



STRIVE TO DO WELL

Year 10

Assessment Policy

2022





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INTRODUCTION

At Canowindra High School we value the learning process and believe that assessment should allow our students to demonstrate what they have learnt and areas requiring further development. Assessments should engage our students in the learning process.

1. GUIDELINES ON TYPES OF ASSESSMENT TASKS

Assessment tasks may be classified as formal (Common Tasks) and informal (Coursework). Both informal and formal tasks may be used to determine student grades for the Record of School Achievement.

Formal assessment tasks to be used for each subject are listed within this booklet.

- 1.1 Assessment tasks are designed to assess a range of knowledge and skills. Tasks will be varied and be appropriate to each particular subject.
- 1.2 Assessment tasks should not be time consuming or detract from teaching and learning.
- 1.3 Teachers may use a variety of techniques as indicated on the subject assessment plan.

2. RECOMMENDATIONS ABOUT THE TIMING AND COORDINATION OF TASKS

- 2.1 All assessment tasks will be carefully timetabled to avoid student overload.
- 2.2 A course assessment outline will be provided at the commencement of each calendar year within this document.

3. ADMINISTRATION OF COMMON TASKS

- 3.1 *Adequate Notice.* Students will be given a minimum of two weeks formal notice in writing. The Assessment Task Cover Sheet (Appendix A) will be given to students with the information required to complete the assessment task.
- 3.2 In the case of a task that is made up of multiple components, students will be given written information regarding the relative value of each component as well as the milestone dates for their completion. This information will be provided at least two weeks before the first milestone.
- 3.3 **Student Receipt of Assessment Task Cover Sheet**
All students will sign and date the Assessment Notification – Student Receipt form upon receiving the Assessment Task Coversheet. Copies of this form will be kept with the classroom teacher and in the monitoring folder. Students will sign the coversheet upon *return* of the task, signing and dating it. The teacher will take a copy for themselves and the monitoring folder. Students will be given the original copy.



- 3.4 Tasks that are of a cumulative type may continue into the period prior to examinations.
- 3.5 **Submission**
All assessment tasks will be submitted to the classroom teacher (or other nominated person) on or before close of business on the due date for that subject. Any assessment tasks submitted after this time will be designated as late and will have marks deducted (see 3.6).
- 3.6 **Late Submission of Common Tasks**
Where a task is submitted late, the task will be marked as normal, and then a late penalty of 20% of the marks achieved will be applied for each day late, for up to three (3) school days. After the third day, a zero score will apply. The assessment task must still be completed.
- 3.7 **Requests for an Extension**
Requests for an extension because of illness, misadventure or family business must be made in writing on the enclosed form (see Appendix B), and must be signed by parents. Such requests will be considered by the Assessment Committee.
- 3.8 Requests for extensions must be made as soon as possible after the need for such a request is realised.
- 3.9 **Malpractice in Tasks**
It is expected that all work submitted by students for assessment is a result of their own honest effort. Where this is proven to be otherwise, the student(s) involved shall be deemed to have not completed that task and shall have a zero or reduced mark recorded.
- 3.10 **Estimate/Alternate task**
Where student performance in an assessment task is affected for a valid reason, (proven misadventure or illness), the school may use a mark based on a substitute task, or, in exceptional circumstances, an estimate based on other evidence. Invalid reasons for absence shall result in a mark of zero for that task. Students should note that loss of work through computer or disc malfunction does not constitute a valid reason for misadventure. Students may apply for an appeal through the Assessment Committee. (See Special Consideration Appendix B)

4 PROCEDURES FOR 'N' DETERMINATION

- 4.1 Where the student has failed to meet one or more of the following requirements:
- followed the course developed by NESA;
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
 - achieved some or all of the course outcomes.

A 1st Warning letter will be sent home (see Appendix C)



- 4.2 If significant improvement does not occur following a 1st Warning Letter, a 2nd Warning Letter will be sent home. If improvement does not occur after two official warnings, the school is required to have a parent interview and an 'N' determination for that subject maybe recommended.

Documentation for an 'N' determination may be sent out during Year 10.

- 4.3 'N' determinations may be made after a student receives two official 'N' determination letters and fails to demonstrate improvement (see Appendix C). The final decision on an 'N' determination is made by the Principal prior to recommendations to NESAs.

- 4.4 Cumulative assessment tasks

Milestone dates will be used as an indicator of ongoing learning over an extended time. Penalties will only apply to these dates if it is an explicit requirement that these dates be met and that there is a value attached.

5. REVIEW AND GRIEVANCE PROCEDURES

- 5.1 Where a student/parent is concerned about an assessment mark awarded, the concern should be discussed with the teacher. If this does not resolve the problem, then the student should complete an appeal form (See Appendix B) and give it to the assessment committee.

6. DETERMINATION OF GRADES

- 6.1 Grades are awarded based on judgement made by teachers at the end of the course in accordance with the course performance descriptors. This judgement will be based on data gathered by teachers through the school's assessment program which could include common tasks and coursework.
- 6.2 School Reports reflect what a student 'can do' against a standards referenced framework. Report grades will deliver A-E judgments against specific course outcomes.

7. STANDARDS REFERENCED APPROACH

- 7.1 Assessment is designed to focus on learning outcomes taught in class.
- 7.2 Learning outcomes reflect the syllabus documents of the course that are being studied.
- 7.3 Students are given opportunity to show their knowledge, skills and understanding through a variety of tasks
- 7.4 Tasks are designed to be inclusive while differentiating between students, allowing access to Stage appropriate work to show critical and higher order thinking.



- 7.5 Students understand marking guidelines and explicit quality criteria that are aligned to grades A-E.
- 7.6 Staff use criteria based rubrics to mark assessments and students have access to these marking guidelines.
- 7.7 Feedback is used to support ongoing student learning.

8. RESPONSIBILITIES OF STUDENTS

- 8.1 If a student knows in advance that they will be absent, the student should find out from their teachers the tasks to be set during the student's absence so that these tasks can be completed in a timely manner.
- 8.2 If a student is absent, it is their responsibility, on the first day back at school, to approach their teachers (and not rely on other students) to determine if any tasks were set during their absence.
- 8.3 Work that is submitted must be the result of the honest efforts of that student. Penalties may apply.
- 8.4 Students must present assessment tasks on (or before) the due date. See procedures to apply for an extension (Appendix B).
- 8.5 Students must complete all set tasks and activities. Both common tasks and coursework activities are used to determine the ROSA grading. Failure to complete tasks could place the award of a ROSA in jeopardy or adversely affect the grades in that subject.
- 8.6 Students must comply with the teacher's written instructions in relation to the assessment task.
- 8.7 Students must not absent themselves from school lessons/class on or before an assessment task due date in order to complete the task.
- 8.8 Students should ensure that any computer related work has a backup copy.
- 8.9 Any student wishing to hand an assessment task in early must do so through the class teacher or head teacher.
- 8.10 If the teachers are not available the task may be submitted at the school's front office.
- 8.11 When a student is suspended from school it is the student's responsibility to arrange for the collection of information regarding assessment tasks.

ALL TASKS MUST STILL BE COMPLETED ON TIME. Suitable arrangements must be made with the subject teacher/head teacher for the completion of in class tasks which are scheduled during the suspension.

Suspensions are not to be regarded as a reason for seeking the deferment of tasks, and students may be required to attend for an in-class task.



9. **AWARD OF A RECORD OF SCHOOL ACHIEVEMENT (ROSA)**

9.1 In the following cases NESA will not issue a ROSA:

- (a) Receiving an 'N' determination in a mandatory subject in Stage 5 or Stage 4 Mandatory requirements (English, Maths, Science, History/Geography)
- (b) Not meeting all mandatory course requirements (including satisfactory completion of Stage 4 PDHPE, Design & Technology, Visual Arts, Music and Languages).
- (c) Malpractice, misbehaviour or unauthorised absence.

9.2 In case of an 'N' determination, a record of achievement will usually be issued.

9.3 A ROSA or equivalent is required to progress into Year 11 and be eligible for the award of a Higher School Certificate.

10. **THE SCHOOL REPORT**

10.1 Reports reflect what a student 'can do' against a standards referenced framework in Stage 5. Report grades will deliver an A-E grade for course progress based on outcomes demonstrated.

- a. Teacher comment provides motivational feedback that gives recognition for strengths and information to encourage specific improvement and growth in learning.

11. **ASSESSMENT COMMITTEE**

The Assessment Committee consists of:

- Year Adviser
- Principal or Deputy Principal
- Assessment Coordinator

The Assessment Committee's responsibility is to ensure that the above policy is implemented as fairly and consistently as possible. From time to time exceptional circumstances may arise which are not wholly covered by the preceding documentation. In these cases, careful consideration will be given by the Principal and Assessment Committee to all the relevant material and a decision will be reached that is equitable and fair to all concerned and is consistent with the spirit of NESA Guidelines.

They are also responsible for:

- ensuring the Assessment Policy Booklet is current;
- assessment tasks are spread across the year for all courses;
- reviewing all requests (extensions, appeals, modifications of tasks, illness, misadventure) and providing feedback to the student, teacher and head teacher;
- keeping documentary evidence on all extensions, illness, misadventure appeals, modifications of tasks and N-determination warning letters.



12. YEAR 10 ASSESSMENT TIMETABLE 2022

YEAR 10 COMMON TASKS ASSESSMENT TIMETABLE 2022

Week	Term 1	Term 2	Term 3	Term 4
1				
2				
3		Science		Child Studies English Mathematics History Geography IT- Timber and Auto Visual Arts Science
4		English Mathematics History Geography		Agriculture
5		Child Studies IT- Auto PASS	Mathematics Work Education	Food Technology
6		IT – Timber		
7			Science	
8	Agriculture Food Technology IT-Auto Work Education	WORK EXPERIENCE	Agriculture Food Technology PASS	
9	IT – Timber	WORK EXPERIENCE		
10	PDHPE Child Studies	Visual Arts	PDHPE	



13. COURSE INFORMATION

English – Year 10 Assessment Plan 2022

Common Tasks – 50% of overall assessment

ASSESSMENT	Task 1	Task 2	
NATURE OF TASK	Semester Examination	Semester Examination	
NOTIFICATION DATE	T2 W2	T4 W1	
DUE DATE	T2 W4	T4 W3	
OUTCOMES ASSESSED	EN1A, EN3B, EN4B, EN5C	EN1A, EN3B, EN4B, EN5C	TOTAL
WEIGHTING	50%	50%	100%

Coursework – 50% of overall assessment

Including, but not limited to:

- Essays, short-answer and written tasks
- Oral and written critical responses to texts
- Extended research, composition and presentations
- Identification and analysis of components of texts, including multimodal texts
- Time-limited composition of texts in particular forms for specific contexts
- Written or spoken responses, which could be short or extended
- Prepared and impromptu oral presentations (eg. Role-plays, debates, dramatic presentations)
- Readings
- Reading tasks requiring skimming, scanning or close reading
- Drafts and completed versions of written texts or representations
- Editing texts to remove errors, improve style, shorten, lengthen or adjust
- Imaginative re-creation or extension of a text
- Speaking and listening in discussions and debates.
- Student self-reflections and evaluations
- Composing a visual representation that emphasises a particular point of view
- Presentations using digital tools



Mathematics 5.1 – Year 10 – Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Semester Examination	Assignment	Semester Examination	
NOTIFICATION DATE	T2 W2	T3 W3	T4 W1	
DUE DATE	T2 W4	T3 W5	T4 W3	
OUTCOMES ASSESSED	MA5.1-4NA, MA5.1-8MG, MA5.1-9MG, MA5.1-5NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA5.1-12SP, MA5.1-13SP, MA5.1-6NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	MA5.1-10MG, MA5.1-11MG, MA4-10NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	TOTAL
WEIGHTING	35%	30%	35%	100%

Coursework: 40% of overall assessment

Throughout the course students may participate in any combination of the following:

Assessment for Learning:

Self-assessment during each topic

Topic quizzes

Teacher observations

Peer assessment

Questioning

Assessment of Learning:

Topic tests

Student self-assessment

Peer assessment

Mathematics projects



Mathematics 5.2 – Year 10 – Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Semester Examination	Assignment	Semester Examination	
NOTIFICATION DATE	T2 W2	T3 W3	T4 W1	
DUE DATE	T2 W4	T3 W5	T4 W3	
OUTCOMES ASSESSED	MA5.2-11MG, MA5.2-12MG, MA5.2-7NA, MA5.2-17SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-15SP, MA5.2-16SP, MA5.2-5NA, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA, MA5.2-14MG, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-13MG, MA5.2-6NA, MA5.2-10NA, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	TOTAL
WEIGHTING	35%	30%	35%	100%

Coursework: 40% of overall assessment

Throughout the course students may participate in any combination of the following:

Assessment for Learning:

- Self-assessment during each topic
- Topic quizzes
- Teacher observations
- Peer assessment
- Questioning

Assessment of Learning:

- Topic tests
- Student self-assessment
- Peer assessment
- Mathematics projects



Mathematics 5.3 – Year 10 – Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Semester Examination	Assignment	Semester Examination	
NOTIFICATION DATE	T2 W2	T3 W3	T4 W1	
DUE DATE	T2 W4	T3 W5	T4 W3	
OUTCOMES ASSESSED	MA5.3-13MG, MA5.3-14MG, MA5.3-6NA, MA5.2-17SP, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	MA5.3-18SP, MA5.3-5NA, MA5.3-7NA, MA5.3-8NA, MA5.3-16MG, MA5.3-17MG, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	MA5.3-15MG, MA5.3-4NA, MA5.3-5NA, MA5.3-9NA, MA5.3-12NA, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	TOTAL
WEIGHTING	35%	30%	35%	100%

Coursework: 40% of overall assessment

Throughout the course students may participate in any combination of the following:

Assessment for Learning:

Self-assessment during each topic

Topic quizzes

Teacher observations

Peer assessment

Questioning

Assessment of Learning:

Topic tests

Student self-assessment

Peer assessment

Mathematics projects



Science – Year 10 Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Working Scientifically Examination	First Hand Investigation & Report	Knowledge & Understanding Examination	
NOTIFICATION DATE	T2 W1	T3 W1	T4 W1	
DUE DATE	T2 W3	T3 W7	T4 W3	
OUTCOMES ASSESSED	WS4, WS5, WS7, WS8, WS9	WS4 – WS9	All PW, CW, LW, ES	TOTAL
Weighting	30%	30%	40%	100%

Coursework – 40% of overall assessment

Including, but not limited to:

- Quizzes
- Pre-tests
- Assignments
- Topic Tests
- Research and Presentations
- Practical Skills
- Practical Tests
- Skills Tests
- Examinations
- First hand investigation reports
- Worksheets
- Class discussion
- Homework



History – Year 10 Assessment Plan 2022

Common Tasks – 50% of overall assessment

ASSESSMENT	Task 1	
NATURE OF TASK	Semester Examination	
NOTIFICATION DATE	Semester 1 T2 W2 Semester 2 T4 W1	
DUE DATE	Semester 1 T2 W4 Semester 2 T4 W3	
OUTCOMES ASSESSED	HT5-1, HT5-2, HT5-3, HT5-4, HT5-9	TOTAL
WEIGHTING	100%	100%

Coursework – 50% of overall assessment

Including, but not limited to:

- Research assignments involving locating and evaluating sources on the internet and other ICT resources
- Formulating questions for and conducting oral history interviews and actual or virtual site studies
- Samples of students' oral, recorded and written work
- Comparing and contrasting tasks
- Developing questions, explanations or evaluations
- The use of graphic organisers to involve students in active thinking about relationships and associations
- Gathering and recording evidence from the site
- Virtual or actual excursions to collect, organise, analyse and present information
- Prepared and impromptu oral presentations (eg role-plays, debates, dramatic presentations)
- Poster presentations
- Prepared visual/audio digital displays and multimodal presentations



Geography –Year 10 Assessment Plan 2022

Common Tasks – 50% of overall assessment

ASSESSMENT	Task 1	
NATURE OF TASK	Semester Examination	
NOTIFICATION DATE	Semester 1 T2 W2 Semester 2 T4 W1	
DUE DATE	Semester 1 T2 W4 Semester 2 T4 W3	
OUTCOMES ASSESSED	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5	TOTAL
WEIGHTING	100%	100%

Coursework – 50% of overall assessment

Including, but not limited to:

- research assignments involving the collection of data and information on the internet and other ICT resources
- formulating questions for, and conducting, surveys and interviews undertaking fieldwork
- representing and interpreting geographical data using spatial technologies such as a Geographic Information System (GIS)
- inquiry and design projects (eg personal interest projects and investigations involving teamwork)
- developing questions, explanations or evaluations
- designing and/or producing visual representations of geographic phenomena
- game-based learning opportunities
- participating in fieldwork to observe, measure and record data and information outside the classroom
- fieldwork visits to collect, organise, analyse and present information
- prepared and impromptu oral presentations (eg role-plays, debates, dramatic presentations) to demonstrate geographical understanding
- poster presentations
- prepared visual/audio digital displays and multimodal presentations capturing evidence of student performance through web publication of learning (eg participation in learning blogs, student-created websites)



PDHPE – Year 10 Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Research Task	Semester 2 examination	Practical Performance	
NOTIFICATION DATE	T1 W8	T3 W8	T1 W1	
DUE DATE	T1 W10	T3 W10	T1-T4	
OUTCOMES ASSESSED	PD5-3, PD5-7, PD5-8, PD 5-10	PD5-1, PD5-2, PD5-6, PD5-8, PD5-9	PD5-4, PD5-5, PD5-11	TOTAL
Weighting	30%	30%	40%	100%

Coursework – 40% of overall assessment

Including, but not limited to:

- Class tests
- Quizzes
- Homework tasks
- Short answer and extended response questions
- Student self-evaluation
- Peer evaluation
- Demonstration and observation of skills
- Observation and feedback on student's safe work practices
- Assignments (including cumulative assessment tasks)
- Topic tests
- Research and presentations
- Practical and skills tests



Agriculture – Year 10 Assessment Plan 2022

Common Tasks – 70%

ASSESSMENT	TASK 1	TASK 2	TASK 3	TASK 4	
NATURE OF TASK	Research Task	Yearly examination	Production Project	Practical	
NOTIFICATION DATE	T1 W6	T4 W3	T3 W6		
DUE DATE	T1 W8	T4 W5	T3 W8	T4 W4	
OUTCOMES ASSESSED	Ag 5-1, 5-3, 5-4, 5-6	Ag 5-1, 5-2, 5-4, 5-7	Ag 5-4, 5-6, 5-8, 5-9	Ag 5-6, 5-10, 5-13, 5-14	TOTAL
Weighting	20%	30%	20%	30%	100%

Coursework – 30%

Including, but not limited to:

- Quizzes
- Research tasks
- Homework tasks
- Short answer and extended response questions
- Student self-assessment
- Peer evaluation
- Teacher feedback
- Demonstration and observation of skills
- WHS topic
- Topic test
- Research and presentations
- Practical activities



Child Studies – Year 10 Assessment Plan 2022

ASSESSMENT	TASK 1	TASK 2	TASK 3	TASK 4	
NATURE OF TASK	Play and the Developing Child Task	Food and Nutrition Task	Health and Safety in Childhood Task	Media and Technology Task	
NOTIFICATION DATE	T1 W8	T2 W3	T3 W4	T4 W1	
DUE DATE	T1 W10	T2 W5	T3 T6	T4 W3	
OUTCOMES ASSESSED	CS5-4, CS5-5, CS5-9	CS5-2, CS5-8, CS5-11	CS5-2, CS5-4, CS5-8, CS5-9	CS5-3, CS5-4, CS5-5, CS5-9	TOTAL
Weighting	25%	25%	25%	25%	100%

Including, but not limited to:

- Class tests
- Quizzes
- Homework tasks
- Short answer and extended response questions
- Student self-evaluation
- Peer evaluation
- Teacher feedback
- Demonstration and observation of skills
- Observation and feedback on student's safe work practices
- Assignments (including cumulative assessment tasks)
- Topic Tests
- Research and Presentations
- Practical and Skills Tests



Food Technology – Year 10 Assessment Plan

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Research Task and Practical	Research Task and Practical	Semester 2 Examination	
NOTIFICATION DATE	T1 W5	T3 W4	T4 W2	
DUE DATE	T1 W8	T3 W8	T4 W5	
OUTCOMES ASSESSED	FT5-7, FT5-11, FT5-12, FT5-1	FT5-1, FT5-3, FT5-4, FT5-9, FT5-12	FT5-2, FT5-3, FT5-6, FT5-7, FT5-12	TOTAL
Weighting	30%	40%	30%	100%

Coursework – 40% of overall assessment

Including, but not limited to:

- Class tests
- Quizzes
- Homework tasks
- Short answer and extended response questions
- Student self-evaluation
- Peer evaluation
- Demonstration and observation of skills
- Observation and feedback on student's safe work practices
- Assignments (including cumulative assessment tasks)
- Topic Tests
- Research and Presentations
- Practical and Skills Tests



Industrial Technology – Automotive Year 10 Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Research Task	Practical/Folio	Semester 2 Examination	
NOTIFICATION DATE	T1 W6	T2 W3	T4 W1	
DUE DATE	T1 W8	T2 W5	T4 W3	
OUTCOMES ASSESSED	IND5-8, IND5-9, IND5-10	IND5-1, IND5-3, IND5-4, IND5-5	IND-5-1, IND5-4, IND5-9	TOTAL
Weighting	20%	50%	30%	100%

Coursework – 40% of overall assessment

Including, but not limited to:

- Class tests
- Quizzes
- Homework tasks
- Short answer and extended response questions
- Student self-evaluation
- Peer evaluation
- Demonstration and observation of skills
- Observation and feedback on student's safe work practices
- Assignments (including cumulative assessment tasks)
- Topic Tests
- Research and presentations
- Practical and skills tests



Industrial Technology – Timber – Year 10 Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Research Task	Practical Project and Folio	Semester 2 Examination	
NOTIFICATION DATE	T1 W7	T2 W4	T4 W1	
DUE DATE	T1 W9	T2 W6	T4 W3	
OUTCOMES ASSESSED	IND 5-9, IND 5-10	IND 5-1, IND 5-5, IND 5-4	IND 5-1 IND 5-4, IND 5-9	TOTAL
Weighting	20%	50%	30%	100%

Coursework – 40% of overall assessment

Including, but not limited to:

- Class tests
- Quizzes
- Homework tasks
- Short answer and extended response questions
- Student self-evaluation
- Peer evaluation
- Demonstration and observation of skills
- Observation and feedback on student's safe work practices
- Assignments (including cumulative assessment tasks)
- Topic tests
- Research and presentations
- Practical and skills tests



Physical Activity & Sports Studies – Year 10 Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	TASK 3	
NATURE OF TASK	Semester examination	PASS opportunity Task	Practical Performance	
NOTIFICATION DATE	T2 W3	T3 W6		
DUE DATE	T2 W5	T3 W8	T1-T4	
OUTCOMES ASSESSED	1.1, 1.2, 4.1, 4.2, 4.3, 4.4	2.1, 2.2, 3.2, 4.2, 4.4	3.1, 4.1, 4.3	TOTAL
Weighting	30%	30%	40%	100%

Coursework – 40% of overall assessment

Including, but not limited to:

- Discussions
- Worksheets
- Reflection questions
- Group work
- Website research
- Measurement of fitness components
- Teacher feedback on bookwork, worksheets, practical reports and research tasks. Students may be required to resubmit tasks based on teacher feedback.
- Topic tests
- Kahoot quizzes
- Google classroom tasks and worksheets
- Response to text book activities and questions
- Assessment based on participation and performance in the practical units



Visual Arts – Year 10 Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	
NATURE OF TASK	Case Study Practical	Semester Examination	
NOTIFICATION DATE	T2 W7	T4 W1	
DUE DATE	T2 W9	T4 W3	
OUTCOMES ASSESSED	5.1 – 5.6	5.7 – 5.10	TOTAL
Weighting	50%	50%	100%

Coursework – 40% of overall assessment

Including, but not limited to:

- Interim review of Visual Arts Diary (VAD) – process, research, progress, experimentation, resolution, self-evaluation
- Written artist statement as part of self-assessment and review of body of work
- Peer assessment - development of skills in criteria based critiquing
- Participation in exhibiting in and curating exhibitions as a component of professional practice
- Artworks seen to be informed by key aspects of course content of practice, conceptual framework and frames
- Interim reports of artworks with feed-back and feed-forward
- Photography portfolio as part of visual literacy
- Contribution to classroom discussion about art, artists, audiences and the world
- Critical and Historical and Artmaking Studies: short and extended written responses
- Representation of ideas through mind mapping and Venn diagrams
- Verbal responses
- Homework tasks
- Body of work marking
- Worksheets



Work Education – Year 10 Assessment Plan 2022

Common Tasks – 60% of overall assessment

ASSESSMENT	TASK 1	TASK 2	
NATURE OF TASK	Financial Spreadsheets Task	Post-School Pathway Mapping Task	
NOTIFICATION DATE	T1 W5	T3 W2	
DUE DATE	T1 W8	T3 W5	
OUTCOMES ASSESSED	WE5-7, WE5-8, WE5-10	WE5-1, WE5-5, WE5-6, WE5-8, WE5-9	TOTAL
Weighting	50%	50%	100%

Coursework – 40% of overall assessment

Including, but not limited to:

- Class tests
- Quizzes
- Homework tasks
- Short answer and extended response questions
- Student self-evaluation
- Peer evaluation
- Demonstration and observation of skills
- Observation and feedback on student's safe work practices
- Assignments (including cumulative assessment tasks)
- Topic tests
- Research and presentations
- Practical and skills tests



17 APPENDIX FORMS

Appendix A- Copy of Assessment Task Cover Sheet

Appendix B- Copy of Application for Special Consideration

Appendix C – Copy of 'N'-Determination letter

These forms are available from the front office, or our school website:
www.canowindra-h.schools.nsw.edu.au



Appendix A- Copy of Assessment Task Cover Sheet

Subject:

Year:

Teacher:

Assessment Task Number (as per Assessment Policy booklet):

Assessment Task Title:

Assessment Weighting:

%

Date Distributed:

Date Due:

All Year 12 and Year 11 HSC assessment tasks, other than in-class tasks, must be handed in at office by 9.00am on the due date. *(Zero marks if submitted late)*

All Stage 5 assessment tasks must be handed to your class teacher by the due date. *(1-3 days late - less 20% for each day, 3+ days late – zero marks)*

Outcomes to be assessed:

Comments by Teacher:

Assessment Criteria/Marking Scheme:

Student's Name:

Date returned to Student:

Student's Signature:

Teacher's Signature:

Cumulative Assessment Rank:

Mark Scored



Appendix B- Copy of Application for Special Consideration

Special consideration (Extension, Illness/Misadventure, Appeal)

Name: [] Year: [] Date: []

Subject: [] Teacher: []

Assessment Task Number (as per Assessment Policy booklet): []

Assessment Task Title: []

I wish to apply for an (please circle) Extension, consideration for Illness/Misadventure or Appeal a result, based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances.)

[]

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

STUDENT SIGNATURE: [] PARENT/GUARDIAN SIGNATURE: []

Recommendation of Teacher/Head Teacher:

[]

SIGNATURE OF TEACHER/HEAD TEACHER: []

Recommendation of Assessment Committee:

SPECIAL CONSIDERATION: Upheld: [] Denied: []

Subject/course: [] Assessment Task Number: []

Assessment Task Title: []

PRINCIPAL/DP:

YEAR ADVISER:

ASSESSMENT COORDINATOR:

DATE: []



Appendix C – Copy of ‘N’-Determination letter

<Address block>

<Insert date>

<Address block>

<Address block>

Dear <Name of Parent/Guardian>

OFFICIAL WARNING – Non-completion of a Stage 5 (Years 9 – 10) Course

I am writing to advise you that your son/daughter, <Insert student name>, is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in <Insert course name>.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. *[Delete the following sentence if this is the first warning]* Previous warning(s) were sent to you on <Insert dates>.

[Delete ONE of the following]

This course is mandatory for the award of the Record of School Achievement.

This course is a Stage 5 elective course that is credentialled on the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student’s transcript of results as ‘Not Completed’. Any elective course not satisfactorily completed will not appear on the student’s Record of School Achievement.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.



Task or course requirement	Original due date (if applicable)	Action required by student	Date for completion

Add/delete rows as required

Action by parent/guardian

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Class Teacher/Head Teacher

Principal



Acknowledgement of Official Warning

I have received the letter dated <Insert date> advising me that <Insert name> is in danger of not meeting the course completion requirements for <Insert course name>, and am aware that this is the <first/second/third> official warning.

I am aware that this <is/is not> a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed', and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____





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