (Holocaust)	60		60
Task Weighting %	60	40	100

Industrial Technology
Engineering – 100 hours

Task number	Task 1	Task 2	Totals
Timing of task	Term 2 Week 10	Term 4 Week 2	
Type of task	Structures: Practical Project & Folio	Mechanisms: Practical Task & Report	
Related Outcomes	IND5-1, IND5-2, IND5-4, IND5-5, IND5-8	IND5-3, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	
Syllabus Content Area & Weighting			
Industry Study	5		5
Design Management & Communication	15	10	25
Production	30	30	60
Industry Related Manufacturing Technology		10	10
Task weighting %	50	50	100
Component			
Component Knowledge and understanding of Course Content	20	20	40
Knowledge & Skills in research, problem solving, design & production	30	30	60
Component weighting %	50	50	100

Industrial Technology
Metals – Timber – 200 Hour

Task number	Task 1	Task 2	Totals
Timing of task	Term 2 Week 5	Term 4 Week 3	
Type of task	Practical Project No 1 & Management Portfolio	Practical Project No 2 & Design Portfolio	
Related Outcomes	IND5-1, IND5-3, IND5-6	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10	
Syllabus Content Area & Weighting			
Design Management & Communication	10	10	20
Production	25	25	50
Industry Related Manufacturing Technology	15	15	30
Task weighting %	50	50	100
Component			
Component Knowledge and understanding of Course Content	15	15	30
Knowledge & Skills in research, problem solving, design & production	35	35	70
Component weighting %	50	50	100

Industrial Technology
Multimedia and Timber 100 hours

Task number	Task 1	Task 2	Totals
Timing of task	Term 2 Week 5	Term 4 Week 3	
Type of task	Practical Project 1 & Research Task: Industry Techniques	Practical Project 2 & Portfolio	
Related Outcomes	IND5-1, IND5-3, IND5-6, IND5-7, IND5-9, IND5-10	IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	
Syllabus Content Area & Weighting			
Design Management & Communication	10	10	20
Production	15	35	50
Industry Related Manufacturing Technology	25	5	30
Task weighting %	50		
Component			
Component Knowledge and understanding of Course Content	15	15	30
Knowledge & Skills in research, problem solving, design & production	35	35	70
Component Weighting %	50	50	100

iStem – 200 Hour Course

Task number	Task 1	Task 2	Totals
Timing of task	Term 2 Week 2	Term 4 Week 2	
Type of task	Biomedical Grabbing Device - practical task & portfolio	CO ² Car - practical task & portfolio	
Related Outcomes	ST5-4, ST5-5, ST5-6, ST5-7, ST5-10	ST5-1, ST5-2, ST5-3, ST5-8, ST5-9	
Syllabus Content Area & Weighting			
Research	5	5	10
Skills	30	20	50
Problem Solving	10	15	25
Knowledge & Understanding	5	10	15
Task weighting %	50	50	100

Marine & Aquaculture Technology

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 2 Week 2	Term 2 Week 8	Term 3 Week 7	Term 4 Week 3	
Type of task	First Aid/Surf survival Employment & Antarctica Case Study	Aquarium Logbook	Crustacean Depth Study	Yearly Examination	
Related Outcomes	MAR5-1, MAR5-2, MAR5- 7, MAR5-11, MAR5-12	MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-2, MAR 5-8, MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-1, MAR 5-3, MAR5-4, MAR5-5, MAR5-6, MAR5-7, MAR5-14	
Syllabus Content Area & Weighting					
Biology and Ecology		10	7.5	5	22.5
Leisure	5			5	10
Aquaculture		10	7.5	5	22.5
Employment	15		5	5	25
Management	5	5	5	5	20
Task weighting %	25	25	25	25	100

Mathematics - Stage 5.1

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 11	Term 2 Week 7	Term 3 Week 8	Term 4 Week 4	
Type of task	Summary Sheet Test	Summary Sheet Test	Assignment	Yearly Examination	
Related Outcomes	MA5.1-8MG, MA5.2-12MG, MA5.2-16SP	MA4-8NA, MA4-10NA	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-6NA, MA5.1-7NA, MA5.1-10MG	MA4-8NA, MA4-10NA, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-10MG, MA5.2-12MG, MA5.2-16SP	
Syllabus Content Area & Weighting					
Working Mathematically			5		5
Number and Algebra		25	13	10	48
Measurement and Geometry	17		7	10	34
Statistics and Probability	8			5	13
Task weighting %	25	25	25	25	100
Component					
Understanding, fluency and communication	12.5	12.5	12.5	12.5	50
Problem solving, reasoning and justification	12.5	12.5	12.5	12.5	50
Component weighting %	25	25	25	25	100

Mathematics - Stage 5.2

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 11	Term 2 Week 7	Term 3 Week 8	Term 4 Week 4	
Type of task	Summary Sheet Test	Summary Sheet Test	Assignment	Yearly Examination	
Related Outcomes	MA5.2-11MG, MA5.2-12MG, MA5.2-16SP	MA5.2-6NA, MA5.2-8NA	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM MA5.2-9NA, MA5.2-10NA, MA5.2-13MG, MA5.3-15MG	MA5.2-6NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.3-15MG MA5.2-16SP	
Syllabus Content Area & Weighting					
Working Mathematically			5		5
Number and Algebra		25	13	10	48
Measurement and Geometry	17		7	10	34
Statistics and Probability	8			5	13
Task weighting %	25	25	25	25	100
Component					
Understanding, fluency and communication	12.5	12.5	12.5	12.5	50
Problem solving, reasoning and justification	12.5	12.5	12.5	12.5	50
Component weighting %	25	25	25	25	100

Mathematics - Stage 5.3

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 11	Term 2 Week 7	Term 3 Week 8	Term 4 Week 4	
Type of task	Summary Sheet Test	Summary Sheet Test	Assignment	Yearly Examination	
	MA5.3-13MG, MA5.3-14MG, MA5.3-19SP	MA5.3-5NA, MA5.3-7NA	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA, MA5.3-9NA, MA5.3-15MG	MA5.3-5NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG, MA5.3-19SP	
Syllabus Content Area & Weighting					
Working Mathematically			5		5
Number and Algebra		25	13	10	48
Measurement and Geometry	17		7	10	34
Statistics and Probability	8			5	13
Task weighting %	25	25	25	25	100
Component					
Understanding, fluency and communication	12.5	12.5	12.5	12.5	50
Problem solving, reasoning and justification	12.5	12.5	12.5	12.5	50
Component weighting %	25	25	25	25	100

Music

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 6	Term 4 Week 3	
Type of task	'Like a Version' Australian Music Performance & Composition	Music of a Culture Research, Compose	'Music for Large Ensembles' Score Reading & Listening Paper	Performance	
Related Outcomes	5.1,5.2, 5.4, 5.6, 5.7.	5.4, 5.5, 5.6, 5.8, 5.10.	5.7, 5.8, 5.9, 5.11	5.1, 5.2, 5.3, 5.12	
Syllabus Content Area & Weighting					
Composition	10	20			30
Listening		10	20		30
Performance	10		10	20	40
Task weighting %	20	30	30	20	100
Component					
Composition	10	20			30
Listening		10	20		30
Performance	10		10	20	40
Component weighting %	20	30	30	20	100

Outdoor Recreation

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1	Term 2 Week 7	Term 3	Term 4 Week 4	
Type of task	Formative Assessment	Summative Task	Formative Task	Summative Task	
Related Outcomes	OE5-1 / OE5-2 / OE5-3/ OE5-7 / OE5-8 / OE5-10	OE5-4 / OE5-8	OE5-4 / OE5-6	OE5-5 / OE5-8	
Option 5 – Building connection	25				25
Option 1 – Bushcraft and navigation in the outdoors		25			25
Option 2 – First aid in outdoor environments			25		25
Option 7 – Expedition Preparation				25	25
Task weighting %	25	25	25	25	100
Component weighting %	25	25	25	25	100

PASS

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1	Week 4, Term 2	Term 3	Term 4	
Type of task	Formative Assessment	Research Task	Formative Assessment	Formative Assessment	
Related Outcomes	5.1, 5.2, 5.7, 5.8	5.3, 5.4, 5.10 [5.7, 5.9- Formative Assessment]	5.5, 5.6, 5.8	5.1, 5.2, 5.10	
Syllabus Content Area & Weighting					
Physical Fitness	25				25
Lifestyle, Leisure and Recreation		25			25
Coaching			25		25
Nutrition & Physical Activity / Fundamentals of Movement Skill Development				25	25
Task weighting %	25	25	25	25	100

PDHPE

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 8	Term 2	Term 3	Term 4	
Type of task	Selfie Task and Reflective Journal	Formative Assessment	Formative Assessment	Formative Assessment	
Summative Outcomes	5.1, 5.3, 5.6, 5.9, 5.10				
Formative Outcomes	5.4	5.2, 5.5, 5.8	5.2, 5.4, 5.7	5.5, 5.11	
Syllabus Content Area & Weighting					
Health, Wellbeing and Relationships. Healthy, Safe and Active Lifestyles (Selfie Unit)	25				25
Movement Skill and Performance (Court Sports)		25			25
Health, Wellbeing and Relationships. Healthy, Safe and Active Lifestyles (Driver Education Unit) Indigenous Games			25		25
Movement Skill and Performance (Hitting and Striking / Creative Games)				25	25
Task weighting %	25	25	25	25	100

Photography & Digital Media (200 hrs)

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 8	Term 2 Week 9	Term 3 Week 7	Term 4 Week 4	
Type of task	Portfolio 1	Portfolio 2	Portfolio 3	Portfolio 4	
Related Outcomes	5.3, 5.4, 5.5, 5.7, 5.9	5.1, 5.3, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Syllabus Content Area & Weighting					
Practice	15	20	15	20	70
Critical & Historical	15		15		30
Task weighting %	30	20	30	20	100
Component					
Making	15	20	15	20	70
Critical & Historical Interpretations	15		15		30
Component weighting %	30	20	30	20	100

Photomedia

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	Term 4 Week 4	
Type of task	Portfolio 1	Portfolio 2	Portfolio 3	Portfolio 4	
Related Outcomes	5.1, 5.2, 5.4, 5.6	5.1, 5.4, 5.5, 5.6	5.1, 5.2, 5.4, 5.6, 5.7	5.1, 5.4, 5.5, 5.6	
Syllabus Content Area & Weighting					
Art Making	25	25	20	20	90
Critical and Historical Studies			10		10
Task weighting %	25	25	30	20	100
Component					
Making Art	25	25	20	20	90
Critical and Historical Studies			10		10
Component weighting %	25	25	30	20	100

Psychology

Task number	Task 1	Task 2	Task 3	Totals
Timing of task	Term 1 Week 10	Term 2 Week 7	Ongoing	
Type of task	Assessment Task 1	Assessment Task 2	Coursework*	
Related Outcomes	PSY5-1, PSY5-2, PSY5-4, PSY5-6, PSY5-8	PSY5-1, PSY5-2, PSY5-5, PSY5-7, PSY5-8	PSY5-1, PSY5-2, PSY5-3, PSY5-5, PSY5-6, PSY5-7, PSY5-8	
Syllabus Content Area & Weighting				
Core: What is Psychology?	20			20
Core: Research Methods in Psychology		30		30
Option 1: Biological Bases of Behaviour Option 4: Forensic Psychology Option 5: Psychology & Society Option 8: Psychology of Success			50	50
Task Weighting %	20	30	50	100

**Students are encouraged to submit various examples of coursework completed in class. This provides students with multiple and varied opportunities to show mastery of learning outcomes, to apply feedback and to work towards their personal best over a period of time. Using formative assessment, these submissions can be counted towards potentially improving upon their final NESA grade in this course.*

Science

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 7- 8	Term 4 Week 4	
Type of task	Student Research Project	Skills Portfolio	Topic Summaries and VALID 10	Yearly Examination	
Related Outcomes	SC5 – 4WS, SC5 – 5WS, SC5 – 6WS, SC5 – 7WS, SC5 – 8WS, SC5 – 9WS	SC5 – 4WS, SC5 – 5WS, SC5 – 6WS, SC5 – 7WS, SC5 – 8WS, SC5 – 9WS	SC5 – 4WS, SC5 – 5WS, SC5 – 9WS, SC5 – 10PW, SC5 – 11PW, SC5 – 12ES, SC5 – 13ES, SC5 – 14LW, SC5 – 15LW, SC5 – 16CW, SC5 – 17CW	SC5 – 8WS, SC5 – 9WS, SC5 – 10PW, SC5 – 11PW, SC5 – 12ES, SC5 – 13ES, SC5 – 14LW, SC5 – 15LW, SC5 16CW, SC5 – 17CW	
Formative Outcomes		ALL			
Syllabus Content Area & Weighting					
Working Scientifically WS	25	30	5	4	64
Physical World PW			5	4	9
Earth & Space ES			5	4	9
Living World LW			5	4	9
Chemical World CW			5	4	9
Task weighting %	25	30	25	20	100

Sport and Recreation

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1	Term 2	Term 3	Term 4	
Type of task	Practical Formative Assessment	Practical Formative Assessment	Practical Formative Assessment	Practical Formative Assessment	
Related Outcomes	1.1, 1.2	1.1, 1.2, 2.1	1.1, 3.1, 3.2	1.1, 3.1, 3.2	
Syllabus Content Area & Weighting					
Sports and Recreation	25				25
Games and Sports		25			25
Skills for performance in Sports and Recreation			25		25
Principles of efficient participation in Sports and Recreation				25	25
Task weighting %	25	25	25	25	100

Targeted Sports (HPGE) Male / Female Athletes

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1	Term 2	Term 3	Term 4	
Type of task	Practical Formative Assessment	Practical Formative Assessment	Practical Formative Assessment	Practical Formative Assessment	
Related Outcomes	1.1, 3.1	1.1, 1.2, 2.1	1.1, 3.1, 3.2	1.1, 3.2	
Syllabus Content Area & Weighting					
Fitness Requirements	25				25
Efficient Participation		25			25
Enhancing Performance			25		25
Personal Skills for Performance				25	25
Task weighting %	25	25	25	25	100

Visual Arts

Task number	Task 1	Task 2	Task3	Task 4	Totals
Timing of task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5	
Type of task	Artmaking & Critical Study	Artmaking & Report	Artmaking & Comparative Analysis	Artmaking & Critical Review	
Related Outcomes	5.1, 5.2, 5.3, 5.5, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.6, 5.7, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.6, 5.7, 5.9	
Syllabus Content Area & Weighting					
Art Making	15	15	15	15	60
Critical & Historical Studies	10	10	10	10	40
Task weighting %	25	25	25	25	100
Component Art Making	15	15	15	15	60
Critical & Historical Studies	10	10	10	10	40
Component Weighting %	25	25	25	25	100

APPENDICES



ABSENCE DUE TO ILLNESS OR MISADVENTURE

Brisbane Water Secondary College has a process in place to support all students who experience illness or misadventure in relation to assessment tasks. It is important that all students and families familiarise themselves with the illness/misadventure process. See the flow chart below. For more information refer to the Brisbane Water Secondary College Assessment Policy.

1

- **Phone call:** Notify the Deputy Principal by telephone (02) 4341 1600 on the day of the assessment task prior to 9.00am and give an anticipated date of return to school.

2

- **Assessment Task Review Application:** By 9.00am on the day of return to school (the first school day the student is not covered by the medical certificate) see the Deputy Principal to collect an **Assessment Task Review Application**. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task.

3

- **Liaise with the Classroom Teacher and Head Teacher of the Faculty:** Students must see their classroom teacher with the **Assessment Task Review Application**. The Classroom Teacher and Head Teacher will provide a comment/ recommendation. Recommendations may include: an extension, a new task or completion of the task in your next class period.

4

- **Attach Evidence:** The student must attach evidence that covers the day of the assessment task and all other absences until the task is completed. Pay close attention to all instructions on the **Assessment Task Review Application**. Submitting incomplete forms will jeopardise the application's success.

5

- **Assessment Task:** Be prepared to sit for the task, or if deemed appropriate, a substitute task, **on the day of their return to school as per recommendation by Head Teacher of that faculty.**



ASSESSMENT TASK REVIEW APPLICATION

Name: _____ Roll Class: _____ Course: _____ Assessment Task: _____

Date of Task: _____

Reason for application (please tick):

- ☐ Absent the day before an Assessment Task
- ☐ Late to class the day before an Assessment Task
- ☐ Extension (due to illness or exceptional circumstances)
- ☐ Absent from Assessment Task, or absent when an Assessment Task is due (due to illness or exceptional circumstances)
- ☐ Special Consideration (due to Illness/Misadventure/Exceptional Circumstances leading up to an Assessment Task, or on the day of an Assessment Task)

Were you provided with Disability Provisions for this assessment task?

- ☐ No
- ☐ Yes If yes please provide details _____

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

I understand that this review cannot be withdrawn. I have attached (please tick and complete relevant information)

- ☐ Medical Certificate from Doctor: _____ Date: _____
- ☐ Statutory Declaration: _____ Date: _____
- ☐ Other (please describe): Supporting letter from my parent/caregiver _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Classroom Teacher/ Head Teacher recommendation: [this may include extension time, completion of task on day of return]

Head Teacher Signature _____ Date: _____

HSC Deputy Principal / Panel's recommendation:

- ☐ Upheld
- ☐ To be reviewed
- ☐ Declined

Signature of HSC Deputy Principal: _____ Date: _____

Copies to:

Deputy Principal:

Head Teacher:

Class Teacher:

Office File



Brisbane Water Secondary College

STUDENT ASSESSMENT TASK REVIEW REQUEST

This form should be completed only if the student feels that they have met the assessment criteria requirements as detailed in the assessment task and marking criteria and is requesting a review of the assessment process.

This form is to be completed and signed by the student and a parent/caregiver within 5 school days of the marks being returned.

Student Name: _____

Class: _____

In lodging a review request, the Deputy Principal, in consultation with your Classroom Teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in your review request. The review may result in the final mark remaining the same or becoming higher or lower than the original mark.

The Deputy Principal will decide whether there is sufficient evidence to change the original assessment mark.

I wish to have the Deputy Principal consider my review request in the following course:

Course Name	Assessment Task/ Number

Student Statement in Support of Review:

You need to detail how you have completed all and/or assessment task

My review request is based on the following grounds:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

(Additional pages may be stapled if more space is needed.)

The Deputy Principal will advise you of the outcome of the School Review of your request within one week. If the Deputy Principal declines your review you may ask to have the matter reviewed by the Principal. The Principal will notify you of the outcome of your review. The Principal's decision is final.

Student's Signature: _____ **Date:** _____

Parent/Caregiver's Signature: _____ **Date:** _____

SAMPLE COPY OF OFFICIAL WARNING LETTER



Brisbane Water Secondary College

Edward St
Woy Woy NSW
2250
Ph: 02 43411600

Email: woywoy-h.school@det.nsw.edu.au

Dear Ms Jones

I am writing to advise that your child AB Jones is in danger of not meeting the Course Completion Criteria for the English Stage 5 (Year 10) course.

Course Completion Criteria

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

- a) Followed the course developed or endorsed by the NSW Education Standards Authority; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- c) Achieved some or all of the outcomes.

The NSW Education Standards Authority requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as **Warning 1** that we have issued concerning **English**. A minimum of two course specific warnings must be issued prior to a final "N" Determination being made for a course. Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement.

N Award Description: **Non completion of Task 1- Poetry**

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment Task 1- Poetry	35%	1 st Jan 2024	Completion and submission of task	14 th Jan 2021

In order for **AB Jones** to satisfy the Course Completion Criteria, the aforementioned task requirements or outcomes need to be satisfactorily completed/achieved. Please discuss this matter with **AB** and contact the School (Classroom teacher: **Mrs Smith**) if further information or clarification is needed.

Yours faithfully,

Principal/Deputy Principal

Head Teacher

REPLY SLIP - N AWARD: Requirements for the satisfactory completion of a HSC Course:

I have received the letter dated 2nd January 2020 indicating that **AB Jones** is in danger of not having satisfactorily completing **English Assessment Task 1- Poetry**

I am aware that the "N" determination may make my child ineligible to receive a Grade in Stage 5.

I am also aware that this course may not appear on their Course Record of Achievement.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____

AB Jones

Date _____

PLEASE RETURN SLIP TO YOUR CLASS TEACHER: **Mrs Smith**



Brisbane Water Secondary College

STAGE 5 – YEAR 10 - ASSESSMENT BOOKLET ACKNOWLEDGEMENT

I _____, (*name printed*) have received the Brisbane Water Secondary College assessment document for 2024.

I am aware of the requirements for each course, and I have noted in particular the sections relating to “**Late Work**”, and the “**NESA’s Policy on Non-Attempts**”.

Any assessment handed in **late** will be **checked diagnostically** and will receive **penalties**:

- **1 Day late – loss of 50%**
- **2 Days late – loss of 75%**
- **More than 2 days late – Zero marks**

A candidate receives zero marks for an assessment task:

- For non-completion of a task, or
- Standard of work is considered to be a NON-ATTEMPT and/or
- Work is directly plagiarised

“When a candidate has been given zero marks (i.e. NON-ATTEMPT) because of failure to complete assessment tasks totalling 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily.”

In these circumstances the candidate may be ineligible to progress to Year 11.

NB: Candidates and parents will be notified in writing when tasks are NON-ATTEMPTS and when the “50% rule” is in danger of being breached.

Student Signature

Please note, assessment booklets were emailed to parents and students via schoolbytes on 16/2/2024

Date: _____

This page is to be left in the booklet.

A separate COLOUR sheet enclosed is to be completed and returned to the Front Office.



	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat / Sun
January February	1		Staff Development Day 1	Staff Development Day 2	Students return		
		29	30	31	1	2	3/4
February	2						
		5	6	7	8	9	10/11
February	3						
		12	13	14	15	16	17/18
February	4						
		19	20	21	22	23	24/25
February March	5						
		26	27	28	29	1	2/3
March	6						
		4	5	6	7	8	9/10
March	7						
		11	12	13	14	15	16/17
March	8						
		18	19	20	21	22	23/24
March	9					Good Friday	Easter
		25	26	27	28	29	30/31
April	10	Easter Monday					
		1	2	3	4	5	6/7
April	11					Last day of term	
		8	9	10	11	12	13/14



**BRISBANE
WATER
SECONDARY
COLLEGE**

TERM 2 - 2024

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat / Sun
April May	1	29	Students Return 30	1	2	3	4/5
May	2	6	7	8	9	10	11/12
May	3	13	14	15	16	17	18/19
May	4	20	21	22	23	24	25/26
May	5	27	28	29	30	31	1/2
June	6	3	4	5	6	7	8/9
June	7	10	11	12	13	14	15/16
June	8	17	18	19	20	21	22/23
June	9	24	25	26	27	28	29/30
July	10	1	2	3	4	Students last day 2023 5	6/7



TERM 3 - 2024

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat / Sun
July	1		Students return				
		22	23	24	25	26	27/28
July August	2						
		29	30	31	1	2	3/4
August	3						
		5	6	7	8	9	10/11
August	4						
		12	13	14	15	16	17/18
August	5						
		19	20	21	22	23	24/25
August	6						
		26	27	28	29	30	31/1
September	7						
		2	3	4	5	6	7/8
September	8						
		9	10	11	12	13	14/15
September	9						
		16	17	18	19	20	21/22
September	10					Students last day 2023	
		23	24	25	26	27	28/29



	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat / Sun
October	1	Students return 14	15	16	17	18	19/20
October	2	21	22	23	24	25	26/27
October November	3	28	29	30	31	1	2/3
November	4	4	5	6	7	8	9/10
November	5	11	12	13	14	15	16/17
November	6	18	19	20	21	22	23/24
November	7	25	26	27	28	29	30/1
December	8	2	3	4	5	6	7/8
December	9	9	10	11	12	13	14/15
December	10	16	17	18	Students last day 2024 19	20	21/22