

2025

YEAR 10

STAGE 5

ASSESSMENT
BOOKLET



CAPA

CREATIVE
ARTS FACULTY
2025

Course: Stage 5 Photography and Digital Media – 100 Hours

Teacher: Ms. Corvalan

Course Outline: Photographic and digital media powerfully communicates ideas, identity, values and culture through images. The study of photographic and digital media enables young people to develop an interest in and enjoyment of investigating the rapidly evolving ideas, practices and technologies of this art form.

Syllabus Link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/photographic-and-digital-media-7-10>

Assessment Schedule

Task No.	HALF YEARLY REPORT		YEARLY REPORT		
	Task 1	Task 2	Task 3	Task 4	
Title	Animation Film "The Moving Image"	Photoshop Appropriation	Studio Photography Black & White	Individual Task	
Weight %	35	25	35	15	
Due Date	T1 W10	T2 W5	T3 W10	T4 W5	
Description	Making – Stop Motion animation/Film Theory - Research Task.	Making - Series of Photoshop techniques. Theory - VAD Notes.	Making - Series of Black & White Photographs Portrait & Still Life Theory - Research Task.	Making – Student self-directed Individual Task Theory -VAD Notes.	
Outcomes Making	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Outcomes Theory	5.7,5.8,5.9,5.10	5.7,5.8,5.9,5.10	5.7,5.8,5.9,5.10	5.7,5.8,5.9,5.10	
Making	20	10	20	10	60
Critical/ Historical	15	5	15	5	40
TOTAL	35%	15%	35%	15%	100

Scope and Sequence

Year 10	Term 1	Term 2	Term 3	Term 4
Practice Artmaking, Critical and Historical Studies	ANIMATION FILM "THE MOVING IMAGE" Students explore stop motion animation focusing on 'Claymation' then their own choice of media.	PHOTOSHOP Students explore Photoshop techniques and processes. Exploring the self and art history through photography, then, working in Photoshop to manipulate the image appropriation and cultural references.	B&W STUDIO PHOTOGRAPHY An investigation and exploration of Black & White photography. Students experiment with lighting and mood to create a series of photographs exploring the genre of portraiture and still-life.	INDEPENDANT BOW An investigation on a chosen artist/ designer and concept must be present in their artwork.
Forms	Moving – Film/Animation	Still – Digital Media	Still – Photographic Media	BOW – Independent 2D
Key Artists/ Examples	Wladyslaw Starewicz Arthur "Art" Clokey Rankin/Bass	Various Photoshop artists	Man Ray Dorothea Lange	Various Artists/ Photographers and Digital Media artists.
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

Course: Stage 5 Visual Arts

Teachers: Ms. Corvalan, Ms. van Dyk

Course Description: The study of visual arts enables young people to develop an interest in and enjoyment of investigating the world through the ideas, aesthetic and contexts of artists and their work in a broad range of forms, media and styles. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own ideas and artworks.

Syllabus Link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Assessment Schedule

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Practical Folio 1	Practical Folio 2	Assignment	Practical Folio 3	
Weight %	25%	25%	20%	30%	
Due Date	Term 1, Week 10	Term 2, Week 5	Term 3, Week 5	Term 4, Week 2	
Description	Watercolour and VAPD	Ceramics and VAPD	Case Study	Painting and VAPD	
Outcomes Component	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	TOTAL
Critical/ Historical	5	10	20	5	40
Making	20	15		25	60
TOTAL	25	25	20	30	100

Scope and Sequence

Year 9	Term 1	Term 2	Term 3	Term 4
Practice Artmaking, Critical and Historical Studies	DESIGN PRESENTATION An investigation and exploration of Mythological Creatures in Art. Students experiment with drawing in design, and watercolours.	LARGE SCULPTURE DESIGN AND PROGRESS Rendering a 2-Dimensional Design in 3D using Clay	STILL LIFE PRINTMAKING A series of 2D drawings using various drawing mediums, exploring Surrealism style reflective of social and political viewpoints.	MOLESKIN DIARY Students create a themed compilation of drawings and prints from previous units in a book format.
Forms	Watercolour Drawing	Ceramics	Printmaking	Drawing Media and Materials
Frames	Structural, Cultural, Postmodern	Subjective, Structural, Cultural Postmodern	Subjective, Structural, Postmodern	Subjective, Structural, Cultural, Postmodern
Conceptual Framework	Artist, Artwork, World, Audience	Artist, Artwork, World, Audience	Artist, Artwork, World, Audience	Artist, Artwork, World, Audience
Key Artists/ Examples	Graeme Base	Pedro Linares (Alebrijas) Ramesh Nithiyendran	Hans Holbein Pieter Cloesz	Nik Bantok Moleskin Project
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Course: Stage 5 Music Year 10 (MUS)

Teacher: Mr Sandblom

Course Outline: The study of music's forms, styles and ideas enables young people to develop an interest in appreciation and enjoyment of music. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own musical ideas, compositions and performances.

Syllabus Link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/music-7-10>

Assessment Schedule

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	<i>Topic 1: Musical Theatre Performance</i>	<i>Topic 2: Australian Art Music Research</i>	<i>Topic 3: Music for Small Ensembles Composition</i>	<i>Topic 4: Music for Radio, Film, TV & Multimedia Yearly Exam</i>	
Weight %	20	20	25	35	
Due Date	T1 W10	T2 W8	T3 W9	T4 W4	
Description	Performance of a Musical Theatre piece of music. Solo, Pairs or Ensemble	Presentation on a prescribed Australian Art Music Piece and Summary Sheet	Composition of a Verse/Chorus Form Song, Documentation and Performance	Yearly Examination and Performance	
Outcomes	5.1, 5.2, 5.3, 5.12	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.4, 5.5, 5.6, 5.12	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.12	
Performance	20			20	40
Composition			25		25
Aural		20		15	35
TOTAL	20	20	225	35	100

Course: Stage 5 Visual Arts Ceramics Year 10 (VAC)

Teacher: Ms. van Dyk

Course Description: The study of visual arts ceramics enables young people to develop an interest in and enjoyment of investigating the world through the ideas, aesthetic and contexts of artists and their work in a broad range of forms, media and styles. Through critical reflection and acquiring understanding, knowledge and skills, students respond by creatively developing their own ideas and artworks.

Syllabus Link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/creative-arts/visual-arts-7-10>

Assessment Schedule

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Folio 1	Folio 2	Folio 3	Folio 2	
Weight %	35%	15%	25%	25%	
Due Date	T1 W10	T2 W5	T3 W10	T4 W5	
Description	Thrown and Slip Cast Vessels VAD notes Case Study	VAD notes Large Sculpture Design and Progress	Large Sculpture Altered Rim Vessels VAD notes	Independent Project VAD Notes Case Study	
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	TOTAL
Component					
Critical/ Historical	15			15	30
Making	20	15	25	10	70
TOTAL	35	15	25	25	100

Scope and Sequence

Year 10	Term 1	Term2	Term 3	Term 4
Practice Artmaking, Critical and Historical Studies	<u>Module 4: Throwing</u> Cylinder and bowl forms. <u>Module 8: Casting</u> Sprig and slip <u>Module 6: Kilns</u> Loading/Unloading, safety, pit and raku	<u>Module 5: Sculptural Forms</u> Large scale work <u>Module 7: Glaze Technology</u> Experimental glazes, safety	<u>Module 5: Sculptural Forms</u> Vessel forms <u>Module 10: Mixed Media</u> Found natural minerals	Module 11: Independent Project Student choice from: Architecture Everyday items Natural Forms
Project	Series of thrown vessels (modified)	Large scale figurative/busy	3 vessels altered rim	Student choice
Forms	Subjective, Structural, Cultural, Postmodern	Subjective, Structural, Cultural, Postmodern	Subjective, Structural, Cultural, Postmodern	Subjective, Structural, Cultural, Postmodern
Conceptual Framework	Artist, Artwork, World, Audience	Artist, Artwork, World, Audience	Artist, Artwork, World, Audience	Artist, Artwork, World, Audience
Key Artists/ Examples	Ana Whitehouse	Ramesh Nithayendran Roman Busts Ah Xian Simone Fraser	Glen Martin Taylor	Student Choice
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10

ENGLISH & EAL/D

ENGLISH & EAL/D FACULTIES

2025

ENGLISH FACULTY-YEAR 10 ASSESSMENT SCHEDULE: 2025

Assessment in Year 10 builds on the skills developed in Stage 4 and Year 9 to support the growing knowledge, understanding and skills in the areas of:

- Reading, viewing and listening to texts
- Understanding and responding to texts
- Expressing ideas and composing texts

COMPONENT	TASK 1	TASK 2	TASK 3
Unit	Representations of War	Shakespeare's Tragic Tales	Valuing Texts Over Time
Task Description	Multimodal Task <ul style="list-style-type: none"> ● Assessment Journal 10% ● Multimodal Task 20% 	Processed Writing <ul style="list-style-type: none"> ● Assessment Journal 10% ● Processed Writing (Informative) 20% 	Yearly Exam <ul style="list-style-type: none"> ● Responding Task 20% ● Composing Task (Discursive) 20%
Date	<ul style="list-style-type: none"> ● Assessment Journal to be completed in class throughout the term. Final entry = Term 1, Week 10 ● Multimodal Presentation = Term 1, Week 9 	<ul style="list-style-type: none"> ● Assessment Journal to be completed in class throughout the term. Final entry = Term 2, Week 10 ● Processed Writing = Term 2, Week 10 	<ul style="list-style-type: none"> ● Responding Task = Term 4, Week 1 ● Composing Task = Term 4, Week 1
Outcomes	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01

YEAR 10 Scope and Sequence 2025 - Student Version

Term 1 - Representations of War	Term 2 - Shakespeare's Tragic Tales	Term 3 - Valuing texts Over Time	Term 4 - A Lens on Life
<p>Learning overview: In this unit, you will explore different poems that show various views (representations) on war. You'll look at how the poets use language to create a strong voice (authority) and express their ideas about war. As you read, you'll notice that each poet has their own unique style that helps to convey their message.</p> <p>By the end of this unit, you will form your own perspective and feelings about war, and you'll show this in your responses to the poems.</p>	<p>Learning overview: In this unit, you will study a Shakespearean tragedy. You'll examine how Shakespeare's characters change throughout the play and how these changes highlight universal themes that we can all relate to. By analysing the themes and characters, you'll gain a better understanding of how tragedies reflect different aspects of being human. You'll also learn how Shakespeare uses connotation, imagery, and symbols to express complex ideas and create meaningful messages in his work.</p>	<p>Learning overview: In this unit, you will explore a classic text by focusing on its story structure. You'll analyse key literary elements and concepts like Literary Value, Genre, and Narrative. This will help you understand how these elements come together to shape the overall impact of the text. Get ready for a deep and engaging journey into the world of literature!</p>	<p>Learning overview: In this unit, you will explore how different ideas are presented in documentaries. You'll look at how documentaries show various viewpoints (perspectives) and contexts, acting as a 'lens on life' that reflects the wider world and your place in it. You'll learn how filmmakers use specific techniques (codes and conventions) to establish arguments and authority in their work.</p> <p>As you watch and analyse documentaries, you'll think about how they shape your own understanding and perspectives on the topics they cover.</p>
<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How do writers make their voices sound strong and convincing when sharing their views about war? ● In what ways does a writer's background and experiences influence how they portray war? ● How does poetry give writers the freedom to use language, structure, and style to express complicated ideas and feelings about war? 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How do themes and character development influence the overall impact and message of the tragedy? ● How do the changes in important characters throughout the play show what Shakespeare is saying about universal themes? ● In what ways does Shakespeare use connotation, imagery, and symbols to express complex ideas and add depth to the meaning of the tragedy? ● How do the connections between themes and character development in the tragedy reflect and challenge different aspects of being human? 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● What does "literary value" mean for the text you're studying, and how does it help us understand its importance in history and culture? ● What is genre, and how does it influence the way ideas and values are shown in the text you're studying? ● How does the author use story structure and features to express the themes and issues in the text you're studying? ● How do the themes and issues in this classic text connect to today's society? 	<p>Guiding Questions:</p> <ul style="list-style-type: none"> ● How do documentaries influence viewers to agree with, question, or disagree with certain viewpoints about the world? ● How do texts support or challenge existing cultural attitudes and values in different situations? ● How do the features and structures of a text affect its meaning? ● How do texts create a balance between personal views and factual information to build arguments?
<p>Assessment: Assessment Journal - 10% Multimodal - 20%</p> <p>Half Yearly Report (Term 1)</p>	<p>Assessment Assessment Journal - 10% Processed Writing - 20%</p>	<p>Assessment: Responding Task - 20% Composing Task (Discursive) - 20% (issued late term 3, assessed early term 4 as the Yearly Exam)</p>	<p>Assessment: Yearly Exam (see Term 3 module)</p> <p>Class assessment</p>

Outcomes:

- **EN5-RVL-01:** Reading, viewing and listening to texts - uses a range of personal, creative and critical strategies to interpret complex texts
- **EN5-URA-01:** Understanding and responding to texts A - analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
- **EN5-URB-01:** Understanding and responding to texts B - evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
- **EN5-URC-01:** Understanding and responding to texts C - investigates and explains ways of valuing texts and the relationships between them
- **EN5-ECA-01:** Expressing ideas and composing texts A - crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning
- **EN5-ECB-01:** Expressing ideas and composing texts B - uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Text requirements

- Collection of poetry
- Songs
- Speeches
- Letters
- Images
- Posters

Text requirements

- a Shakespearean play

Text requirements

- extended prose (novel)

Text requirements

- Documentaries
- Digital/ multi-media texts

Home Economics

HOME
ECONOMICS

2025

YEAR 10 FOOD TECHNOLOGY

COURSE OUTLINE: The aim of Food Technology in years 9 and 10 is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

YEAR 10 FOOD TECHNOLOGY ASSESSMENT GRID

COMPONENT	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
Task Description	Topic: Food Equity Research Task	Semester 1 Practicals	Topic: Food Service and Catering Design task	Topic: Food Product Development Design Task	Topic: All Yearly Examination	Semester 2 Practicals
Weighting	15%	15%	15%	20%	20%	15%
Date	Week 8 Term 1		Week 7 Term 2	Practical: Timetable dependent Theory: Week 8, Term 3	Week 2 Term 4	
Outcomes Assessed	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-8, FT5-9, FT5-10, FT5-11	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11	FT5-7, FT5-8, FT5-9	FT5-6, FT5-11, FT5-13	FT5-2, FT5-3, FT5-4, FT5-6, FT5-7	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11

YEAR 10 FOOD TECHNOLOGY SCOPE AND SEQUENCE

Topic	Outcomes	Duration	Weeks
Food Equity	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	8 Weeks	Term 3, Weeks 1-8
Food Service and Catering	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	12 Weeks	Term 1, Week 9-10 Term 2, Week 1-10
Food Product Development	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	10 Weeks	Term 1, Weeks 1-10
Food Trends	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	10 Weeks	Term 4, Weeks 1-10

Responsibilities

Term 1	Food Equity Booklet + Recipes + Assignment + Scanning A, C and E	Kirkham
Term 2	Food Service and Catering + Recipes + Assignment + Scanning A, C and E	Cruz
Term 3	Food Product Development + Recipes + Assignment + Scanning A, C and E	Ackah
Term 4	Food Trends + yearly exam + Scanning A, C and E	Kirkham

Stage 5 Computing Technology 7-10 – Assessment schedule

Year 10

Table 1 – Computing Technology 100-hour assessment schedule

No.	Task	Outcomes	Date	Weighting (%)
1	Game/Simulation Development Project with Project Management Integration	CT5-DPM-01, CT5-COL-01, CT5-THI-01, CT5-OPL-01, CT5-DES-01, CT5-DAT-02, CT5-COM-01	Term 2, Week 4	30%
2	App & Web Development Project	CT5-COL-01, CT5-THI-01, CT5-OPL-01, CT5-DAT-02, CT5-COM-01	Term 3, Week 9	40%
3	Final Examination	CT5-DPM-01, CT5-COL-01, CT5-THI-01, CT5-OPL-01, CT5-DES-01, CT5-DAT-02, CT5-COM-01	Term 4, Week 4	30%

Reporting outcomes

Semester 1

- **CT5-SAF-01:** Applies safe, secure, and responsible practices in using data and computing technology.
- **CT5-DPM-01:** Uses iterative processes to define problems, plan, design, develop, and evaluate computing solutions.
- **CT5-COL-01:** Manages, documents, and explains individual and collaborative work practices.
- **CT5-COM-01:** Communicates ideas, processes, and solutions effectively using appropriate media.
- **CT5-DES-01:** Applies UI/UX design principles in digital solution development.

Semester 2

- **CT5-EVL-01:** Understands how innovation, enterprise, and automation have shaped computing technology.
- **CT5-OPL-01:** Designs and implements algorithms using a general-purpose programming language.
- **CT5-THI-01:** Uses computational and problem-solving skills to analyze problems and design solutions.
- **CT5-COL-01** manages, documents and explains individual and collaborative work practices
- **CT5-COM-01** communicates ideas, processes and solutions using appropriate media
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Outcomes and other elements of syllabus references in this document are from the [Computing Technology 7-10 Syllabus](#) © 2022 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.



HSIE

HUMAN
SOCIETY &
ITS
ENVIRONMENT
FACULTY

2025

Human Society and Its Environment (HSIE) Faculty YEAR 10 GEOGRAPHY

COURSE OUTLINE: A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments

YEAR 10 GEOGRAPHY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Environmental change and management	Environmental change and management and Human Wellbeing	All topics	All topics
TASK DESCRIPTION	Research Task	Yearly Examination	Class tasks	Google Quizzes
DATE	Term 3 week 8	Term 4 Weeks 1-3	Ongoing	Ongoing
OUTCOMES ASSESSED	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8

YEAR 10 GEOGRAPHY SCOPE AND SEQUENCE

Term	Topic	Subtopic	Skills/tools assessed	Assessment task	Date	Weight
3	Environmental change and management GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	Week 1 – 2 Environments Week 3 – 4 Environmental change Week 5 – 6 Environmental management Week 7 – 10 Investigative study – Coastal Management	Skills: acquiring, processing and communicating geographical information Tools - maps, graphs and statistics, spatial technologies, visual representations, fieldwork	Research task	Week 8	35%
4	Human wellbeing GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	Week 1 – 3 Human wellbeing and development Week 4 – 5 Spatial variations in human wellbeing Week 6 – 7 Human wellbeing in Australia Week 8 – 10 Improving human wellbeing	Concepts - place, space, environment, interconnection, scale, sustainability, change	Yearly Exam ALL TOPICS	Week 1-3	35%
3 & 4				Class tasks This is an ongoing assessment. It should include at least 2 class tasks or a sequence of class tasks	Ongoing	10%
				Google Quiz This is an ongoing fortnightly homework task.	Ongoing	20%

YEAR 10 HISTORY

COURSE OUTLINE: A study of history builds students' knowledge and skills to inquire into the past so that students are able to explain how people, events and forces from the past have shaped our world.

YEAR 10 HISTORY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Rights and Freedoms	Rights and Freedoms and Vietnam War	All topics	All topics
TASK DESCRIPTION	Research Writing Task	Exam	Class tasks	Google Quizzes
DATE	Term 1- week 8	Term 2-week 4	Ongoing	Ongoing
OUTCOMES ASSESSED	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10

YEAR 10 HISTORY SCOPE AND SEQUENCE

Term	Topic	Subtopic/concepts/themes	Weeks	Skills assessed	Assessment task	Date	Weight
1 2024	Rights and Freedoms HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10		Weeks 1-10	Analysis and use of sources Research Explanation and communication Perspectives and interpretation	Research Task	Week 8	35%
2 2024	Vietnam War HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10		Weeks 1-10 (40 lessons)	Comprehension: chronology, terms and concepts Analysis and use of sources Perspectives and interpretation Empathetic understanding, Explanation and communication	Half Yearly Exam	Week 4	35%
					Class tasks This is an ongoing assessment. It should include at least 2 class tasks or a sequence of class tasks	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	10%
					Google Quizzes Ongoing Fortnightly	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	20%

YEAR 10 COMMERCE

COURSE OUTLINE: Studying 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.

YEAR 10 COMMERCE ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Law, Society and Political Involvement (CORE)	Law in Action The Economic and Business Environment	The Economic and Business Environment Travel	Towards Independence Our Economy
TASK DESCRIPTION	Research task	Examination	Research task & Individual presentation	Examination
DATE	Term 1, Week 8	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4
OUTCOMES ASSESSED	COM5-1, COM5-4, COM5-5, COM5-7, COM5-8	COM5-1, COM5-4, COM5-5, COM5-8	COM5-1, COM5-5, COM5-6, COM5-8, COM5-9	COM5-1, COM5-4, COM5-5, COM5-8

YEAR 10 COMMERCE SCOPE AND SEQUENCE

Term	Weeks	Syllabus Topic	Assessment Task	Date	Weight
1	1 - 10	Law, Society and Political Involvement – (Core) & Law in Action	Task 1: Research task/ Presentation COM5-1, COM5-2, COM5-3, COM5-4, COM5-7		25%
2	1 - 2	Law, Society and Political Involvement – (Core) & Law in Action	Task 2: Half-Yearly Examination COM5-2, COM5-3, COM5-5, COM5-8		25%
	3-10	The Economic and Business Environment - (Core) & Our Economy			
3	1 - 3	The Economic and Business Environment - (Core) & Our Economy	Task 3: Travel research task COM5-5, COM5-6, COM5-7, COM-8		25%
	4-10	Travel			
4	1 - 6	Towards Independence	Task 4: Yearly Examination COM5-2, COM5-4, COM5-5, COM5-8		25%
	7 - 10	School developed option			

Industrial Arts

INDUSTRIAL ARTS 2025

INDUSTRIAL ARTS – YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING COURSE OUTLINE:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This includes study in Engineering. This course develops knowledge and understanding of materials and processes whilst related knowledge and skills are developed through a specialized approach to the tools, materials, and techniques employed in the planning, development, construction, and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

INDUSTRIAL ARTS - YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	Task 4
UNIT	Engineered Structures	Control Technology	Alternative Energy	N/A
WEIGHTING	30%	30%	20%	20%
TASK DESCRIPTION	Trebuchet	Arduino	Wind Turbine	EXAM
DATE	T1 W8	T2 W9	T3 W9	T4 W1-2
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND-8, IND-9, IND-10	IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7, IND5-8, IND-10	IND5-1, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-10	IND5-1, IND5-3, IND5-4, IND5-8, IND5-5-9, IND5-10

Syllabus Link -

Stage 5 Scope and Sequence Plan-Industrial Technology – Engineering

Term	Year 9 Engineering 1 (structures) Engineering 2 (Mechanisms)	Year 10- Specialised Modules
1	Common content for Core Module Engineered Structures (20 Weeks)	Control technology (19 Weeks) CO2 Racer/Weathervane
2		
3	Common content for Core Module Engineered Mechanics (20 Weeks)	Alternative Energy Transport – Hydrogen Fuel Cells (18 Weeks) Wind Turbines & Solar Cars
4		

INDUSTRIAL ARTS - YEAR 10 GRAPHICS TECHNOLOGY ASSESSMENT GRID

COURSE OUTLINE:

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and digital forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world. The study of Graphics Technology develops in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Engineering Drawing	Graphics Design & Communication	Product & Technical Illustration	EXAM
WEIGHTING	30%	30%	20%	20%
TASK DESCRIPTION	Prepare CAD drawings of selected engineering products	Design to solve a given problem using appropriate techniques	Present technical illustrations of selected products	Manual Drawing
DATE	T1 W9	T2 W8	T3 W6	T4 W1-2
OUTCOMES ASSESSED	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-7, GT5-9, GT5-10, GT5-12	GT5-1, GT5-3, GT5-4, GT5-5, GT5-7, GT5-12	GT5-1, GT5-2, GT5-5, GT5-7, GT5-10, GT5-12	IND5-1, IND5-3, IND5-4, IND5-8, IND5-5-9, IND5-10

Stage 5 Scope and Sequence Plan

Graphics Technology

Term	Year 9	Year 10
1	Core Module 1: Instrument drawing	Module 6: Engineering Drawing
2	Core Module 2: CAD	Module 7: Graphics Design and Communication
3	Module 1: Architectural Drawing	Module 9: Product and Technical Illustration
4	Module 2: Australian Architecture	Module 5: Computer Animation

INDUSTRIAL ARTS - YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER

COURSE OUTLINE:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This includes study in Engineering. This course develops knowledge and understanding of materials and processes whilst related knowledge and skills are developed through a specialized approach to the tools, materials, and techniques employed in the planning, development, construction, and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

INDUSTRIAL ARTS - YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	Task 4
UNIT	Research	Small Table	Jewellery Box	EXAM
WEIGHTING	20%	30%	30%	20%
DATE	T1 W6	T2 W5	T4 W2	T4 W1-2
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-3, IND5-4, IND5-8, IND5-5-9, IND5-10

Syllabus Link -

Stage 5 Scope and Sequence Plan-*Industrial Technology – Timber*

Term	Year 9 Timber 1	Year 10- Specialised Modules
1	Toolbox (15 weeks)	Small Table + Research (15 weeks)
2	Stool (14 weeks)	
3	Chopping Board (10 weeks)	Box Constructions (19 weeks)

LANGUAGES

LANGUAGES
FACULTY
2025

2025 LANGUAGES

YEAR 10 VIETNAMESE

COURSE OUTLINE: Year 10 Vietnamese students study a range of topics. Students explore Vietnamese texts that give insight into Vietnamese and Australian experiences. They also study popular and youth culture as well as a range of social, gender and cultural perspectives. They study different types of texts and become conversant with the metalanguage required. They participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
SKILL Current	Speaking Writing	Listening Reading	Speaking Writing	Listening Reading
TASK DESCRIPTION	25% 25%	25% 25%	25% 25%	25% 25%
DATE	Term 1 Weeks 8-10	Term 2 Weeks 2-4	Term 3 Weeks 8-10	Term 4 Weeks 2-4
OUTCOMES ASSESSED	ML5-INT-01 ML5-CRT-01 ML5-UND-01	ML5-UND-01	ML5-INT-01 ML5-CRT-01 ML5-UND-01	ML5-UND-01

Syllabus link - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

SCOPE AND SEQUENCE

Term 1	Term 2	Term 3	Term 4
TEEN LIFE Teenage interests and concerns Friendship and peer pressure Technology in teen life.	FURTHER EDUCATION University vs TAFE/Trade Careers inspiration Part-time jobs	TRANSPORT AND TRAVEL Means of transport Travelling Tourism (Vietnam/Australia)	LIVING IN AUSTRALIA Comparison of Australian and Vietnamese societies Overview of Australian, Vietnamese and Aboriginal cultures

LITERACY

LITERACY

2025

Year 10 Literacy– Scope and Sequence 2025

Term	Week	Topic	Outcomes	Assessments	Date
1	2- 11	Setting the Standard <i>Understanding HSC Minimum Standards</i>	Area of focus: Writing- Persuasive Outcomes: CrT11	In-class Writing Task	Term 1 Week 2-3
2	1-10	Understanding Senior School Reading and Viewing 4 <i>Road safety</i>	Area of focus: Reading and Comprehension Outcomes: UnT11	HSC Minimum Standard Tests (External Exams)	End of Term 1- Term 2 Week 1
3	1-10	Language Conventions 4 <i>Beyond Year 10 (1)</i>	Area of focus: Grammar, Punctuation Outcomes: PuN8, GrA7	In-class Quiz	Term 4 Week 4-5
4	1-10	Creating texts- Informative <i>Beyond Year 10 (2)</i>	Area of focus: Writing – CV, Speaking- Interview skills Outcomes: CrT11		

NOTE: Literacy lessons take place twice every fortnight. These lessons are aimed at developing students' skills in reading, language conventions, and writing to improve their outcomes in all learning areas at school. Programs are also designed to develop students' readiness for key standardised assessments such as NAPLAN and Minimum Standards; senior school; and work. Outcomes for learning are mapped to the National Literacy Learning Progressions and Australian Core Skills Framework.

Cabramatta High School Assessment Policy

Students must apply themselves with diligence and sustained effort in class. Failure to complete coursework as set by the class teacher will result in a Letter of Concern being sent home. Students must attempt ALL tasks in the assessment schedule and submit them by the due date. Please refer to the student information booklet that outlines what to do in the event of students being absent on assessment due dates and requests for extensions.

MATHEMATICS

MATHEMATICS
FACULTY
2025

Course Outline: Students in Year 10 undertake one of three pathways: Stage 5.3, Stage 5.2 and Stage 5.1. The Year 10 assessment is divided into 5 tasks.

Year 10 Mathematics Stage 5 Assessment grid

Year 10 Core Advanced/Extension & Year 9 Accelerated					
<i>Task</i>	<i>Topics</i>	<i>Examiner</i>	<i>Date</i>	<i>Description</i>	<i>Weight</i>
1	Algebra, Equations and Linear Relationships	S Pham	Term 1 Week 6	Written Test 45 minutes	10
2	Properties of Geometrical Figures Indices, Exponentials and Logarithms (Partial)	L Kumar	Term 2 Week 4	Written Test 45 minutes	20
3	Indices, Exponentials and Logarithms (Remaining) Measurement and Surds (Partial)	L Kumar	Term 2 Week 9	Written Test 45 minutes	20
4	Measurement and Surds (Remaining) Quadratic Expressions and Equations	A Cladouhos	Term 3 Week 6	Written Test 45 minutes	20
5	<u>Yearly – All topics to date</u>	S Pham	Term 4 Week 4	Yearly 45 minutes	30

Year 10 Core Standard					
<i>Task</i>	<i>Topics</i>	<i>Examiner</i>	<i>Date</i>	<i>Description</i>	<i>Weight</i>
1	Financial Mathematics	L Cai	Term 1 Week 6	Written Test 45 minutes	10
2	Algebraic Expressions and Indices Probability	J Nguyen	Term 2 Week 4	Written Test 45 minutes	20
3	Measurement Trigonometry (Partial)	T Nguyen	Term 2 Week 9	Written Test 45 minutes	20
4	Trigonometry (Remaining) Linear Relationships, Hyperbolas, Parabolas, and Exponentials.	T Nguyen	Term 3 Week 6	Written Test 45 minutes	20
5	<u>Yearly – All topics to date</u>	P Constantinidis	Term 4 Week 4	Yearly 45 minutes	30

PDHPE

Personal
Development
Health &
Physical
Education

2025

YEAR 10 - PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

COURSE OUTLINE: PDHPE provides opportunities for students to develop the knowledge, understanding and skills to empower them to make healthy and safe choices and take action to promote the health, safety and wellbeing of their communities. They engage with a range of health issues and identify strategies to keep them healthy, safe and active. Students create and compose movement to achieve specific purposes and performance goals. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Syllabus link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018>

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	2- 11	Safe Party	Literacy based assessment. Individual based task	PD5-1, PD5-3, PD5-10	Term 1 Week 9	20%
1	2-11	Cross The Line	Outcomes based assessment. Assessed in Yearly Examination.	PD5-4, PD5-10, PD5-11	Term 1 Week 10	
2	1-10	Dance	Practical Assessment Group work collaboration. ICT component.	PD5-5, PD5-8	Term 2 Week 8	30%
2	1-10	Show Me Love	Outcomes based assessment. Assessed in Yearly Examination.	PD5-2, PD5-3, PD5-9	Term 2 Week 10	
3	1-10	Road Safety	Practical assessment Uniform, engagement in practical lessons, skill technique and teamwork/communication skills	PD5-3, PD5-4, PD5-5, PD5-8	Term 3 Week 10	20%
3	1-10	Indigenous Games/Lifelong Recreation	Outcomes based assessment. Assessed in Yearly Examination.	PD5-7, PD5-10 & PD5-11	Term 3 Week 10	
4	1-10	Sporting Culture	Final Yearly Examination Safe party, Show me the love, Road safety & Cross the line/Dance	PD5-2, PD5-3, PD5-6, PD5-7, PD5-10	Term 4 Week 2	30%

NOTE: There are 4 x 50 minutes periods per fortnight. Due dates for assessments are **indicative** and are subject to change.

Cabramatta High School Assessment Policy *Students must apply themselves with diligence and sustained effort in class. Failure to complete course work as set by the class teacher will result in a letter of concern being sent home. Students must attempt **ALL** tasks in the assessment schedule and submit them by the due date. Please refer to the student information booklet that outlines what to do in the event of students being absent on assessment due dates and requests for extensions.*

PHYSICAL ACTIVITY AND SPORT STUDIES YEAR 10

COURSE OUTLINE: Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their Lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships

Syllabus link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	1-11	Enhancing Performance: Strategies and techniques	Theoretical and Practical Assessment Individual assessment of principals of performance and its application in sports	PASS 5-5, PASS 5-6, PASS 5-7,	Week 9	25%
2	1-10	Body Systems and Energy Systems for Physical Activity	Theoretical Assessment In class evaluation on anatomy and physiology of human body and how it affects sports performance.	PASS 5-1, PASS 5-2, PASS 5-9	Week 10	25%
3	1-8	Australia's Sporting Identity	Practical and engagement in learning assessment Continuous practical assessment.	PASS 5-3, PASS 5-4 PASS 5-10	Week 8	25%
4	1-10	Events Management	Final Yearly Examination Body systems, enhancing performance: strategies and techniques and Australia's sporting identity.	PASS 5-1, PASS 5-2 PASS 5-3, PASS 5-10	Week 3	25%

NOTE: There are 7 x 50 minutes periods per fortnight. Due dates for assessments are **indicative** and is subject to change.

TERM	UNIT	DESCRIPTION	OUTCOMES
1	Enhancing Performance: strategies and techniques	This module assesses and develops strategies and techniques to make movement experiences more successful. Students explore a variety of ways to provide feedback to themselves and others to improve their performance.	PASS 5-5, PASS 5-6, PASS 5-7, PASS 5-8, PASS 5-9, PASS 5-10
2	Body Systems and Energy for Physical Activity	This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications.	PASS 5-1, PASS 5-2, PASS 5-9, PASS 5-10
3	Australia's Sporting Identity	This module examines the role of sport in shaping Australia's identity and reputation. Students investigate the factors influencing Australia's sporting identity and the implications these factors can have on players, spectators and Australia's identity. Students explore current and future perspectives and how these could impact on Australia's sporting identity	PASS 5-3, PASS 5-4, PASS 5-10,
4	Events Management	This module investigates the structures and formats of events and the skills and roles available to put on an event. Students apply their knowledge and skills of event management to plan, promote, conduct and evaluate an event.	PASS 5-5, PASS 5-7, PASS 5-8, PASS 5-10

CHILD STUDIES YEAR 10

COURSE OUTLINE: Child Studies aims to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years in a range of settings and contexts. Throughout the course students will develop skills that enhance their ability to: support a child's development from pre-conception through to and including the early years; positively influence the growth, development and wellbeing of children; consider the external factors that support the growth, development and wellbeing of children; research, communicate and evaluate issues related to child development.

Syllabus link: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/child-studies-7-10-2019>

Term	Week	Topic	Assessments	Outcomes	Date	Weighting
1	2- 11	Play and Developing Child	Practical and theoretical assessment Create an engaging children's toy and a design folio that demonstrates the process of creating the toy	CS5-2, CS5-4, CS5-5	Term 1 Week 10	25%
2	1-10	Food and nutrition in childhood	ICT Presentation Create a presentation that shows the whole planning process for a birthday party	CS5-2, CS5-11, CS5-12	Term 2 Week 6	20%
3	1-10	Media and Technology in Childhood	Project Based Learning Students will complete a series of projects throughout the term.	CS5-3, CS5-4, CS5-5, CS5-9	Term 3 Ongoing	25%
4	1-10	All Topics	Final Yearly Examination Play and Developing Child, Health and Safety in the Childhood, Food and Nutrition in Childhood, Media and Technology in Childhood	CS5-2, CS5-3, CS5-5, CS5-8	Term 4 Week 3	30%

NOTE: There are 7 x 50 minutes periods per fortnight. Due dates for assessments are indicative and is subject to change.

TERM	UNIT	DESCRIPTION	OUTCOMES
1	Play and Developing Child	This module develops students investigate and experience different types of play-based learning which contribute to the positive development of children. They assess a range of play choices, environments and activities in terms of learning, suitability, sustainability and safety.	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9
2	Food and nutrition in childhood	This module develops students develop their knowledge of the nutritional needs of children with reference to current dietary guidelines. Contemporary issues related to food and nutrition are examined, along with necessary considerations that should be made when planning food for children on special occasions.	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12
3	Media and Technology in Childhood	This module develops students recognise and assess the impact different types of technology have on the wellbeing and development of children. They explore strategies in place to monitor and reduce the potentially negative influence of technology on the lifestyle and learning of children.	CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11
4	Health and Safety in Childhood	This module students identify the symptoms, treatment, preventative strategies and classroom interventions relevant to physical and mental health. They also explore safe practices and strategies which promote child safety in potentially hazardous situations and learn about first aid responses to common childhood accidents and injuries.	CS5-2, CS5-4, CS5-8, CS5-9, CS5-11

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Science

2025

Year 10 Science 2025

COURSE OUTLINE: Studying science allows students to develop a distinctive view and understanding about and of the relationship between the biological, physical, geological and chemical worlds. Areas of study include the relationship between energy, forces and motion, energy conservation, evolution of the model of the Earth and the model of the Universe, geological activities such as plate tectonics and volcanoes, biological systems, technological developments, scientific models and chemical reactions.

Term 1	Term 2	Term 3	Term 4
Bodies in Motion	Chemical Reactions	The Blueprint of Life	The Universe and Global Systems

ASSESSMENT:

Assessment is based upon application to the course outcomes and performance in tests, assignments and activities.

ASSESSMENT SCHEDULE:

TASK DESCRIPTION, WEIGHTING	DATE	OUTCOMES
Topic Test (20%)	Term 1, Week 9	SC5-14LW, SC5-15LW
Practical Exam (25%)	Term 2, Week 8	SC5-10PW, SC-14LW, SC5-17CW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS
Student Research Project (25%)	Term 3, Week 9	SC5-10PW, SC5-11PW, SC5-16CW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS
Yearly Exam (30%) Topics (All) Written Task	Year 10 Exam period	SC5-10PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW SC5-16CW, SC5-17CW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS
Yearly Exam (25%) Topics (All) Written Task	Term 4, Week 3	SC5-10PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW SC5-16CW, SC5-17CW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS

Assessment Booklet



ASSESSMENT BOOKLET

STAGE 5
Year 10

2025

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Introduction

The purpose of this assessment handbook is to provide information to parents/carers and students regarding their studies in stage 5. Students who satisfactorily complete Year 10 are awarded a Record of School Achievement (RoSA).

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority is the government agency responsible for education in NSW. Information can be accessed through [NESA](#).

Responsibility of Students

Students are required to read, understand, and comply with Cabramatta High School's Year 10 Assessment Policy as outlined in this handbook. Please note that ignorance is NOT an excuse.

Consistent effort throughout the year will be necessary to ensure that students reach their potential in terms of results. Teachers will make every effort to assist students to achieve their best, and parents/carers are asked to support students by encouraging effective homework/study patterns.

1. GENERAL INFORMATION

1.1 *What is an assessment?*

- a. Assessment is the process of identifying, gathering and interpreting information regarding student achievement.
- b. In the context of the RoSA, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in each course based on:
 - A wider range of syllabus outcomes than may be measured by the external examination.
 - Multiple measures and observations made throughout the HSC course rather than a single assessment.

1.2 *Eligibility*

- a. To be eligible for the satisfactory completion of the stage 5 course, students must:
 - i. have followed the course developed or endorsed by NESA.
 - ii. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
 - iii. achieved some or all of the course outcomes.

Failure to comply with any one of these areas means failure to satisfactorily complete the course.

1.3 Award of Grades

- a. Grades are awarded by the school for each subject studied in stage 5, at the end of year 10. These grades are based on the student's performance in tests, examinations and assessment tasks in Year 10, compared to the course performance descriptors for each subject developed by NESAs. These grades will be submitted to NESAs and stored until a Record of Student Achievement (RoSA) is requested.

1.3.1 Common Grade Scale

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

1.3.2 *Grading*

NESA has developed a common grade scale that describes five levels of achievement, A-E. The table above gives an indication of how these levels help to assess student performance.

For each course, a set of course descriptors has been developed based on the common grade scale. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teacher will collect assessment information about student achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award students at the end of the Year 10, for their Record of Student Achievement (RoSA).

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.

1.4 *School Assessment Tasks*

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

2. A STANDARDS REFERENCED APPROACH TO ASSESSMENT

2.1 *Assessment schedules*

- a. Students will be provided with an assessment schedule for courses studied. This assessment schedule will:
 - Inform each student of the assessment requirements for each course.
 - Indicate the types of tasks that will be used to measure performance in each syllabus component of the course.
 - Outline the weightings for each syllabus component.
 - Specify values for each of these tasks; and
 - Provide a calendar with tasks listed showing the term and week that each task is due.
- b. Each student will be provided with a printed copy of an assessment schedule for each course
- c. A schedule of assessment tasks held throughout the year will be notified to students in Term 1.
- d. Each student will be required to sign an acknowledgement of the receipt of the assessment policy and schedules.

2.2 *Assessment Notifications*

- a. Students will be notified, where possible, at least 14 calendar days in advance of the due date of an assessment task. The notification will include:
 - i. Course Name
 - ii. Year/Class Group
 - iii. Task Title
 - iv. Task Number
 - v. Date Task Issued
 - vi. Date Task Due
 - vii. Weighting of the task
 - viii. Submission details – explicitly outlined.
 - ix. Assessed outcomes.
 - x. Task Description
 - xi. Marking Criteria/Guidelines/Rubrics (where appropriate)
 - xii. Feedback to be provided.
- b. Students should make themselves aware of the assessment schedules and have an expectation of when an assessment notification will be issued. Where a student is absent on the day a notification is issued, it is the student's responsibility to seek the notification from his/her class teacher upon return to school and to check their Google Classroom/Microsoft Teams on online learning platform.

2.3 *Marking Guidelines*

- a. Marks earned on individual tasks should adequately reflect the differences in student performance. Students will be awarded marks commensurate with the quality of their response in relation to the marking guidelines.

The marking guidelines for assessment tasks enable teachers to reward work that shows more complex development and higher order achievement with higher marks. At the same time, students whose work demonstrates only a basic level of achievement should receive relatively low marks.

2.4 *Providing Meaningful Feedback*

- a. Teachers provide feedback to students to assist their learning.
- b. Feedback to students could incorporate the marking guidelines for that task, with class discussion focused on the standards and a reflection on individual student performance as compared to these standards.

2.5 *Recording and reporting student marks*

- a. Teachers and head teachers will keep records of each student's performance in each task in the electronic mark book available on the school network and should provide students after each task with information concerning their performance on individual tasks.

3. MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. Misadventure refers to an event beyond the student's control which prevents the student from attending the assessment task or school on the date a task was due. (e.g., a car accident).

It is important to note that set procedures must be followed for this consideration to be applied to ensure fairness for all students.

N.B. Students need to be aware if they commence or attempt an assessment task, the results they achieve may be recorded, based on the outcome of the illness/misadventure process.

Students must attend school on time on the date of a task or date the task is due, according to their timetabled class. Students wishing to apply for illness/ misadventure should follow the relevant procedures specific to the situation as outlined below.

3.1 **Absence due to illness misadventure on the day of an in-class assessment task**

- a. Student or parent/carer must email or ring the school before the day of the task or by 8:25am on the day of the task to inform the student will be absent.
- b. Student must immediately report to the relevant head teacher on the day they return to school, complete an Illness/Misadventure Form (*Appendix A*) available on the CHS website, the Year Group Google Classroom, subject Google Classrooms, from the front office or at the end of this document, and provide a medical certificate and/or other supporting documentation for a misadventure.
- c. Completed forms and documentation must be returned to the relevant faculty head teacher within two school days of the student's return to school. Outcome will be determined with consultation of the stage 5 deputy principal, recorded on SENTRAL and the student will be informed via their student email.

3.2 **Absence due to illness/misadventure on the day of a hand-in assessment task is due to be submitted.**

- a. Student or parent/carer must email the school (cabramatta-h.school@det.nsw.edu.au) or call the front office on 9726 2424 before the day of the task or by 8:25am on the day of the task to inform that the student will be absent.
- b. Students must make every effort to have the task delivered in-person or submitted electronically (e.g., email or via Google Classroom) by the due date and time.
- c. If the task is not submitted the student must immediately report to the relevant head teacher on the day of return to school, complete an Illness/Misadventure Form available on the CHS website, the Year Group Google Classroom, subject online learning platforms, from the front office or at the end of this document, and provide a medical certificate and/or other supporting documentation for a misadventure.
- d. Completed forms and documentation must be returned to the relevant faculty head teacher within two school days of the student's return to school. Outcome of the illness/misadventure application will be determined in consultation with the stage 5 deputy principal, recorded on SENTRAL and the student will be informed via their student email.
- e. If an assessment task is submitted late, and there is no successful illness/misadventure application, students will be awarded a zero for the task. Students are required to submit the task to ensure courses outcomes are met and gain necessary feedback.

3.3 Illness/misadventure during an in-class assessment

- a. The student MUST notify the teacher of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment BEFORE they view the task. At this stage, the student will need to decide whether they:
 - i. Complete the task, in which case the mark earned will be awarded unless the student applies for illness/misadventure. The outcome of the illness/misadventure application will be determined by the stage 5 deputy principal and head teacher.
 - ii. Leave and apply for illness or misadventure immediately by obtaining an *Illness/Misadventure Form* and follow the illness/misadventure procedure.
- b. If the task has already commenced, the student must notify the teacher supervising the task of the circumstance related to illness or misadventure and the mark achieved to that point may be recorded, based on the outcome of the illness/misadventure process. Students will be required to complete an *Illness/Misadventure Form* and outcome will be determined by stage 5 deputy principal and head teacher.

3.4 Illness/Misadventure During An Examination Period

- a. If the student is unable to attend an exam during the examination period, the student or parent/carer MUST contact the school up until 30 minutes prior to the commencement of the scheduled examination by phone: 9726 2424.
- b. Students must obtain an *Illness/Misadventure Form* and any other relevant documentation, including a doctor's certificate. Forms are available on the CHS website, the Year Group Google Classroom, online learning platforms, from the front office or at the end of this document.
- c. Complete forms and documentation as per the Illness/Misadventure procedure. All documentation and applications must be submitted to the stage 5 deputy principal before the conclusion of the examination period. Forms can also be submitted electronically, with relevant documentation attached to the school's email address: cabramatta-h.school@det.nsw.edu.au
N.B. illness/misadventure applications for exams on the last day of the examination period are required to be emailed to the school's email address or submitted to the stage 5 deputy principal, within two school days of that date.

3.5 Absence due to school business

- a. Where a student has a clash between an assessment task and another official school activity, it is the student's responsibility to complete and submit the *Request to Reschedule Form due to School Business (Appendix D)* to the faculty head teacher. The student will be required to submit the work at a time specified by the relevant faculty head teacher.
Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a zero mark will be awarded. Should the student wish to appeal this decision, they must submit this in writing, by completing an *Appeals form (Appendix B)* to the stage 5 deputy principal through the Appeals process (See Section 8 Appeals)
- b. In the instance where a student will miss an in-class assessment task, the student is required to complete an alternate task prior to attending the official school activity/school business, in accordance with the outcome determined by the faculty head teacher. In the instance where this is not possible, staff will arrange an alternate task or hand in task.
- c. It is required that prior to the commencement of school business students complete '*Absence due to school business/leave*' (*Appendix E*) and consult with their classroom teachers regarding coursework and tasks. In the instance where a student is advised of a placement within a day of workplace commencement, the student is required to complete the "Request for Reschedule due to School Business" application form. Assessments that are hand in tasks are required to be submitted electronically by the due date and an alternate task may be provided on the first day back at school.

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.

3.6 Lateness on day of in-class or hand in assessment task

Students must attend school and be marked present in all timetabled classes on the day of an in-class assessment task. If students are later than 30 minutes than their first lesson of their scheduled timetable class, they will be required to complete an Illness/Misadventure form and submit to the faculty head teacher. If the illness/misadventure application is not upheld, a zero mark will be awarded.

3.7 Student Attendance

Students whose attendance is of concern with respect to meeting course requirements should be discussed with the stage 5 deputy principal.

If you know you will be away at the time of an assessment task with a valid reason (e.g., an operation) you need to request leave from the principal and head teacher. You **MUST** also complete "Request for Extension Form." (*Appendix C*), this should be made at least 5 days prior to the due date.

Absences for overseas or interstate travel are strongly discouraged and can impact on a student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

TRAVEL IS NOT A SATISFACTORY REASON FOR MISSING AN ASSESSMENT TASK

Different subjects have various prerequisites (e.g., practical subjects require a set number of hours of practical work). Students need to be aware of the negative impact overseas and interstate travel will have on their academic progress.

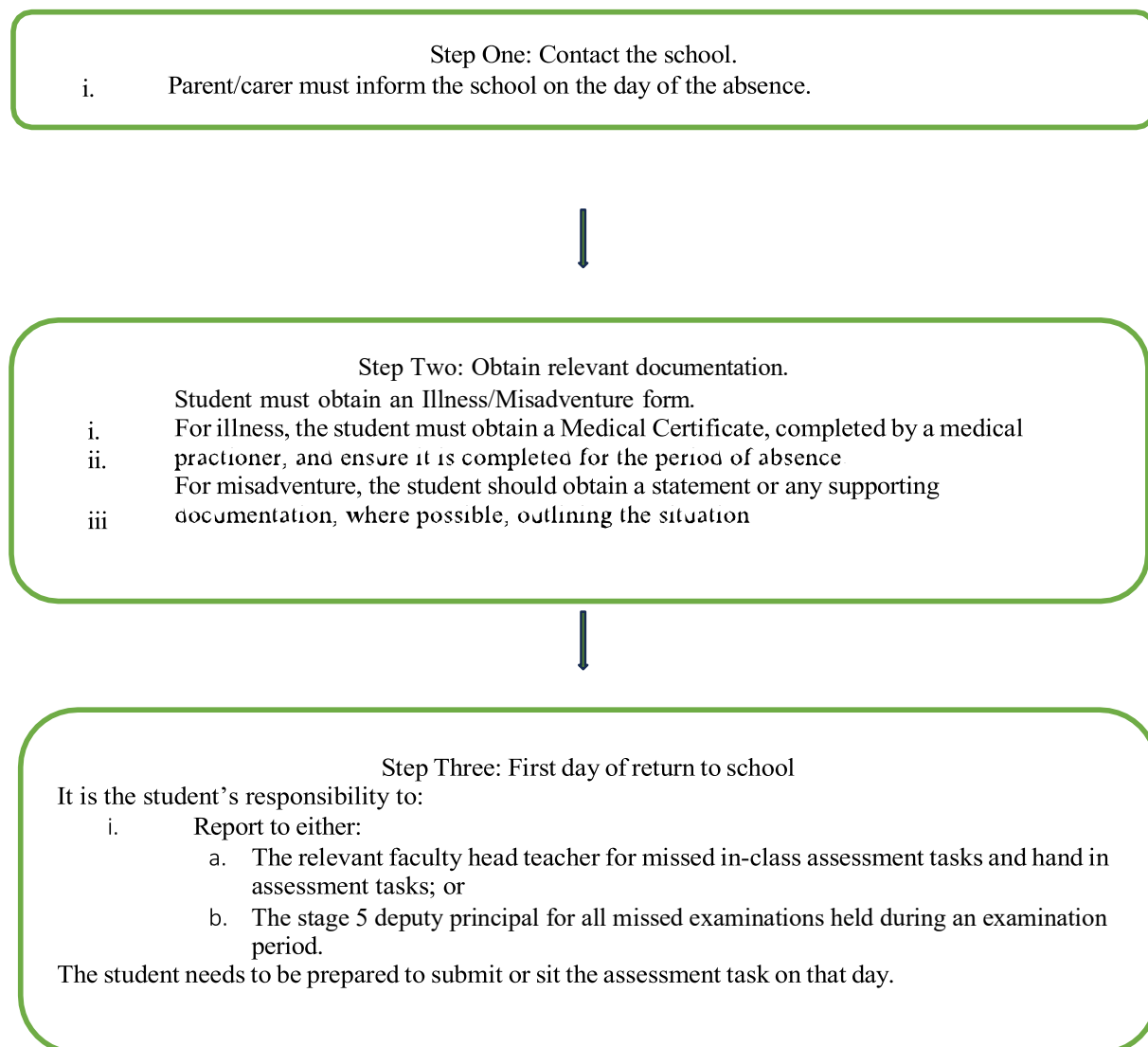
If considering overseas or interstate travel, students are to:

- refer to the prescribed dates for assessment tasks prior to making travel arrangements.
- explain to their family the impact the travel will have on their High School Certificate.
- complete an Application for Extended Leave – Travel form (available from the front office) and attach a copy of the airline ticket.
- submit the Application for Extended Leave – Travel form to the principal for approval at least three weeks in advance.

3.8 **Technology and Assessment**

- a. Technology and/or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.
- b. To assist students in the utilisation of technology, the following guidelines should be considered:
 - always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.

3.9 **Summary of Illness/Misadventure Process**



4. MALPRACTICE

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's processes and procedures. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice, you will be awarded a zero mark

4.1 Defining Malpractice

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- Use of Artificial Intelligence (AI) generated responses and presenting it as their own.
- Using material directly from books, journals, CDs, or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing, or borrowing another person's work and presenting it as their own
- Submitting work to which another person, such as a parent, coach, or subject expert, has contributed substantially.
- Using words, ideas, designs, or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material and presenting it as your own.
- Breaching school examination rules
- Using non-approved aids during an assessment task
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

In the case of suspected plagiarism or malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

4.2 Defining Plagiarism

Plagiarism means presenting the ideas and words of others as if they were the students' own work. Creating one's own work and using the published work of others which you have acknowledged is not plagiarism.

What you must do to prevent plagiarism

- a. You must give a reference if you take a fact or idea directly from someone else.
- b. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
- c. Use your own words if you take information from other sources.

The school reserves the right to award a zero mark to work that contains any plagiarism.

4.3 Use of Artificial Intelligence (AI)

The use of artificial intelligence (AI) generated responses and submitting these as your own work is considered a form of malpractice. Students suspected of using artificial intelligence in a hand-in assessment task will need to provide evidence that the task is their own work. Some evidence may include but is not limited to:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

If malpractice is proven, a zero mark may be awarded. In some circumstances, the school may invoke a penalty appropriate to the seriousness of the offence.

4.4 Managing Malpractice

- a. Issues of malpractice need to be investigated by the head teacher of the respective course.
- b. If student is unable to provide evidence that malpractice has not occurred, a zero mark may be awarded. In some circumstances, the school principal may decide to invoke a penalty appropriate to the seriousness of the offence.
- c. Students are made aware that sharing/showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students.
- d. Students who may receive an alternate task through an appeal outcome are not to make any effort to gain knowledge, wording, or content of the original task.
- e. An N Warning letter will be generated to inform the student and the parent/carer of the malpractice and the necessary actions to be taken by the student to redeem the N Warning letter

Consequences of Malpractice

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task.
- zero marks for part or all of the assessment task.
- an N Warning letter sent to the student/parent or guardian.
- withdrawal from a course/s

After being informed of the consequence of proven Malpractice, students have 2 full school days to appeal a decision made by the head teacher, by completing an Appeals form (*Appendix B*) and submitting this to the stage 5 deputy principal.

The stage 5 deputy principal will review all relevant documentation and inform the student, head teacher of the relevant course of the outcome by email and document this on SENT

4.5 Consequences of Malpractice

One or more of the following consequences may be applied to proven malpractice:

- reduced marks for all or part of the assessment task.
- zero marks for part or all of the assessment task.
- an N Warning letter sent to the student/parent or guardian.
- withdrawal from a course/s

After being informed of the consequence of proven Malpractice, students have 2 full school days to appeal a decision made by the head teacher, by completing an Appeals form (*Appendix B*) and submitting this to the stage 5 deputy principal.

The stage 5 deputy principal will review all relevant documentation and inform the student, head teacher of the relevant course of the outcome by email and document this on SENT.

5. Appeals

5.1 Grounds for Appeal

- i. The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.
- ii. While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.

Any disputes over an individual task must be resolved at the time* the task is returned to the student.

* *definition of time -during the timetabled period of the subject.*

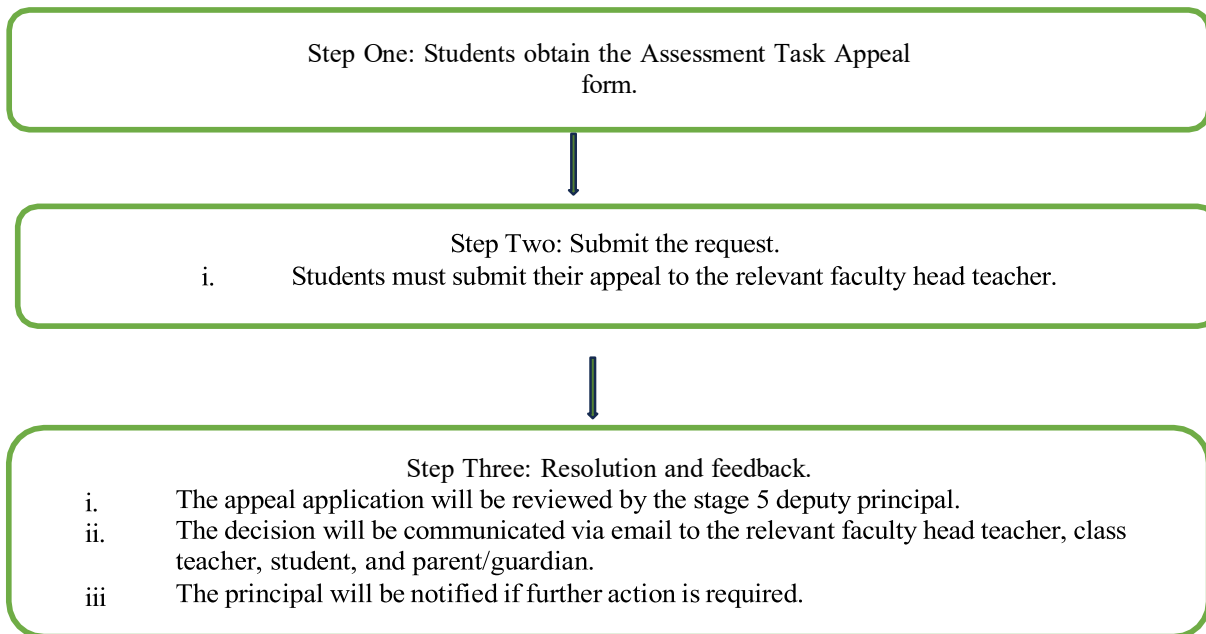
Allocation of marks – teacher and student can discuss this at a mutually suitable time

5.2 Appeals surrounding the assessment procedure.

- a. The student may appeal the school's assessment process. The first appeal MUST be to the head teacher.
- b. Where a student believes that the appeal to the head teacher has not been resolved appropriately, they may appeal through the stage 5 deputy principal.
- c. The stage 5 deputy principal will determine if:
 - i. The weightings specified by the school in its assessment program were followed and conform with requirements as detailed in the syllabus by NESA.
 - ii. The procedures used to determine the final assessment marks conform with the issued assessment program and;
 - iii. There are no administrative or other clerical errors in the determination of the assessment mark.
- d. If it is determined that there may be errors in the process, the stage 5 deputy principal, may ask the head teacher to review the process and adjust accordingly.
- e. The appeal decision will be communicated to the student via their student DOE email.

Students are not entitled to seek a review of teachers' judgements of the marks allocated based on individual performance in assessment tasks. The marks or grades awarded for individual tasks will not be subject to review as part of this process.

5.3 Appeals process summary.



6. COMPLETION OF SCHOOL BASED ASSESSMENTS

6.1 Student Attendance

- a. The principal may determine that, as a result of absence, the above course completion criteria might not be met. School absences are serious and early written warning of the consequences of non-completion of course requirements will be provided. The warning must relate the student's absence to the non-completion of the course requirements.
- b. The stage 5 deputy principal will advise those students with frequent or ongoing absence in writing of the seriousness of these absences with respect to meeting course outcomes.
- c. In order to achieve course outcomes a satisfactory level of attendance is required. Cabramatta High School considers a minimum attendance of 90% in all courses will provide an opportunity to satisfactorily complete course outcomes.

6.2 Failure to complete or submit assessment tasks.

- a. If a student has a valid reason for failing to complete or submit an assessment task, they may apply for an Illness/Misadventure through the faculty head teacher.
- b. If there is no valid reason, or the illness/misadventure is not upheld for not completing an assessment task, a zero mark may be recorded for the task. The student and their parents/guardians will be advised, in writing, of this through an 'N-Warning' letter.

6.3 Non-serious attempts

- a. A student must make a genuine attempt to complete an assessment task. The question of whether the attempt was genuine, is a matter for the teacher's professional judgement.
- b. Students studying the stage 5 course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether these tasks contribute to the final assessment mark.

It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

6.4 Communicating Course Requirement Concerns

1. If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written 'N-Warning' letter must be provided to the student and their parents/guardians.

The school must:

- a. advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination.
- b. advise the parent or guardian in writing if the student is under 18.
- c. request from the student and/or parent/guardian a written acknowledgement of the warning

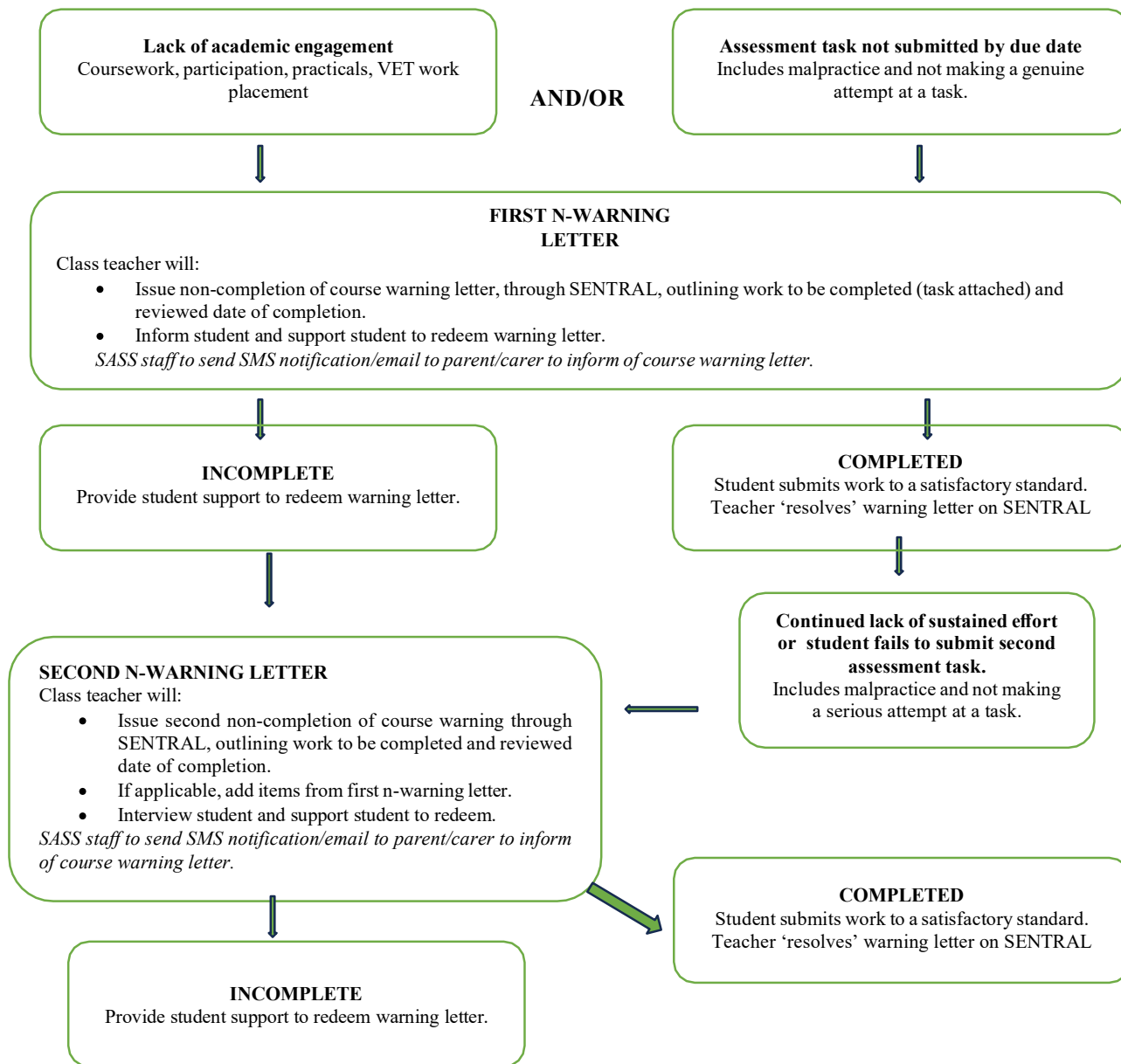
6.5 Failure to complete course requirements – N-Determination in stage 5 course

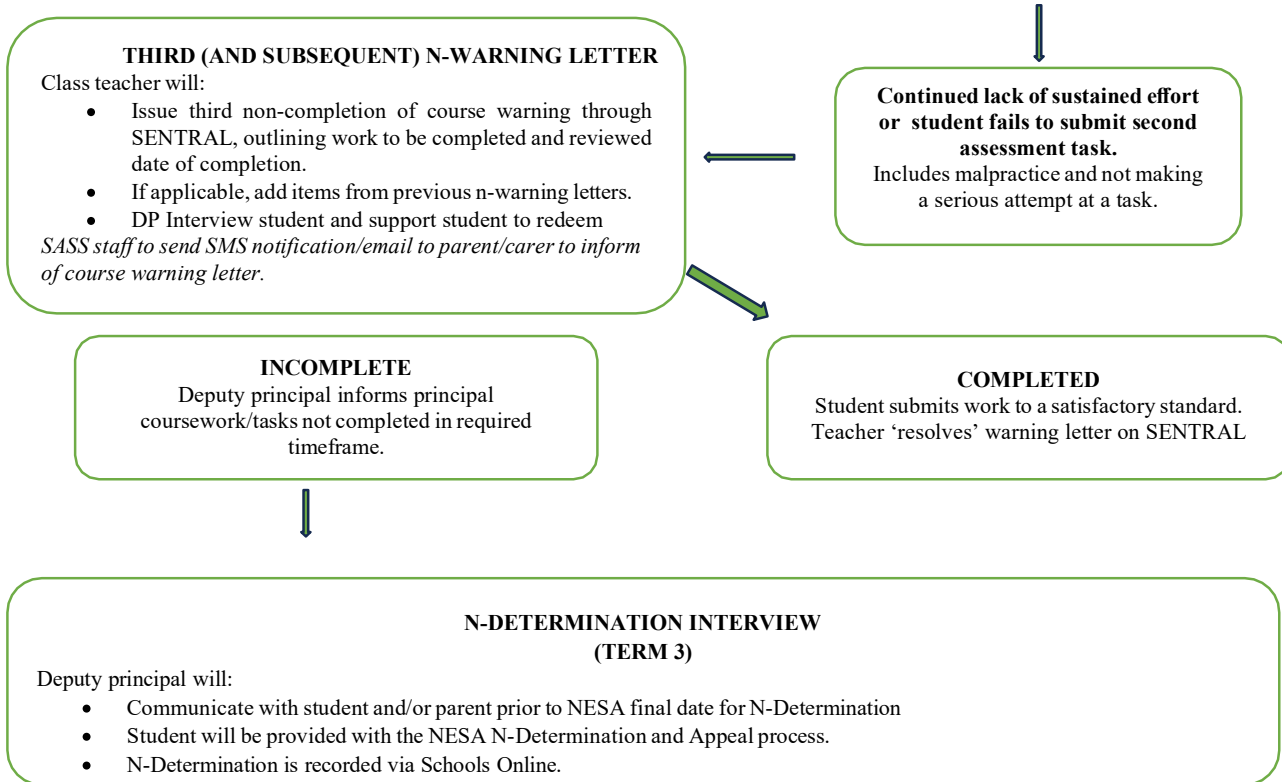
If at any time it appears that a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, the principal must:

- a. advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination.
- b. advise the parent or guardian in writing (if the student is under the age of 18).
- c. request from the student/parent/guardian a written acknowledgement of the warning.
- d. issue at least one follow-up warning letter if the first letter is not effective; and
- e. retain copies of all relevant documents.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will have neither an assessment mark nor an examination mark awarded for that course.

6.6 N- DETERMINATION PROCESS







Cabramatta High School

ILLNESS/MISADVENTURE APPLICATION (Appendix A)

X Attach any supporting evidence here with a staple

Section A

To be completed by the student

Student's Name: Course:

Year: Parent's Name:

Daytime parent contact number:

Name of Assessment Task:

Due Date: Class Teacher:

Nature of Task: (please circle)

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task
Type of Claim (please tick)	<input type="checkbox"/> Illness	<input type="checkbox"/> Misadventure		

Outline reasons for this application for Illness/Misadventure and attach relevant documentation.

.....
.....

..... Parent/Carer Signature: Student

Signature: Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Date: / /

Faculty: Course:

Receipt date of Illness/Misadventure form: Task submitted/completed Yes No

Date Completed:

Head Teacher Approval: Approved Rejected Date of rescheduled task:

Comments:

..... Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Resolution: Accepted Rejected

Deputy Principal Signature: Date: / /

Comment:

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal Mr. Erskine

Cabramatta High School
APPEAL APPLICATION (*Appendix B*)
X Attach any supporting evidence here with a staple

Section A

To be completed by the student

Student's Name:Course:

Year:Parent's Name:

Daytime parent contact number: Name of Assessment Task:

Due Date:Class Teacher:

Nature of Task: (*please circle*)

- | | | | | |
|-------------------|----------------|---------------|--------------|--------------|
| Examination | Performance | Assignment | Field Work | Portfolio |
| Research Activity | Practical Task | Speaking Task | Viewing Task | Written Task |

Please provide a statement in support of your application to appeal.

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

List any additional documentation in support of your application:

.....
.....

Parent/Carer Signature: Student Signature:

Date: / / Date: / /

Section B

To be completed by the Deputy Principal

Appeals Panel Members:

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

Resolution: Accepted Rejected

Comment:

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

Deputy Principal Signature: Date: / /
Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mr Erskine

Cabramatta High School

REQUEST FOR EXTENSION APPLICATION *(Appendix C)*

X Attach any supporting evidence here with a staple

Section A

To be completed by the student

Student's Name: Course:

Year: Parent's Name: Daytime parent contact number:

Name of Assessment Task:
.....

Due Date: Class Teacher:

Nature of Task: *(please circle)*

Examination	Performance	Assignment	Field Work	Portfolio
Research Activity	Practical Task	Speaking Task	Viewing Task	Written Task

Other (please specify):
.....

Reason for application (attach supporting letter or documentation as necessary) State sufficient details support your case for consideration to gain an extension of time.
.....
.....
.....

Parent/Carer Signature:

Student Signature:

Date: / /

Date: / /

Section B *To be completed by the Head Teacher*

Head Teacher's Name: Faculty:

Course:

Comments:
.....
.....
.....

Head Teacher Signature:

Date: / /

Section C *To be completed by the Deputy Principal*

Resolution: Accepted Rejected

Comment:
.....
.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mr Erskine

Cabramatta High School REQUEST TO RESCHEDULE DUE TO SCHOOL BUSINESS

(APPENDIX D)

Name of Activity:

Date: Venue:

X Attach any supporting evidence here with a staple

Section A

To be completed by the student

Student's Name: Course Year:

Parent's Name:

Daytime parent contact number: Name of Assessment Task:

Due Date:

Class Teacher:

Nature of Task: (please circle)

- | | | | | |
|-------------------|----------------|---------------|--------------|--------------|
| Examination | Performance | Assignment | Field Work | Portfolio |
| Research Activity | Practical Task | Speaking Task | Viewing Task | Written Task |

Other (please specify):

.....

Reason for application (attach supporting letter or documentation as necessary)

.....
.....

Parent/Carer Signature: Student Signature:

Date: / /

Date: / /

Section B

To be completed by the Head Teacher

Head Teacher's Name: Faculty:

Course: Date of rescheduled task: / / Time:

Student issued reschedule notification: Yes No

Head Teacher Signature: Date: / /

Section C

To be completed by the Deputy Principal

Comment:

.....
.....

Deputy Principal Signature: Date: / /

Copy to: Relevant Head Teacher, Student, Parent/Carer, Student File



Principal
Mr L.Erskine

Cabramatta High School
ABSENCE DUE TO SCHOOL BUSINESS/LEAVE

(APPENDIX E)

Student Name:	Year:
..... Name of Activity:	
.....	

To be completed by students when taking leave or absent from school due to school business.

Student takes this form to be completed by each subject teacher.

Faculty	Course/Teacher	Coursework to be completed in absence	Signature
<i>English</i>			
<i>CAPA</i>			
<i>Home Economics</i>			
<i>HSIE</i>			
<i>Industrial Arts</i>			
<i>Maths</i>			
<i>PDHPE</i>			
<i>Science</i>			

It is the student’s responsibility to ensure that all work missed is completed. In the instance of a scheduled assessment task, students will need to complete the “Request to reschedule due to school business” form.

GLOSSARY OF KEY TERMS

The NSW Educational Standards Authority (NESA) has published a glossary of words that are often used in examinations. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

Word	Definition	Word	Definition
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Evaluate	Make a judgement based on criteria; determine the value of
Analyse	Identify components and the relationship between them; draw out and relate implications	Examine	Inquire into
Apply	Use, utilise, employ in a particular situation	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Appreciate	Make a judgement about the value of	Extract	Choose relevant and/or appropriate details
Assess	Make a judgement of value, quality, outcomes, results or size	Extrapolate	Infer from what is known
Calculate	Ascertain/determine from given facts, figures or information	Identify	Recognise and name
Clarify	Make clear or plain	Interpret	Draw meaning from
Classify	Arrange or include in classes/categories	Investigate	Plan, inquire into and draw conclusions about
Compare	Show how things are similar or different	Justify	Support an argument or conclusion
Construct	Make; build; put together items or arguments	Outline	Sketch in general terms; indicate the main features of
Contrast	Show how things are different or opposite	Predict	Suggest what may happen based on available information
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Deduce	Draw conclusions	Recall	Present remembered ideas, facts or experiences
Define	State meaning and identify essential qualities	Recommend	Provide reasons in favour
Demonstrate	Show by example	Recount	Retell a series of events
Describe	Provide characteristics and features	Summarise	Express, concisely, the relevant details
Discuss	Identify issues and provide points for and/or against	Synthesise	Putting together various elements to make a whole
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between		