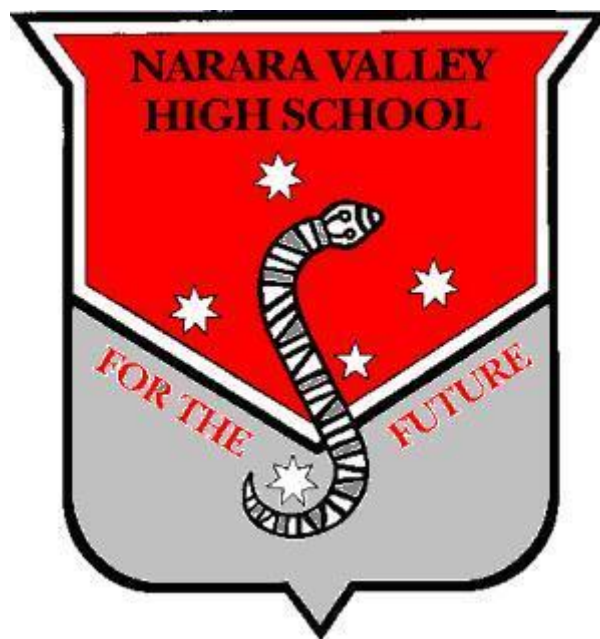


NARARA VALLEY

HIGH SCHOOL



YEAR 10

ASSESSMENT BOOKLET

2025

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- | | |
|-------------------------|--|
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| ● Big History | ● Japanese |
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1. INFORMATION FOR STUDENTS AND PARENTS

MINIMUM REQUIREMENTS FOR THE SUCCESSFUL COMPLETION OF YEAR 10

NESA – NSW EDUCATION STANDARDS AUTHORITY

The NESA is the authority responsible for approving the completion of Year 10. The following requirements **must** be met in order to qualify for a Record of School Achievement (RoSA).

Satisfactory completion of the NESA requirements in Stage 5 for:

- English
- Mathematics
- Science
- History
- Australian Geography, Civics and Citizenship
- Personal Development, Health and Physical Education.

Students must have met the NESA requirements for Stage 4 Language, Visual Arts, Music and Design and Technology.

Successful completion of studies in addition to the above courses (i.e. elective courses) is required in order to be recorded on the Record of School Achievement (RoSA) when they complete school.

WARNING: Failure to satisfactorily complete the Stage 4 and 5 requirements will lead to ineligibility for a RoSA as the student has failed to meet the minimum requirements for the completion of Year 10.

Students must also attend until the final day of Year 10. (Completion date will be advised each year by the DoE.)

SATISFACTORY COMPLETION OF A COURSE

The NESA sets the following definition. "A student will be considered to have satisfactorily completed a course, if in the Principal's view there is sufficient evidence that the student has:

- a. followed the course set
- 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.

For the satisfactory completion of a course, it is students responsibility to:

- a. complete all assigned work including each assessment task to the best of their ability;
- b. ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher;
- c. demonstrate that through effort and achievement students have met the requirements of the course.

ATTENDANCE

ABSENCE DURING THE YEAR

Principals may grant students leave for legitimate reasons such as illness or physical injury. If leave has been granted during the year, there will be no effect on course completion requirements. This is on the understanding that students have completed the compensatory assignments during the period of absence or have been able to catch up on missed work on your return to school.

If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year.

Any extensive period of unapproved absence may result in non-completion of a course(s) and may impact on eligibility to satisfactorily complete Year 10.

FINAL DATE FOR ATTENDANCE

It is a requirement for Year 10 students to attend school until the final day of Year 10 or as determined by the school system or Principal, unless an exemption has been granted by the Principal.

If students leave before the last day of Year 10 without an exemption or approval they will not satisfactorily complete Year 10. Unauthorised early departure from school in Year 10 may also jeopardise entry into Year 11 and HSC courses in Years 11 and 12.

As a guide NESAs suggests that if a student's attendance falls below 85%, a Principal may determine that, as a result of absence, the course criteria have not been met.

NOTIFICATION OF WARNINGS

Where students are in danger of failing to meet the requirements of the course, through failure to complete the course or through attendance, parents/caregivers will be advised by mail of the problem.

In general, if two warnings have been issued without any significant improvement in the area identified an "N" determination will be made.

It is strongly advised that if a "Year 10 Warning Letter" is received that parents contact the school as soon as possible, so that the situation can be rectified.

2. GRADING

Students will be awarded a Grade from A to E based on the school's assessment of each student's performance against Performance Descriptors for each subject. The Performance Descriptors are set by the NESAs.

Each subject will set Assessment Tasks throughout Year 10 to determine which Performance Descriptor best represents the Level of Achievement of each student at the end of Year 10.

There is no predetermined percentage of students to each grade e.g. Whilst it is unlikely, it is possible for all students to receive a Grade A if their performance matches the Performance Descriptor for Grade A.

The Current General Performance Descriptors are set out below:

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

3. ASSESSMENT TASKS

ASSESSMENT STATEMENT AND SCHEDULE

An Assessment Statement and Schedule is included in this booklet for all subjects studied. Students should retain this document for reference. This document advises students of the nature, value and approximate timing of assessment tasks. In general, students can expect to receive 10 days notice of the specific date for an Assessment Task in each subject.

Teachers are likely to set a number of tasks throughout the duration of the course that are not part of this statement. Whilst these tasks will not directly influence your Grade, they assist in the consolidation of knowledge and skills and will have an impact on students reports and course comments. It is therefore wise to prepare and do their best in all work set.

LATE SUBMISSION OF WORK

It is the responsibility of the student to be present for, or to hand in assessment tasks at the required time. **School policy states that late submission of assessment tasks will result in a mark of zero.**

APPLICATION FOR EXTENSION

Applications for extension of time due to illness and/or misadventure must be made in writing to the Head Teacher in charge of the course, prior to the task being due (one week earlier is advised). Applications must be made on the official application form (a sample form is attached). Applications will be reviewed by the Head Teacher and the class teacher concerned. The Year Adviser may be contacted if necessary. Students will be notified of the outcome of their application.

ABSENT FROM AN ASSESSMENT TASK THROUGH ILLNESS OR INJURY

If the student is absent for an assessable task, or fails to hand in a task on time, they **must** give evidence of the reason for their absence or failure or **receive a mark of zero**.

Appropriate evidence can include:

- i. A doctor's certificate is required for cases of illness;
- ii. Evidence from a parent/caregiver may be accepted (in other cases of serious misadventure);
- iii. Representing the school as sanctioned by the Principal. If representing the school, it is the student's responsibility to inform his/her teacher **before** the task with the required paperwork.

All such evidence must be presented on the **first day of return to school** after the task. This is a student obligation.

If the student's case is valid then the Head Teacher may direct:

- An extension of time;
- Completion of an alternative task;
- Or in exceptional circumstances, at the Principal's discretion, use of an estimate.

Each case will be judged on its merits. Alternative arrangements will not automatically be made on request.

Failure to comply with the requirements in the section above will result in a mark of zero for that task.

ILLNESS DURING TASK AT SCHOOL

Students who become ill during an assessment task at school and are unable to substantially complete the task may be set an alternative task.

MALPRACTICE

Where there is evidence of malpractice in assessment tasks students are to be awarded zero for the task. Where there is evidence of collusion on the same assessment task by two or more students, the Head Teacher will determine what, if any, marks are to be awarded to the students. Parents will be informed of the incident in writing.

Malpractice may include:

- The use of material that is not the work of the student;
- Use of straight downloads from the internet;
- Breaching school examination rules;
- Plagiarism;
- Using substantial amounts of work from another source without acknowledging the source.

DELIBERATE ABSENTEEISM

For students who absent themselves from any normal lessons or arrive late to school, the absence may be deemed that it was in order to complete or prepare for an assessment task. This will incur a mark of zero.

FORMAL EXAMINATION

Formal examinations will be held at the Yearly Examination times during Year 10. The nature and length of the examination will be discussed with students by the Head Teacher or Class Teacher.

MARK/GRADE QUERY

Any disagreement over the accuracy of a teacher's assessment should be resolved when the task is returned. Each teacher should establish a procedure with their classes that ensures accuracy of assessment. Disagreements that cannot be resolved at class level must be immediately referred to the Head Teacher. Matters that cannot be resolved at this level must be referred to the Deputy Principal.

4. STUDENT APPEALS AGAINST GRADES

Students may appeal against the grade awarded in any subject. Appeals must be made in writing by the date set out in Section 1 of the ACE Manual for that particular year. Students will be advised of the relevant date. Evidence must be supplied to support the appeal. It is unlikely that students will succeed in appeals, unless they can substantiate that their results were inconsistent with the progressive reporting from the school, on the relative achievements of its total candidature.

The school will rule on the appeal in the manner outlined in the Guidelines below. A student whose appeal is rejected has the right of appeal to the NESAs.

Students who wish to appeal against the grade awarded by the school, in any subject, must submit a written appeal to the Principal. Written evidence to support the appeal must accompany the appeal. An Appeals Tribunal will be constituted to review the appeal and decide whether the appeal is to be upheld or rejected. The Appeals Tribunal will consist of the Principal or delegate, the Head Teacher from the subject area and the Head Teacher Student Welfare (or nominee Head Teacher).

5. The RECORD OF SCHOOL ACHIEVEMENT (RoSA) is:

A CUMULATIVE CREDENTIAL- RECOGNISING ALL YOUR ACADEMIC ACHIEVEMENTS

Instead of just showing what student results were at the end of Year 10, the RoSA recognises that many students who leave school before completing their HSC complete some Year 11 courses.

The RoSA will show Year 10 grades, as well as any grades for Year 11 courses completed after that. If students start a course but leave school before completing it, the RoSA will show evidence of enrolment.

The RoSA will also show results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

A CREDENTIAL FOR SCHOOL LEAVERS

The RoSA will be awarded to all eligible students when they leave school.

If students transfer from one school to another at the end of Year 10, they will not receive a formal RoSA credential at that time.

To receive a RoSA students will need to meet the school's attendance requirements.

Students will be able to request a RoSA through the school when students talk to your teachers or Principal about leaving.

If students have completed any Life Skills courses, they will receive their Life Skills Profile of Student Achievement at the same time as the RoSA.

FAIR GRADES FOR EVERYONE

RoSA grades will be determined by teachers, using established guidelines and processes to ensure consistency of judgement.

Grades for all courses in Years 10 and 11 will be based on results in assessment tasks done throughout the year. Assessment tasks may include tests developed and used in the school.

The RoSA credential will report on achievements in Stage 5 courses, using A to E grades.

Teachers are very experienced already in determining grades based on assessments. As part of introducing the RoSA, NESAs will provide further support and resources to make sure grades are given fairly and consistently from school to school.

STUDENT RESPONSIBILITIES

To complete all assessment tasks to the best of their ability.

To ensure that all tasks are submitted on time or that the procedures outlined are followed.

To ensure that work submitted is their own work.

To ensure that any questions they have about marks, grades and comments awarded for an individual assessment task are resolved when the task is returned.

To demonstrate through effort and achievement that they have met all the requirements for the course.

To ensure that their attendance meets the requirements.

To ensure that they read and understand all the information noted above.

Any student who has a problem in understanding any information contained in this document should seek clarification from the Year Adviser, Deputy Principal or Principal.

YEAR 10 ASSESSMENT ENGLISH

Students in Year 10 English will experience a wide variety of activities that assess the major components of the English Syllabus: Reading, Writing, Listening, Viewing, Representing and Speaking.

Grades in English will be awarded from A-E.

The grade awarded to each student will be allocated according to that student's performance in the four assessment tasks outlined below indicating achievement of performance descriptors.

ASSESSMENT SCHEDULE

Topic	Close Study of Novel	Shakespeare Study	Concept Study - It's a Wonderful World	Poet Study	Speeches	Film Study
Assessment Task Areas for Assessment	Extended Response	Project Based Learning	Short answer and imaginative response	Extended Response	Speech	Project Based Learning
Outcomes	EN5 -RVL-01 EN5-URA-01 EN5-ECA-01	EN5 -RVL-01 EN5-URB-01 EN5-URC-01 ENR-ECA-01	EN5 -RVL-01 EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5 -RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5 -RVL-01 EN5-URA-01 EN5-URB-01 EN5-URC-01 EN5-ECA-01	EN5 -RVL-01 EN5-URB-01 EN5-ECA-01
Weighting	25%		25%	25%	25%	
Time of Task	Term 1 Week 9		Term 2 Week 10	Term 3 Week 7	Term 4 Week 4	

NB: School Report Assessment continues until the end of Term

YEAR 10 ASSESSMENT MATHEMATICS

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

Students will complete assessments on both core and path components (where applicable).

Student achievement will be recognised by the award of Record of Achievement (RoSA) A - E. This will be based on the course performance descriptors.

An N grade will be assigned if students fail to meet course requirements.

ASSESSMENT SCHEDULE

Assessment Task Areas for Assessment	Stage Test	Stage Test	Stage Test	Common Yearly Examination
	Test	Project	Test	Yearly Test
Weightings	25%	25%	25%	25%
Time of Task	Term 1 Week 7	Term 2 Week 4	Term 3 Week 6	Term 4 Week 4

NB: School Report Assessment continues until the end of Term 4

YEAR 10 ASSESSMENT SCIENCE

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

Student achievement will be recognised in the range from elementary (Grade E) to excellent (Grade A). Students who fail to meet the requirements of the course are assigned an 'N' award.

The areas of assessment are:

- Knowledge and understanding of scientific concepts;
- Working scientifically.

ASSESSMENT SCHEDULE

Assessment Task Areas for Assessment	Independent Research Project	STEM Task	VALID	Yearly Exam
Knowledge and Understanding of Scientific Concepts	10	10	15	15
Working scientifically	15	15	10	10
Weighting for Tasks	25%	25%	25%	25%
Timing for Tasks (approx)	Term 1 Week 8	Term 2 Week 5	Term 3 Week 7	Term 4 Week 4/5

NB: School Report Assessment continues until the end of Term 4

YEAR 10 ASSESSMENT HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)

HSIE comprises the study of both History and Geography.

During Semester One students will study and be assessed on the Geography coursework.

During Semester Two students will study and be assessed on the History coursework.

Student achievement will be recognised by the award of Record of Achievement (RoSA) A - E. An N grade will be assigned if students fail to meet course requirements.

AREAS FOR ASSESSMENT

Students will be assessed over the year on both History and Geography using the assessment tasks as indicated in the table below.

ASSESSMENT SCHEDULE

TASK	1	2	3	4
Due Date	Term: 1 Week: 10	Term: 2 Week: 4	Term: 3 Week: 6/7	Term: 4 Week: 4
Description	Broadsheet Research Task	Presentation	Source Analysis	End of Course Examination
Weighting	50%	50%	50%	50%
Outcomes	GE5-3, GE5-4, GE5-5	GE5-6, GE5-7, GE5- 8	HT5-5, HT5-7, HT5- 10	HT5-1, HT5-2, HT5-9

YEAR 10 ASSESSMENT PD/HEALTH/PE

Throughout Year 10, PDHPE students will be assessed on their completion of and performance in the tasks set below.

Student achievement in PDHPE will be recognised by the award of Grades A-E. These grades signify the level of achievement with:

A = Excellent Achievement

B = High Achievement

C = Substantial Achievement

D = Satisfactory Achievement

E = Elementary Achievement

N = Non Award

AREAS OF THE ASSESSMENT

The following are groupings of the outcomes, knowledge and skill objectives from the Stage 5 PDHPE Syllabus used to assess student achievement.

ASSESSMENT SCHEDULE

Assessment Task Areas for Assessment	Equal opportunity to involved	Volley Ball (Practical)	Dance (Practical)	Yearly Exam
Outcomes	5.1, 5.3	5.4, 5.5, 5.11	5.4, 5.10, 5.11	5.1, 5.3, 5.8, 5.9
Movement Skill & Performance		X	X	
Health, Wellbeing & Relationships	X			X
Health, Safe & Active Lifestyles	X			X
Weighting	25%	25%	25%	25%
Time of Task	Term 1 Week 10	Term 2 Week 5	Term 3 Week 5	Term 4 Week 4/5

NB: School Report Assessment continues until the end of Term 4

YEAR 10 ASSESSMENT STEP HUMANITIES

Students will be studying concepts and skills from the English, History and Geography courses. Students will be assessed through a variety of submitted rich tasks and in-class skills tasks. The tasks will cover a variety of text types and require the use of the English components of Reading, Writing, Listening, Viewing, Representing and Speaking. They will also cover the historical topic of Rights and Freedoms. The tasks will also include the Geography topics of Environmental Change and Management, and Human Wellbeing.

Assessment Task Areas for Assessment	Skills	Geographical Inquiry	Skills 2	Rights and Freedoms	Skills 3	Shaping the Future	Yearly Exam
Outcomes	HUM5-1, 2, 3, 7, 8, 9, 10	HUM5-2, 3, 9, 10, 11	HUM5-1, 2, 3, 6, 8, 9, 10	HUM5-2, 3, 4, 5, 6, 7, 9, 10, 12	HUM5-3, 6, 8, 9	HUM5-2, 3, 4, 6, 9, 12	All outcomes
Weighting	5%	20%	5%	20%	10%	20%	20%
Time of Task	Term 1 Week 8	Term 2 Week 2	Term 2 Week 7	Term 3 Week 2	Term 3 Week 9	Term 4 Week 3	Term 4 Week 4/5

NB: School Report Assessment continues until the end of Term 4

YEAR 10 ASSESSMENT BIG HISTORY

The Big Picture History course aims to develop skills and give students the ability to:

- Identify the interdisciplinary nature of Big Picture History.
- Discuss an established theory of Human evolution.
- Identify the key milestones in the progression of human civilization.
- Discuss the significance of collective learning and symbolic language in human advancement.
- Assess the nature of increasing complexity, change and scale of human civilisations.

	Task 1	Task 2	Task 3	Task 4
Syllabus or Topic Areas	Early Humans	Collective Learning,	Little Big History	All Topics
Style of Assessment	Research Essay	Text Design	Research and Visual Presentation	Yearly Exam
Weighting	20%	20%	40%	20%
Issue Date	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4/5

ASSESSMENT SCHEDULE

NB: School Report Assessment continues until the end of Term 4.

YEAR 10 ASSESSMENT CHILD STUDIES

Child studies provide students with the opportunities to:

- Develop knowledge and understanding of the responsibilities and requirements of parents and carers.
- Evaluate and improve their parenting skills.
- Develop student's confidence in caring for infants and young children.
- Appreciate the role parents play in the well being of individuals and families within a changing society.

AREA FOR ASSESSMENT

The assessment information collected over all tasks will be used to assign a Record of School Achievement (RoSA) Grade. Students will receive feedback on their performance in each task.

ASSESSMENT SCHEDULE

Assessment Tasks Areas of Assessment		Recipe Book	Cultural Task	PIP
		Outcomes CS5.2, CS5.6, CS5.12	Outcomes CS5.2, CS5.5	Outcomes CS5.10, CS5-11, CS5.12
Knowledge	50%	15	15	20
Practical Task	50%	15	15	20
Weighting	100%	30%	30%	40%
Time of task		Term 1 Week 10	Term 3 Week 2	Term 4 Week 2

NB: School Report Assessment continues until the end of Term 4.

YEAR 10 ASSESSMENT COMMERCE

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

ASSESSMENT SCHEDULE

TASK	1	2	3	4
Due Date	Term: 1 Week: 9	Term: 2 Week: 3	Term: 3 Week: 8	Term: 4 Week: 4/5
Description	Investing Research Task	Case Study	Work Futures Mock Interview	End of Course Examination
Weighting	25%	25%	25%	25%
Outcomes	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7	COM5-1, COM5-2, COM5-3, COM5-4, COM5-8, COM5-9	COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-8,

YEAR 10 ASSESSMENT DANCE

Throughout Year 10, Dance students will be assessed on their completion of and performance in the tasks set out below.

Student achievement in Dance will be recognised by the award of Grades A – E. These grades signify the level of student achievement with:

A = Excellent Achievement

B = High Achievement

C = Substantial Achievement

D = Satisfactory Achievement

E = Elementary Achievement

N = Non-Award

AREAS OF ASSESSMENT

The following are groupings of the knowledge, understanding and skills objectives from the Syllabus used to assess student achievement:

ASSESSMENT SCHEDULE

Assessment Task Areas for Assessment	Task 1	Task 2	Task 3	Task 4
Outcomes	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2	5.1.1	5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2, 5.3.2, 5.3.3
	Practical Performance/ Composition Task	Anatomy & Training Task	Analysing Dance Task	Film & Video Submission
Performance	20	20		
Composition	10			20
Appreciation			20	10
Weighting	30%	20%	20%	30%
Time of Task	Term 1 Week 8	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4

NB: School Report Assessment continues until the end of Term 4.

YEAR 10 ASSESSMENT DRAMA

Throughout Year 10 Drama students will be assessed on their completion and performance of tasks in the following areas:

Making, performing and appreciating the creation of drama and theatre.

The assessment tasks will be designed to reflect the following skills.

- Improvisation and acting skills;
- Playbuilding and scriptwork;
- Dramatic Forms;
- Performance styles;
- Dramatic techniques and theatrical conventions;
- Reflection of own and other's performances;
- Critical analysis of theatre, playwrights and their audiences.

Student achievement will be recognised by the award of Grades A - E. An N grade will be assigned if students fail to meet the course requirements.

Students will value and appreciate the collaborative and diverse nature of drama and theatre and the contribution this makes to enriching the sustaining cultures and societies.

Students will be performing to live audiences from within the school and be given feedback on their performance in each task. This may take the form of written comments, a mark, a grade, oral comments, or a combination of these.

ASSESSMENT SCHEDULE

Assessment Tasks Areas of Assessment	Production 101	Characterisation + Monologues	Political Theatre	Yearly Examination: Written
Outcomes	5.1.3, 5.2.2, 5.3.3	5.2.1, 5.2.3, 5.3.1	5.1.1, 5.1.2, 5.1.4, 5.2.3, 5.3.1	5.3.1, 5.3.2, 5.3.3
Making	X		X	
Performing	X	X	X	
Appreciating	X	X		X
Weighting	20%	20%	30%	30%
Time of Task	Term 1 Week 9	Term 2 Week 8	Term 3 Week 6	Term 4 Week 4

NB: School Report Assessment continues until the end of Term 4

YEAR 10 ASSESSMENT FOOD TECHNOLOGY

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

Student achievement will be recognised in the range from elementary (Grade E) to excellent (Grade A). Students who fail to meet the requirements of the course are assigned an 'N' award.

The areas of assessment are:

- Knowledge and understanding of concepts;
- Working practically.

ASSESSMENT SCHEDULE

Assessment Tasks Areas of Assessment	Theory Task	Practical Task	Theory Task	Practical Task
Knowledge and Understanding	X		X	
Working Practically		X		X
Weighting	25%	25%	20%	30%
Time of tasks	Term 1 Week 10	Term 2 Week 2	Term 4 Week 1	Term 4 Week 3

NB: School Report Assessment continues until the end of Term 4.

YEAR 10 ASSESSMENT INDUSTRIAL TECHNOLOGY

Metal / Timber

Students will be assessed over the year using the Assessment Tasks as indicated in the table below.

Student achievement will be recognised in the range from elementary (Grade E) to excellent (Grade A). Students who fail to meet the requirements of the course are assigned an 'N' award.

The areas of assessment are:

- Knowledge and understanding of concepts;
- Working practically.

Due to the proportion of practical work in Industrial Technology, a major proportion of assessment will be of a practical nature.

ASSESSMENT SCHEDULE

Assessment Tasks Areas for Assessment	Minor Assignment	Practical Project	Major Assignment	Major Project
Knowledge and Understanding	X		X	
Working Practically		X		X
Weighting	15%	35%	15%	35%
Time of Task	Term 1 Week 10	Term 2 Week 3	Term 3 Week 3	Term 4 Week 4

NB: School Report Assessment continues until the end of Term 4.

YEAR 10 ASSESSMENT JAPANESE

Each assessment task will assess one or more of the outcomes in these components.

- Interacting
- Understanding
- Creating

Grades will be awarded from A-E.

The grade awarded to each student will be based on that student's performance in the four Assessment Tasks outlined above, indicating achievement of performance descriptors.

ASSESSMENT SCHEDULE

Assessment Task Areas for Assessment	Task 1 VLOG	Task 2 Multimodal	Task 3 Multimodal	Task 4 Advertisement
Interacting		10	10	
Understanding		20	20	
Creating	20			20
Weighting	20%	30%	30%	20%
Time of Task	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4
Outcomes	MLS-CRT-01	MLS-INT-01 MLS-UND-01 MLS-CRT-01	MLS-INT-01 MLS-UND-01 MLS-CRT-01	MLS-CRT-01

NB: School Report Assessment continues until the end of Term 4

YEAR 10 MARINE AND AQUACULTURE TECHNOLOGY ASSESSMENT SCHEDULE

The Marine and Aquaculture Technology elective provides an opportunity for the future custodians of this environment to study it and to appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. It provides an opportunity to instill in students an acceptable ethical code towards the use of the marine environment, increasingly demanded by the community and governments.

The knowledge, understanding and skills in the syllabus provide opportunities for students to make informed arguments for the maintenance of biodiversity and the sustainable use of marine ecosystems. Students are involved in project development relating to coastal areas and other water-related environments, as well as water-related enterprises and leisure activities. Marine and Aquaculture Technology provides an educational context linked to the needs of a population based very much on Australia's coast and waterways and which fosters links to tertiary study and vocational pathways.

Further, this syllabus brings a wide range of marine-based leisure experiences to students in a safe setting. Marine and Aquaculture Technology provides for both practical and theoretical learning, honing students' acquired skills to solve real-life problems. By studying Marine and Aquaculture Technology students develop technological and scientific literacy. They increase their capacity to think critically by calling upon a wide range of knowledge, procedures and approaches to analyse issues and develop solutions. They are required to examine the impact of technology and human activity on the marine environment.

TASK	1	2	3	4	5	6
Assessment Component	Research Task	Depth Study	Semester 1 Workbook	PIP	Yearly Examination	Semester 2 Workbook
Due Date	Term: 1 Week: 5	Term: 2 Week: 4	Term 2 Week: 8	Term: 3 Week: 8	Term: 4 Week: 4/5	Term 4 Week: 5
Weighting	20%	20%	5%	25%	30%	5%
Outcomes	MAR5-3 MAR5-7 MAR5-11 MAR5-12	MAR5-7 MAR5-9 MAR5-10 MAR5-14	MAR5 - 9 MAR5 - 10 MAR5 - 13 MAR5 - 14	MAR5-1 MAR5-7 MAR5-14	MAR5-4 MAR5-5 MAR5-6 MAR5-12	MAR5 - 9 MAR5 - 10 MAR5 - 13 MAR5 - 14

NB: School Report Assessment continues until the end of Term 4.

YEAR 10 ASSESSMENT MUSIC

Year 10 Music students will develop knowledge, understanding and skills in the concepts of music through:

Performing – as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.

Composing – as a means of self-expression, musical creation and problem solving.

Listening – as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.

Value and attitudes – Students will appreciate the aesthetic value of music and the enjoyment of engaging in performing, composing and listening.

The Concepts of Music – The concepts of Duration, Pitch, Tone Colour, Texture, Structure and Dynamics and Expressive Techniques in this course.

ASSESSMENT SCHEDULE

Assessment Tasks Areas of Assessment	Task 1	Task 2	Task 3
Outcomes	5.2, 5.7, 5.8	5.6, 5.9, 5.10	5.1, 5.3, 5.4, 5.5
	Description: Australian Music Performance of one piece of Australian Music and a Viva Voce style discussion of components of performance	Description: Film Music Composition of a piece of music stylistically representative of a film genre, and an aural analysis of how the Concepts of Music contributed to the piece	Description: the arrangement and performance of a piece of music selected for study, considerate to the instrumentation of ensemble members
Performing	20		20
Composition		10	20
Listening	10	20	
Weighting	30%	30%	40%
Time of Task	Term 1 Week 10	Term 3 Week 10	Term 4 Week 4

NB: School Report Assessment continues until the end of Term 4

YEAR 10 ASSESSMENT PHYSICAL ACTIVITY AND SPORTS STUDIES

AREAS FOR ASSESSMENT

The aim of the Physical Activity and Sports Studies (PASS) is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Assessment for learning in PASS is designed to enhance learning and improve sporting skills. The assessments involved give students' the opportunity to produce work that leads to development of their knowledge, understanding and skills.

ASSESSMENT SCHEDULE

Assessment Task Areas for Assessment	Coaching	Event Management	Nutrition Task	Practical Observation
Outcomes	5.1, 5.6, 5.7, 5.9	5.7, 5.8	5.4,5.8, 5.10	5.5,5.7, 5.9
Enhancing Participation & Performance	X	X		X
Physical Activity & Sports in Society				X
Foundations of PASS			X	X
Weighting	25%	25%	25%	25%
Time of Task	Term 1 Week 8	Terms 2 Week 10	Term 3 Week 10	Terms 4 Week 2

NB: School Report Assessment continues until the end of Term 4

YEAR 10 ASSESSMENT VISUAL ARTS

The Visual Arts framework provides a set of broad learning outcomes that summarise the knowledge, understanding, skills values and attitudes essential for all students to succeed in and beyond their schooling.

Student achievement in Visual Arts will be recognised by the award of grades A – E in accordance with the course performance descriptors set out by the BOSTES. These grades signify the level of student achievement with A being excellent and E being elementary achievement. An N grade will be assigned if students fail to meet course requirements.

AREAS OF ASSESSMENT

Students will develop knowledge, understanding and skills:

- To make artworks informed by their understanding of practice, the conceptual framework and the frames;
- To critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Students will value and appreciate:

- Their engagement in the practice of the Visual Arts and understanding how the Visual Arts, as a field of practice and understanding, is subject to different interpretations.

ASSESSMENT SCHEDULE

Outcomes	Task 1	Task 2	Task 3
5.1, 5.2, 5.3	Body of Work VAPD and support material		
5.7,5.8,5.9,5.10		Exam	
5.4, 5.5, 5.6			Body of Work VAPD and support material
Weighting	30%	40%	30%
Time of Task	Term 2 Week 4	Term 3 Week 7	Term 4 Week 3

NB: School Report Assessment continues until the end of Term 4

VET SUBJECTS

- **Stage 5 - HOSPITALITY**
 1. Continually assessing competencies as per the Competency Record
 2. Cumulative ranks or marks will not apply, as these are competency-based frameworks

NARARA VALLEY HIGH SCHOOL

REQUEST FOR EXTENSION OF TIME FOR SUBMISSION OF ASSESSMENT TASK

STUDENT'S NAME: _____

DATE: _____

SUBJECT: _____

TEACHER: _____

TITLE OF ASSESSMENT TASK: _____

REASON FOR EXTENSION OF TIME: (Documentary, evidence from Doctor/Parent should be provided.)

In applying for this extension of time, I assure the Principal that I am not seeking to gain an unfair advantage over other students in the course.

Student's Signature

Parent/Guardian's Signature

I have noted the above request and **HAVE/HAVE NOT** granted an extension of time.

* Extension of time granted _____ days.

* The task must be submitted on or before _____

Head Teacher's Signature

Date

