

# BRISBANE WATER SECONDARY COLLEGE

WOY WOY



CAMPUS

YEAR 10 ASSESSMENT BOOKLET  
2021

*STRENGTH THROUGH UNITY*

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## STAGE 5 ROSA ASSESSMENT PROCEDURES 2021

### 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**

Year	Course	Result
2018	Board Developed Courses	
	English	B
	Mathematics	CS
	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: 92292223  
 Issued by NESAA without alteration or measure on 17 November 2020 at Sydney, NSW, Australia

*[Signature]*  
 Chief Executive Officer  
 NSW 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. NESAA 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

NESAA 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)
- keeping records of each student’s performance in each assessment task
- providing students with information on their progress
- providing meaningful feedback to each student for all assessment tasks
- 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 may 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).
- (iii)

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 NESAs), 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 SCHOOL 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 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.

### 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** may 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 or late a 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 Stage 5 course, students must complete 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 a Grade 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 a 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 NESAs.

### 3.20 REVIEW OF FINAL RANK

Should any ranking differ from that expected, based upon previous information, a review of the ranking may be requested by the student. Marks awarded by teachers for individual assessment tasks are **not** subject to this appeal mechanism.

The School's Review Panel (comprising of the Principal and the Deputy Principals) will carry out a review to establish whether:

- the weightings specified by the school assessment schedules conform with Board requirements
- the procedures used by the school for determining the final assessment mark conform with its stated assessment schedule (in particular the weightings used for the various tasks are consistent with those specified in the assessment schedule)
- there are no computational or other clerical errors in the determination of the assessment mark
- If the school's review panel is satisfied that these conditions have been met, there will be no change to the assessment and the final rank will remain the same.

A further appeal may be lodged through the Principal to NESAs if the student is dissatisfied with the school review procedures.

### 3.21 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 hypoglycaemic 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.

## Agriculture

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 9	Term 2 Week 6	Term 3 Week 5	Term 4 Week 5	
Type of task	Pig Research Task & Portfolio Assignment	Agricultural Practical Assessment	Beef Research & Portfolio Assignment	Yearly Examination	
Related Outcomes	AG5-1, AG5-4, AG5-9, AG5-12	AG5-1, AG5-4, AG5-7, AG5-13, AG5-14	AG5-1, AG5-2, AG5-4, AG5-5, AG5-8, AG5-9, AG5-10, AG5-12	AG5-1, AG5-3, AG5-4, AG5-5, AG5-7, AG5-10, AG5-12	
<b>Syllabus Content Area &amp; Weighting</b>					
Agricultural Systems & Management	10	5	10	5	<b>30</b>
Plant Production 2		15	5	10	<b>30</b>
Animal Production 2	15	10	10	5	<b>40</b>
<b>Task weighting %</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>100</b>

## Automotive Technology – Building &amp; Construction Technology – Multimedia Technology- Timber Technology

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1 Week 10	Term 3 Week 10	Term 4 Week 4	
<b>Type of task</b>	Research Task W H & S	Research Task New & Emerging Technologies	Practical Project & Management Folio	
<b>Related Outcomes</b>	IND5-1, IND5-5	IND5-5, IND5-8, IND5-9, IND5-10	IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	
<b>Syllabus Content Area &amp; Weighting</b>				
Industry Study	20			<b>20</b>
Design Management & Communication	10	10	15	<b>35</b>
Production			25	<b>25</b>
Industry Related Manufacturing Technology		20		<b>20</b>
<b>Task weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
<b>Component</b>				
Component Knowledge and understanding of Course Content	20		30	<b>50</b>
Knowledge & Skills in research, problem solving, design & production	10	30	10	<b>50</b>
<b>Component weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Child Studies

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



## Commerce

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
<b>Type of task</b>	Report	Case Study	Portfolio	
<b>Related Outcomes</b>	COM5.1, COM5.4, COM5.6, COM5.7, COM5.9	COM5.1, COM5.2, COM5.3, COM5.5, COM5.7	COM5.2, COM5.4, COM5.5, COM5.8, COM5.9	
<b>Syllabus Content Area &amp; Weighting</b>				
Core: The Economic & Business Environment	30			<b>30</b>
Core: Law, Society & Political Involvement		30		<b>30</b>
Option: Towards Independence			40	<b>40</b>
Option: School-developed Option				
<b>Task weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Dance

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 8	Term 2	Term 3	Term 4 Week 3	
Type of task				Practical and Verbal Task	
Summative Outcomes				5.1.3, 5.2.1, 5.2.2, 5.4.1	
Formative Outcomes	5.1.1, 5.2.1, 5.3.1	5.1.2, 5.2.1, 5.3.1	5.2.2, 5.3.1, 5.3.2, 5.3.3		
<b>Syllabus Content Area &amp; Weighting</b>					
Performance					
Composition					
Appreciation					
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Drama

Task number	Task 1	Task 2	Task 3	Task 4	Totals
<b>Timing of task</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8	Term 4 Week 4/5	
<b>Type of task</b>	Performance & Logbook	Performance & Reflection	Director's Portfolio	Yearly Examination	
<b>Related Outcomes</b>	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.1	5.1.1, 5.1.2, 5.1.3, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.1, 5.1.3, 5.2.2, 5.2.3, 5.3.1	5.1.1, 5.3.2, 5.3.3	
<b>Syllabus Content Area &amp; Weighting</b>					
Improvisation & Playbuilding	30				<b>30</b>
Around the World		30			<b>30</b>
On the Stage			30		<b>30</b>
Course content				10	<b>10</b>
<b>Task weighting %</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>100</b>
<b>Component</b>					
Making	20	10	10		<b>40</b>
Performing	10	10	10		<b>30</b>
Appreciating		10	10	10	<b>30</b>
<b>Component weighting %</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>10</b>	<b>100</b>

## English

Task number	Task 1	Task 2	Task3	Task 4	Totals
<b>Timing of task</b>	Term 1 Week 7	Term 2 Week 9	Term 3 Week 7	Term 4 Week 4	
<b>Type of task</b>	Critical Essay	Imaginative Task	Multimodal task with Reflection	Yearly Examination	
<b>Related Outcomes</b>	EN5-1A EN5-3B EN5-7D EN5-8D	EN5-1A EN5-4B EN5-5C EN5-6C	EN5-2A EN5-3B EN5-4B EN5-7D EN5-8D EN5-6C EN5-9E	EN5-1A EN5-3B EN5-4B EN5-5C EN5-7D	
<b>Syllabus Content Area &amp; Weighting</b>					
<b>Novel Study</b>	<b>30</b>				<b>30</b>
<b>Shakespeare Study</b>		<b>20</b>			<b>20</b>
<b>Persuasive Unit</b>			<b>30</b>		<b>30</b>
<b>Course content</b>				<b>20</b>	<b>20</b>
<b>Task weighting %</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>
<b>Skills</b>					
Communicate through speaking, listening, reading, writing, viewing and representing	X	X	X	X	
Use language to shape and make meaning according to purpose, audience and context		X	X	X	
Think in ways that are imaginative, creative, interpretive and critical	X	X	X	X	
Express themselves and their relationships with others and their world	X		X		
Learn and reflect on their learning through their study of English			X		

## Food Technology

Task number	Task 1	Task 2	Total
<b>Timing of task</b>	Term 2 Week 8-10	Term 4	
<b>Type of task</b>	Portfolio and Practical Task	Portfolio and Practical Task	
<b>Related Outcomes</b>	FT5-3, FT5-4, FT5-6, FT5-7, FT5-12	FT5-8, FT 5-9, FT5-12, FT 5-13	
<b>Syllabus Content Area &amp; Weighting</b>			
Food Trends	30		<b>30</b>
Food Service and Catering	30		<b>30</b>
Food Product Development		40	<b>40</b>
<b>Task weighting %</b>	<b>60</b>	<b>40</b>	<b>100</b>
Knowledge and Understanding	30	20	<b>50</b>
Practical Application	30	20	<b>50</b>
<b>Component weighting % %</b>	<b>60</b>	<b>40</b>	<b>100</b>

The following outcomes will be assessed in class practical lessons

FT 5-1 Demonstrates hygienic handling of food to ensure a safe and appealing product

FT 5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT 5-5 applies appropriate methods of food processing, preparation and storage

FT 5-10 selects and employs appropriate techniques and equipment for a variety of food specific purposes

FT 5-11 plans, prepares, presents and evaluates food solutions for specific purposes

## French

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Totals</b>
<b>Timing of task</b>	Term 2 Week 2	Term 3 Week 8	
<b>Type of task</b>	Semester One Assessment	Semester Two Assessment	
<b>Related Outcomes</b>	LFR5-2C, LFR5-1C, LFR5-6U, LFR5-7U, LFR5-8U	LFR5-3C, LFR5-5U, LFR5-4C, LFR5-6U	
<b>Syllabus Content Area &amp; Weighting</b>			
Reading	30		<b>30</b>
Speaking		15	<b>15</b>
France & Things French (HSIE)	5	5	<b>10</b>
Writing		30	<b>30</b>
Listening	15		<b>15</b>
<b>Task weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Fun with Art

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	Term 4 Week 3	
Type of task	Portfolio 1	Portfolio 2	Portfolio 3	Portfolio 4	
Related Outcomes	5.4, 5.10	5.1, 5.6	5.1, 5.4, 5.6, 5.10	5.1, 5.6	
<b>Syllabus Content Area &amp; Weighting</b>					
Art Making	15	25	15	25	<b>80</b>
Critical and Historical Studies	10		10		<b>20</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Component</b>					
Making Art	15	25	15	25	<b>80</b>
Critical and Historical Studies	10		10		<b>20</b>
<b>Component weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Games and Recreation

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



## Geography Semester 1

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1, Week 10	Term 2, Week 4	
<b>Type of task</b>	Human Wellbeing Task	Environmental Portfolio	
<b>Summative Outcomes</b>	GE5-6, GE5-8	GE5-4, GE5-5	
<b>Formative Outcomes</b>	GE5-1, GE5-7	GE5-2, GE5-7	
<b>Syllabus Content Area &amp; Weighting</b>			
Human Wellbeing	50		<b>50</b>
Environmental Change & Management		50	<b>50</b>
<b>Task weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>Component</b>			
Human Wellbeing	50		<b>50</b>
Environmental Change & Management		50	<b>50</b>
<b>Component weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Geography – Semester 2

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Totals</b>
<b>Timing of task</b>	Term 3, Week 10	Term 4, Week 4	
<b>Type of task</b>	Human Wellbeing Task	Environmental Portfolio	
<b>Summative Outcomes</b>	GE5-6, GE5-8	GE5-4, GE5-5	
<b>Formative Outcomes</b>	GE5-1, GE5-7	GE5-2, GE5-7	
<b>Syllabus Content Area &amp; Weighting</b>			
Human Wellbeing	50		<b>50</b>
Environmental Change & Management		50	<b>50</b>
<b>Task weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>
<b>Component</b>			
Human Wellbeing	50		<b>50</b>
Environmental Change & Management		50	<b>50</b>
<b>Component weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## Get Cultured

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4	
<b>Type of task</b>	Cultural Media Analysis	Group Presentation	Culture Portfolio	
<b>Related Outcomes</b>	GC-4, GC-5, GC-6, GC-8	GC-5, GC-7, GC-8	GC-1, GC-2, GC-3, GC-8	
<b>Syllabus Content Area &amp; Weighting</b>				
Core 1			50	<b>50</b>
Core 2	30			<b>30</b>
Core 3		20		<b>20</b>
<b>Task weighting %</b>	<b>30</b>	<b>20</b>	<b>50</b>	<b>100</b>

## History – Semester 1

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1, Week 7	Term 1, Week 10 – Term 2, Week 4	
<b>Type of task</b>	Rights and Freedoms Task	Vietnam War and War on Terror Portfolio	
<b>Related Outcomes</b>	HT5-1, HT5-2, HT5-6, HT5-8, HT5-9, HT5-10	HT5-3, HT5-4, HT5-6, HT5-9	
<b>Syllabus Content Area &amp; Weighting</b>			
Rights and Freedoms	50		<b>50</b>
The Vietnam War and War on Terrorism		50	<b>50</b>
<b>Task weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## History – Semester 2

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Totals</b>
<b>Timing of task</b>	Term 3, Week 7	Term 3, Week 10 – Term 4, Week 4	
<b>Type of task</b>	Rights and Freedoms Task	Vietnam War and War on Terror Portfolio	
<b>Related Outcomes</b>	HT5-1, HT5-2, HT5-6, HT5-8, HT5-9, HT5-10	HT5-3, HT5-4, HT5-6, HT5-9	
<b>Syllabus Content Area &amp; Weighting</b>			
Rights and Freedoms	50		<b>50</b>
The Vietnam War and War on Terrorism		50	<b>50</b>
<b>Task weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## History Elective

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1 Week 10	Term 2 Week 10	Term 4 Week 3	
<b>Type of task</b>	Biography Website	Research Report	Coursework Portfolio	
<b>Related Outcomes</b>	HTE5-1, 5-2, 5-6, 5-7, 5-8	HTE5-1, 5-3, 5-4, 5-8, 5-10	HTE5-1, 5-5, 5-6, 5-8, 5-9, 5-10	
<b>Syllabus Content Area &amp; Weighting</b>				
History, Heritage and Archaeology	25		10	<b>35</b>
Ancient, Medieval and Modern Societies		25	10	<b>35</b>
Thematic Studies			30	<b>30</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

## Information and Software Technology

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1 Week 10	Term 3 Week 7	Term 4 Week 1	
<b>Type of task</b>	WRITTEN REPORT- ARTIFICIAL INTELLIGENCE	PRACTICAL PROJECT- ADVERTISING CAMPAGNE USING VIDEO SOFTWARE & POWERPOINT	PRACTICAL PROJECT & MANAGEMENT FOLIO	
<b>Related Outcomes</b>	5.3.1, 5.5.2, 5.5.3	5.1.1, 5.1.2, 5.3.1, 5.5.1	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5-3-2, 5-4-1, 5.5.1, 5.5.3	
<b>Syllabus Content Area &amp; Weighting</b>				
CORE	20			<b>20</b>
Artificial, Simulation and Modelling	10	10	15	<b>35</b>
Authoring and Multimedia			25	<b>25</b>
Digital Media -Software Development and Programming		20		<b>20</b>
<b>Task weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>
Component Knowledge & understanding of Course Content	15		35	<b>50</b>
Knowledge & skills in research, problem solving, design & production	15	30	5	<b>50</b>
<b>Component weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## iStem

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Totals</b>
<b>Timing of task</b>	Term 2 Week 4	Term 4 Week 4	
<b>Type of task</b>	Biomedical grabbing device/practical task and report	Motion and Flight +Practical Task, Research and Report	
<b>Related Outcomes</b>	2.1, 2.3, 4.3, 10.3	5.1, 5.5, 5.4, 5.5, 6.3, 6.4, 6.5, 10.2, 10.4, 10.5	
<b>Syllabus Content Area &amp; Weighting</b>			
Research	5	5	<b>10</b>
Skills	25	15	<b>40</b>
Problem Solving	20	10	<b>30</b>
Knowledge and Understanding		20	<b>20</b>
<b>Task weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>



## Junior Master Chef

Task number	Task 1	Task 2	Totals
	Term 2 Week 2	Term 4 Week 2	
<b>Type of task</b>	Practical and Portfolio	Practical and Portfolio	
<b>Outcomes</b>	1.1, 1.2	1.1,1.2	
<b>Content Area &amp; Weighting</b>			
Unit 1 – MasterChef basics	25		<b>25</b>
Unit 2 – Foods from around the world	25		<b>25</b>
Unit 3 - Let's get creative		50	<b>50</b>
<b>Task weighting %</b>	<b>50</b>	<b>50</b>	<b>100</b>
Practical application	40	40	<b>80</b>
Knowledge and understanding	10	10	<b>20</b>
<b>Component weighting</b>	<b>50</b>	<b>50</b>	<b>100</b>

**1.1: Demonstrate hygiene and safe work practices using appropriate food preparation skills and creative presentation techniques**

1.2: Creates a practical portfolio displaying evidence of designing, producing and evaluating food products.

## Law and Order

Task number	Task 1	Task 2	Task 3	Task 4	Totals
<b>Timing of task</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 6	Term 4 Week 3	
<b>Type of task</b>	Research and Debate task on government and legal systems	Coursework Portfolio	Student developed media research and creative presentation	Reflective Task	
<b>Related Outcomes</b>	LO-1, LO-3, LO-5, LO-6, LO-7, LO-8 LO-9	LO-2, LO-4, LO-7, LO-8 and LO-9	LO-1, LO-2, LO-3, LO-5, LO-6, LO-7, LO-8, LO-9	LO-1, LO-2, LO-6	
<b>Syllabus Content Area &amp; Weighting</b>					
Topic 1: The Nature of Legal Systems	20				<b>20</b>
Topic 2: Criminology		40			<b>40</b>
Topic 3: Law and Order in the World Today			30		<b>30</b>
Topic 4: Crime and Punishment				10	<b>10</b>
<b>Task weighting %</b>	<b>20</b>	<b>40</b>	<b>30</b>	<b>10</b>	<b>100</b>

## Marine & Aquaculture Technology

Task number	Task 1	Task 2	Task 3	Task 4	Totals
<b>Timing of task</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	Term 4 Week 3	
<b>Type of task</b>	First Aid/Surf survival skills/ Employment	Oceanography Research & Practical	Aquarium Logbook	Yearly Examination	
<b>Related Outcomes</b>	MAR5-7, MAR5-11, MAR5-12	MAR5-1, MAR5-2, MAR5-8 MAR5-13	MAR5-2, MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-1, MAR 5-3, MAR5-4, MAR5-5, MAR5-6, MAR5-7 , MAR5-14	
<b>Syllabus Content Area &amp; Weighting</b>					
Skills Management & Employment	10			5	<b>15</b>
Industries & Employment	15			5	<b>20</b>
Oceanography		15		5	<b>20</b>
Living Together in the Sea		15		5	<b>20</b>
Aquarium maintenance			20	5	<b>25</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Mathematics - Stage 5.1

	<b>Task 1</b>	<b>Task 2</b>	<b>Task3</b>	<b>Task 4</b>	<b>Totals</b>
	Term 1	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4	
<b>Type of task</b>	SmarterMaths Quizzes (5)	Summary Sheet Test	Assignment	Yearly Examination	
<b>Outcomes</b>	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA5.1-12SP, MA4-8NA, MA4-10NA	MA5.1-11MG, MA5.1-8MG, MA5.2-12MG	MA4-8NA, MA4-10NA, MA5.1-6NA, MA5.1-8MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP, MA5.2-12MG	
<b>Syllabus Content Area &amp; Weighting</b>					
Working Mathematically	25				<b>25</b>
Number and Algebra		15		8	<b>23</b>
Measurement and Geometry			25	9	<b>34</b>
Statistics and Probability		10		8	<b>18</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Component</b>					
Understanding, fluency and communication	12.5	12.5	12.5	12.5	<b>50</b>
Problem solving, reasoning and justification	12.5	12.5	12.5	12.5	<b>50</b>
<b>Component weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Mathematics – Stage 5.2

	<b>Task 1</b>	<b>Task 2</b>	<b>Task3</b>	<b>Task 4</b>	<b>Totals</b>
	Term 1	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4	
<b>Type of task</b>	SmarterMaths Quizzes (5)	Summary Sheet Test	Assignment	Yearly Examination	
<b>Outcomes</b>	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-15SP, MA5.2- 16SP, MA5.2-6NA, MA5.2-8NA	MA5.1-11MG, MA5.2- 11MG, MA5.2-12MG	MA5.1-11MG, MA5.2- 6NA, MA5.2-8NA, MA5.2-9NA, MA5.2- 11MG, MA5.2-12MG, MA5.2-13MG, MA5.2- 15SP, MA5.2-16SP, MA5.2-17SP	
<b>Syllabus Content Area &amp; Weighting</b>					
Working Mathematically	25				<b>25</b>
Number and Algebra		13		8	<b>21</b>
Measurement and Geometry			25	9	<b>34</b>
Statistics and Probability		12		8	<b>20</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Component</b>					
Understanding, fluency and communication	12.5	12.5	12.5	12.5	<b>50</b>
Problem solving, reasoning and justification	12.5	12.5	12.5	12.5	<b>50</b>
<b>Component weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Mathematics -Stage 5.3

	Task 1	Task 2	Task3	Task 4	Totals
	Term 1	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4	
<b>Type of task</b>	SmarterMaths Quizzes (5)	Summary Sheet Test	Assignment	Yearly Examination	
<b>Outcomes</b>	MA5.3-1WM, MA5.3- 2WM, MA5.3-3WM	MA5.3-18SP, MA5.3- 19SP, MA5.3-5NA, MA5.3-7NA	MA5.1-11MG, MA5.3- 13MG, MA5.3-14MG	MA5.1-11MG, MA5.2- 17SP, MA5.3-5NA, MA5.3-7NA, MA5.3-8NA, MA5.3-13MG, MA5.3- 14MG, MA5.3-15MG, MA5.3-18SP, MA5.3- 19SP	
<b>Syllabus Content Area &amp; Weighting</b>					
Working Mathematically	25				<b>25</b>
Number and Algebra		13		8	<b>21</b>
Measurement and Geometry			25	9	<b>34</b>
Statistics and Probability		12		8	<b>20</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Component</b>					
Understanding, fluency and communication	12.5	12.5	12.5	12.5	<b>50</b>
Problem solving, reasoning and justification	12.5	12.5	12.5	12.5	<b>50</b>
<b>Component weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Music

Task number			Task 1	Task 2	Totals
<b>Timing of task</b>	Term 1 Formative Assessment Ongoing	Term 2 Formative Assessment Ongoing	Term 3 Week 9	Term 4 Week 2	
<b>Type of task</b>	'Like a Version' Australian Music Arrangement, Interview, recording and Performance	'Protest Music' Australian Music v's the World Research and Composition	'Large Ensembles' and 'Music of a Culture' Composition Techniques and Listening Paper	'Music of A Culture Performance	
<b>Related Outcomes</b>	5.1, 5.4, 5.5, 5.6, 5.7, 5.11, 5.12	5.1, 5.2, 5.4, 5.5, 5.6, 5.11, 5.10, 5.12	5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.11, 5.12	
<b>Syllabus Content Area &amp; Weighting</b>					
Composition			20		<b>20</b>
Listening			30		<b>30</b>
Performance				50	<b>50</b>
<b>Task weighting %</b>			<b>50</b>	<b>50</b>	<b>100</b>
<b>Component</b>					
Composition			20		<b>20</b>
Listening			30		<b>30</b>
Performance				50	<b>50</b>
<b>Component weighting %</b>			<b>50</b>	<b>50</b>	<b>100</b>

## Outdoor Education

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1 Week 7	Term 2 Week 6	Term 3 Week 5	Term 4 Week 3	
<b>Type of task</b>		Examination / Practical			
<b>Formative Assessment of Outcomes</b>	1.2, 2.1, 2.3, 3.1, 4.3		2.2, 2.3, 3.3, 5.2	2.2, 4.1, 4.2, 5.3	
<b>Summative Assessment of Outcomes</b>		2.1, 3.3, 5.2, 5.3			
<b>Syllabus Content Area &amp; Weighting</b>					
Outdoor Activities & Leadership					
Outdoor Survival					
Bush Safety & Survival					
Camp Craft					
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



## PASS

Task number	Task 1	Task 2	Task 3	Task 4	Totals
Timing of task			Week 6, Term 3		
Type of task			Research Task		
Summative Assessment of Outcomes			5.3, 5.4, 5.10		
Formative Assessment of Outcomes	5.1, 5.2, 5.7, 5.8	5.1, 5.2, 5.5, 5.7, 5.8, 5.9, 5.10	5.7, 5.9,	5.5, 5.6, 5.8, 5.10	
<b>Syllabus Content Area &amp; Weighting</b>					
Physical Fitness	25				
Nutrition & Physical Activity / Fundamentals of Movement Skill Development		25			
Australia's Sporting Identity			25		
Coaching				25	
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## PDHPE

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

## Photography & Digital Media (200 hrs)

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3	
<b>Type of task</b>	Portfolio 1	Portfolio 2	Portfolio 3	Portfolio 4	
<b>Related Outcomes</b>	5.3, 5.4, 5.5, 5.7, 5.9	5.1, 5.2, 5.3, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.6, 5.9.	5.1, 5.5, 5.6, 5.8.	
<b>Syllabus Content Area &amp; Weighting</b>					
Practice	15	15	15	15	<b>60</b>
Critical & Historical	10	15	15		<b>40</b>
<b>Task weighting %</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>100</b>
<b>Component</b>					
Making	15	15	15	15	<b>60</b>
Critical & Historical Interpretations	10	15	15		<b>40</b>
<b>Component weighting %</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>100</b>

## Science

Task number	Task 1	Task 2	Task 3	Task 4	Totals
<b>Timing of task</b>	Term 1 Week 7	Term 2 Week 6	Term 3 Week 4	Term 4 Week 4	
<b>Type of task</b>	Student Research Project	Data Analysis & Stimulus Skills Task	Depth Study Research Task	Yearly Examination	
<b>Related Outcomes</b>	SC5 – 4WS, SC5 – 5WS, SC5 – 6WS, SC5 – 7WS, SC5 – 8WS, SC5 – 9WS	SC5-7WS, SC5 – 10PW, SC5 – 11PW, SC5 – 16PW, SC5 – 17PW	SC5 – 9WS SC5 – 13ES, SC5 – 15LW	SC5 – 8WS, SC5 – 9WS, SC5 – 10PW, SC5 – 11PW, SC5 – 12ES, SC5 – 13ES, SC5 – 14LW, SC5 – 15LW, SC5 – 16CW, SC5 – 17CW	
<b>Syllabus Content Area &amp; Weighting</b>					
Working Scientifically WS	25	5	5	5	<b>40</b>
Physical World PW		10		5	<b>15</b>
Earth & Space ES			10	5	<b>15</b>
Living World LW			10	5	<b>15</b>
Chemical World CW		10		5	<b>15</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Talented Athletes Program

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

## Visual Arts

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Totals</b>
<b>Timing of task</b>	Term 1 Week 6	Term 2 Week 2	Term 3 Week 9	Term 4 Week 3	
<b>Type of task</b>	Artmaking + Critical Study	Artmaking + Historical Study	Post Modernism + appropriation	Artmaking + Critical Study	
<b>Related Outcomes</b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6,	5.2,5.4, 5.5, 5.8	
<b>Syllabus Content Area &amp; Weighting</b>					
Art Making	15	15	15	15	<b>60</b>
Critical & Historical Studies	10	10	10	10	<b>40</b>
<b>Task weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>
<b>Component</b>					
Making Art	15	15	15	15	<b>60</b>
Critical / Historical Studies	10	10	10	10	<b>40</b>
<b>Component weighting %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# 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:**

<b>Course Name</b>	<b>Assessment Task/ Number</b>

**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:

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(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](mailto: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:

- Followed the course developed or endorsed by the NSW Education Standards Authority; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- Achieved some or all 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**

<b>Task Name/Course Requirement/Course Outcome</b>	<b>Percentage Weighting</b>	<b>Date Task Initially Due</b>	<b>Action Required by Student</b>	<b>Date to be Completed by</b>
Assessment Task 1- Poetry	35%	1 <sup>st</sup> Jan 2021	Completion and submission of task	14 <sup>th</sup> 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 2<sup>nd</sup> 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 2021.

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 give 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.

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*Student Signature*

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*Parent/Caregiver’s Name*

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*Parent/Caregiver’s Signature*

**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.**



