

Figtree High School



YEAR 10

NSW RECORD OF SCHOOL ACHIEVEMENT
(ROSA)

ASSESSMENT GUIDE

2024

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Parents/Carers and Students,

Students in Year 10 are working towards achieving their Record of School Achievement (RoSA) credential. This is a credential that allows students to accumulate their academic results throughout Year 10, 11 and 12 prior to completing the Higher School Certificate. A RoSA is available at any time a student leaves school after completing Year 10.

Schools provide grades ranging from A-E for students at the end of Year 10 using school-based assessment information, NESAs Course Performance Descriptors and the Common Grade Scale. This process is in line with junior assessment procedures in Years 7 -10. Grades achieved in Year 10 appear on a student's RoSA if they achieve this credential.

Students must satisfactorily complete the requirements for the RoSA in Year 10 to be able to enrol in senior secondary courses and study for the Higher School Certificate.

Facts about the Record of Student Achievement (RoSA) Credential

- The RoSA records the grades for completed Stage 5 and Preliminary Stage 6 courses (Year 11).
- The RoSA provides the opportunity for students to incorporate and record extra-curricular achievements such as SRC, work experience and sport.
- Students who complete the HSC will have their Year 11 grades recorded on their HSC record of achievement. This makes it even more important for students to achieve their best in Year 11. Students can also apply to obtain their RoSA, which includes Year 10 grades.
- Students can obtain an e-record of their Year 10 grades by downloading an e-record transcript of study from their own Students Online account through NESAs after completing Year 10.
- Minimum standards of Literacy and Numeracy have been introduced for students wishing to achieve their Higher School Certificate. More details about this are found on page 7.

This Booklet

This booklet outlines the assessment schedules and school assessment rules that have been designed to **assess individual student achievement in all subjects studied in Year 10**. The grades each student earns, by completing the tasks listed in the assessment schedules published in this booklet, will be reported on their Year 10 Record of School Achievement (RoSA). These tasks will also be used to determine student achievement for our school reports each semester.

Please note that the schedules in this booklet account for Year 10 assessment only. Year 10 students receive Semester 1 and Semester 2 reports. The grades and grade distributions recorded on the reports are based on the tasks listed in this booklet, and may also include other course work, assignments and tests completed throughout the year to make judgements about a student's level of achievement in each course.

Policies relevant to Year 10 Assessment (and the ROSA credential):

By working with parents/carers and students we aim to provide all of our students with the opportunity to achieve a grade in each subject appropriate to each individual student's level of achievement. The NSW Education Standards Authority (NESAs) has developed policies and rules that relate to Year 10, Year 11 and Year 12 assessment.

It is important that students understand their responsibilities regarding the satisfactory completion of Year 10 requirements. A summary of these have been printed on the next page for your information. Please read these requirements carefully and consult the Year Adviser or Deputy Principal if you require further clarification.

Satisfactory Completion of Year 10

1. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
 - followed a course developed and endorsed by the NSW Education Standards Authority; and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieved some or all of the course outcomes.
2. Students who are in danger of receiving an "N" determination (non-satisfactory completion of a course) in any course will be warned in writing of this possibility. Warning letters will be sent in time to allow students to correct the problem. If a student receives two "N" warning letters in a course, and he/she does not take steps to complete the work outstanding, he/she may be regarded as not having satisfactorily completed the course. The Principal will then recommend the award of an "N" determination in that course.
3. A student who is given an "N" determination in a mandatory course in Stage 5 (Years 9 and 10) will not be eligible to receive a ROSA. Note: Mandatory courses include English, Mathematics, Science, History, Geography and PDHPE.
4. A student who is not eligible for a Record of School Achievement may enter Preliminary courses:
 - a) if the principal deems that the student has another credential equivalent to the Record of School Achievement; or
 - b) provisionally, if the principal believes that the student has a reasonable chance of satisfactorily completing Higher School Certificate studies.

If a student is ineligible for the award of a Record of School Achievement at the end of Stage 5 and the principal will not allow provisional entry to Preliminary course(s), the student may: repeat some or all Stage 5 courses or accumulate new Stage 5 courses.

5. The NSW Education Standards Authority does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.
6. Students may receive an "N" warning letter in a subject where their long term absences have prevented them from completing essential course work. In this case, the specific work missed will be outlined in the letter.

Year 10 Assessment Procedures

The following procedures will apply to all formal assessment tasks given to Year 10 students:

- The assessment schedules in this booklet outline the week that assessment tasks will be completed. Faculties and teachers will inform students of the specific date each task is due, at least 2 weeks prior to that due date. Details of the task including outcomes assessed, description of the task, weighting, the due-date and marking criteria/rubric should be presented **in writing** to all students studying the relevant course.
- Each student will be required to sign a register when they receive an assessment notification and when submitting an assessment task.
- Any student who fails to submit a task by the due date and time will receive zero marks for the task and be issued with an “N” Warning letter.
- If a student misses an assessment task deadline, they should inform the Head Teacher of the relevant faculty and explain why this has occurred. This advice should be in writing and should be signed by the parent/carer of the student. Ideally, such advice is best given to the Head Teacher prior to the date the task is due. If the student is sick on the day the task is due, they should provide a medical certificate. This medical certificate needs to be presented to the Head Teacher on the next day the student attends school and an **illness and misadventure form** completed, (at the back of this booklet). These forms are available from the Deputy Principal.
- The Deputy Principal, in consultation with the Head Teacher, will determine whether it is appropriate for:
 - an extension to be granted or, if the task is a test, whether the student can sit for the same test at another time;
 - an alternative task to be issued to the student for completion at a later time;
 - an estimate mark to be awarded (in extenuating circumstances only with Principal approval).
- Students who are participating in special events may be granted extensions, or alternative task provisions, if notice of their absence and a satisfactory reason for non-compliance with the deadline is received by the relevant Deputy Principal in advance of the absence or disruption occurring. The illness and misadventure form needs to be completed and signed by the student’s parent/carer. “Special events” could include: absences caused by health problems or significant family commitments.
- A computer malfunction is an unsatisfactory excuse. Students are strongly encouraged to use the Google Drive available to them on the DoE Student Portal to save assessment tasks and back up their work. You should always print a draft copy of your work and this may be handed in with an Illness/Misadventure form. The school library can be used to print off assessment tasks before school. Follow the correct procedure for handing in this form. It is not acceptable to hand in your work on a flash drive as such devices may corrupt the school’s computer system. You need to be fully prepared by beginning assessment tasks well before the due date.
- A student who absents themselves/truants from school or class in order to obtain extra time to complete a task, miss a task not prepared for, or otherwise gain an unfair advantage, will incur a penalty as determined by the Principal, which may include being given a mark of zero for the task.

Appeal Procedure:

- If the Deputy Principal decides to impose a zero mark for a task, and the student believes that this is unwarranted, the student is entitled to appeal, in writing, to the Principal. Completed appeal forms should be handed to the Principal. Lodging an appeal form will result in the matter being reviewed by the Principal, and a final determination being made.

Malpractice

All work submitted by a student as part or all of an assessment task must be the original work of that student. Students have a responsibility to maintain the security of any assessment tasks completed outside class. Copying the work of another student and/or permitting work to be copied are dishonest practices and will be dealt with as outlined below. The school's Personal Electronic Device procedures will apply in all circumstances.

Copying sections of Artificial Intelligence (AI) generated or other published works (electronic or hard copy) and representing this work as your own is called plagiarism. If the teacher detects work that can be proven to be plagiarised, the work will not be marked. Students' right of appeal will apply in these circumstances. Downloading sections of work from the internet and loading it directly into an assessment task is plagiarism and will break assessment rules.

Minimum standards of Literacy and Numeracy for the 2026 Higher School Certificate

All students who want to achieve a Higher School Certificate in 2026 need to meet the HSC minimum standard in literacy and numeracy to receive the HSC. Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

To show that a student meets the standard, they need to:

- pass the online reading test which has 45 multiple choice questions **and**
- pass the online writing test which is one question based on a visual or text prompt with up to a 500 word-response **and**
- pass the online numeracy test which has 45 multiple choice questions.

Disability provisions and exemptions

Some students with disabilities will be eligible for extra provisions for the minimum standard online tests, or if studying Life Skills courses, they may be exempt from meeting the HSC minimum standard in order to receive their HSC.

How is the standard set?

The standard is set at Level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school. It includes skills for tasks such as:

- following safety instructions in equipment manuals
- understanding a mobile phone plan
- writing a job application
- creating a personal weekly budget.

Students will begin their opportunities to pass the minimum standards tests in Semester 2 of Year 10. Students are allowed a maximum of four opportunities per year to complete the tests in Years 10 and 11. For students in Year 12, they have up to 6 opportunities to demonstrate the standard. Students will also be able to take the online tests for a few years after they leave school. The school will advise students of the dates for these tests and students will have the opportunity to complete them.

It is important to note:

- Students have five years from the year they start their first HSC course, to meet the HSC minimum standard, so can take the online tests after they leave school.
- Students will be able to sit their HSC exams and receive their HSC results regardless of whether they attain the HSC minimum standard. However, without the minimum standard, they will not receive the Higher School Certificate credential.

- Students who do not meet the HSC minimum standard will receive a Record of School Achievement (RoSA) which contains a student's record of academic achievement up until the date they leave school.
- The HSC is not required to receive an Australian Tertiary Admission Rank (ATAR). This means students who don't meet the HSC minimum standard will still be able to apply to university, provided they have completed their HSC and qualify for an ATAR.

More information about the HSC Minimum standards can be found on the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

YEAR 10 2024 Parents/Carers and Students

Summary of important points regarding Year 10 Assessment Procedures

“N” warnings will be issued if a student does not meet any of the course completion criteria. A student must:

- a) follow the course developed or endorsed by NESAs; and*
- b) apply themselves with diligence and sustained effort to the tasks and experiences provided in the course by the school; and*
- c) achieve some or all of the course outcomes.*

- If a student receives **two** “N” warning letters in the **one** subject and the tasks are not completed, an **“N” determination** may be made.
- Students will be given at least **two weeks notice** of an assessment task.
- Students will sign an assessment register when tasks are issued and submitted.
- A student who misses a test or task deadline must supply the Head Teacher of the faculty with **an explanation signed by the parent/carer, in accordance with the school’s Illness /Misadventure processes.**
- The form for illness and misadventure is at the back of this booklet. Other copies can be obtained from the Deputy Principal. Documentation such as a medical certificate needs to be attached to the form.
- If a student becomes aware of **an upcoming absence** (e.g significant family commitment, unforeseen sporting events, school representation etc), or if an extension is required, the Deputy Principal and Head Teacher must be informed in advance, in writing, and an alternative task/date may be negotiated. An Illness/Misadventure form will need to be completed.
- If a student **absents themselves/truants** from school or class and obtains extra time to complete a task, miss a task not prepared for, or otherwise gain an unfair advantage, they will incur a penalty as determined by the Principal, which may include being awarded a mark of zero. Students are not allowed to be late to school on the day of an assessment task without justified reason. An illness and misadventure form (with accompanying documentation) will need to be completed.
- **Computer/printer breakdown** is an unsatisfactory excuse for failure to submit tasks on time – A suggestion: if your printer breaks down, save the file in your google drive and print the task in the Library in your own time.
- If a student receives an **“N” warning** letter the task **must be completed within 2 weeks** even though a mark of zero will be awarded.
- **Appealing** a decision must be in writing through the Principal.

RoSA SUBJECTS - MANDATORY

ASSESSMENT SCHEDULE

English

Mathematics

Science

History

Geography

Personal Development, Health and Physical Education (PDHPE)

ENGLISH

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Interpretive thinking, analysing language and expressing views	Critical study of Poetry-viewing and representing - multimodal and reflection	EN5-1A, 2A, 4B, 6C, 7D, 8D	Term 1 Week 7	20%
2	Reading, writing and analysing language	Detective Genre: Creative writing and reflection	EN5-1A, 2A, 5C, 9E	Term 2 Week 4	20%
3	Thinks in ways that are imaginative, creative, interpretative and critical	Shakespeare-Director's pitch/reflection	EN5-1A, 2A, 3B, 4B, 9E	Term 3 Week 2	20%
4	Use language to shape meaning according to purpose, audience and context	Close study of a novel-analytical essay	EN5-1A, 3B, 5C	Term 3 Week 9	20%
5	Interpretive thinking, analysing language and expressing views	Yearly examination	EN5-1A, 2A, 4B, 6C, 7D, 8D	Term 4 Week 4	20%

MATHEMATICS Stage 5.1

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Working mathematically Number and algebra	In-class examination	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-4NA MA5.1-5NA	Term 1 Week 7	25%
2	Working mathematically Measurement and geometry	In-class examination	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-8MG	Term 2 Week 5	25%
3	Working mathematically Statistics and probability	Investigation task	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-12SP MA5.1-13SP	Term 3 Week 8	20%
4	Working mathematically Measurement and geometry Statistics and probability	In-class examination	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-8MG MA5.1-12SP MA5.1-13SP	Term 4 Week 3	30%

MATHEMATICS Stage 5.2

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Working mathematically Number and algebra	In-class examination	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-4NA MA5.2-6NA MA5.2-7NA	Term 1 Week 7	25%
2	Working mathematically Measurement and geometry	In-class examination	MA5.2-2WM MA5.2-3WM MA5.2-11MG MA5.2-12MG	Term 2 Week 5	25%
3	Working mathematically Statistics and probability	Investigating task	MA5.2-2WM MA5.2-3WM MA5.2-15SP MA5.2-16SP	Term 3 Week 8	20%
4	Working mathematically Number and algebra Measurement and geometry Statistics and probability	In-class examination	MA5.2-2WM MA5.2-3WM MA5.2-8NA MA5.2-13MG MA5.2-17SP	Term 4 Week 3	30%

MATHEMATICS Stage 5.3

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Working mathematically Number and algebra	In-class examination	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-5NA MA5.3-8NA	Term 1 Week 7	25%
2	Working mathematically Measurement and geometry	In-class examination	MA5.3-3WM MA5.3-13MG MA5.3-14MG	Term 2 Week 5	25%
3	Working mathematically Statistics and probability	Investigation task	MA5.3-3WM MA5.3-18SP MA5.3-19SP	Term 3 Week 8	20%
4	Working mathematically Number and algebra Measurement and geometry Statistics and probability	In-class examination	MA5.3-3WM MA5.3-4NA MA5.3-6NA MA5.3-7NA MA5.3-9NA MA5.3-15MG MA5.3-16MG	Term 4 Week 3	30%

SCIENCE

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Planning and conducting investigations Questioning and predicting	Student research project	SC4-4WS SC4-5WS SC4-6WS	Term 1 Week 9	25%
2	Knowing and understanding	Mid-course examination	SC5-10PW SC5-11PW SC5-15LW	Term 2 Week 3	10%
3	Problem-solving Communicating Processing and analysing data and information	Problem solving and practical assessment: (Rates of reaction)	SC4-8WS SC4-9WS SCLS-7WS	Term 2 Week 10	20%
4	Knowing and understanding, Problem-solving Communicating	Yearly examination	SC4-8WS SC4-9WS SC5-12ES SC5-15LW SC5-16CW SC5-17CW	Term 4 Week 2	45%

HISTORY (Mandatory)

Semester 1

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Research communication Knowledge & understanding	Rights and Freedom Research	HT5.3 HT5.6 HT5.8 HT5.9 HT5.10	Term 1 Week 8	50%
2	Source analysis Knowledge & understanding	Cold War Source Analysis Task	HT5.4 HT5.5 HT5.6 HT5.7 HT5.9	Term 2 Week 3	50%

HISTORY (Mandatory)

Semester 2

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Research communication Knowledge & understanding	Rights and freedoms research	HT5.3 HT5.6 HT5.8 HT5.9 HT5.10	Term 3 Week 7	50%
2	Source analysis Knowledge & understanding	Cold War Source Analysis Task	HT5.4 HT5.5 HT5.6 HT5.7 HT5.9	Term 4 Week 3	50%

GEOGRAPHY (Mandatory)

Semester 1

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Knowledge & understanding Inquiry (Research) communication	Environmental Change and Management Research Report	GE5.2 GE5.3 GE5.5 GE5.7 GE5.8	Term 1 Week 8	50%
2	Knowledge & understanding Geographical tools and skills	Geography broadsheet - knowledge and skills	GE5.6 GE5.7	Term 2 Week 3	50%

GEOGRAPHY (Mandatory)

Semester 2

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Knowledge & Understanding Inquiry (Research) Communication	Environmental Change and Management Research Report	GE5.2 GE5.3 GE5.5 GE5.7 GE5.8	Term 3 Week 7	50%
2	Knowledge & Understanding Geographical tools and skills	Geography Broadsheet - Knowledge and Skills	GE5.6 GE5.7	Term 4 Week 3	50%

Physical Development, Health and Physical Education (PDHPE)

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Health, wellbeing and relationships	Diversity research task	PD5.2 PD5.3 PD5.10	Term 1 Week 10	25%
2	Movement skill and performance	Demonstration of movement skill development	PD5.4 PD5.5 PD5.11	Term 2 Week 4	25%
3	Healthy, safe and active lifestyles	Health promotion campaign analysis	PD5.1 PD5.6 PD5.7 PD5.8	Term 3 Week 10	25%
4	Movement skill and performance	Demonstration of lifelong physical activity skills and strategies	PD5.4 PD5.5 PD5.10	Term 4 Week 1	25%

ELECTIVES
RoSA – Non- Mandatory

Electives	Key Learning Areas
Child Studies	PDHPE
Commerce	Human Society and Its Environment
Design and Technology	Technology and Applied Studies
Drama	Creative and Performing Arts
Elective History	Human Society and Its Environment
Food Technology	Technology and Applied Studies
French	Languages
Industrial Technology (Timber)	Technology and Applied Studies
Information & Software Technology (IST)	Technology and Applied Studies
International Studies	Human Society and Its Environment
Marine and Aquaculture Technology	Science
Music	Creative and Performing Arts
Photographic & Digital Media (PDM)	Creative and Performing Arts
Physical Activity & Sports Studies (PASS)	PDHPE
Visual Arts	Creative and Performing Arts
Visual Design	Creative and Performing Arts

CHILD STUDIES

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Children and culture Aboriginal culture and childhood	Research task	2.3 3.1 3.1	Term 1 Week 9	25%
2	Health and safety in childhood Food & nutrition	Health and safety task	1.2 3.2 3.3	Term 2 Week 9	25%
3	The diverse needs of children Childcare services & career opportunities	Research and practical activity	3.1 3.3 4.2	Term 3 Week 6	30%
4	Media and technology in childhood	Yearly written Examination	1.3 2.1 2.2 3.3	Term 4 Week 2	20%

COMMERCE

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Knowledge and understanding of political and legal matters	Law, society and political involvement: topic test	COM5-1 COM5-2 COM5-3 COM5-4 COM5-8	Term 2 Week 2	30%
2	Knowledge and understanding of economic matters. Skills in effective research and communication, and working independently and collaboratively	The business environment: Research based task	COM5-1 COM5-5 COM5-6 COM5-7 COM5-9	Term 3 Week 4	20%
3	Knowledge and understanding of business matters. Skills in decision - making and problem - solving, and working collaboratively	The economic environment: In-class essay	COM5-1 COM5-2 COM5-4 COM5-6 COM5-9	Term 3 Week 9	20%
4	Knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters	Yearly examination	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-8	Term 4 Week 4	30%

DESIGN AND TECHNOLOGY

Task No	Component	Task Description	Outcomes	Due	Weighting
1	Knowledge and skills in designing, managing, producing and evaluating a major design project	Interior architecture – Tiny home scale model and portfolio	DT5-2 DT5-8	Term 2 Week 2	30%
2	Knowledge and skills in designing, managing, producing and evaluating a major design project	Project design – object and marketing material	DT5-1 DT5-6 DT5-7	Term 3 Week 4	25%
3	Knowledge and skills in designing, managing, producing and evaluating a major design project	Jewellery design – silver ring and portfolio	DT5-3 DT5-9 DT5-10	Term 4 Week 3	25%
4	Knowledge and understanding of course content	In-class examination	DT5-4 DT5-5	Term 4 Week 5	20%

DRAMA

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Making and performing	Mask performance/ multimodal presentation	5.1.2 5.1.4 5.2.3 5.3.1 5.3.2	Term 1 Week 9	30%
2	Making, performing and appreciating	Style of Theatre/ Shakespeare performance project and logbook	5.1.3 5.1.4 5.2.1 5.2.3 5.3.1 5.3.2	Term 2 Week 10	30%
3	Making, performing and appreciating	Acting for the screen/short film	5.1.1 5.1.3 5.2.1 5.2.2 5.2.3 5.3.1 5.3.3	Term 3 Week 10	20%
4	Performing and appreciating	Playbuilding and Logbook	5.1.2 5.1.4 5.2.3 5.3.1 5.3.2	Term 4 Week 5	20%

ELECTIVE HISTORY

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Knowledge & understanding/ written communication	Case study essay	HTE5-2 HTE5-3 HTE5-7 HTE5-10	Term 1 Week 7	30%
2	Source analysis	In-class source analysis task	HTE5-1 HTE5-2 HTE5-4 HTE5-6 HTE5-9	Term 2 Week 8	20%
3	Research/ communication	Historical investigation	HTE5-4 HTE5-6 HTE5-7 HTE5-8 HTE5-10	Term 3 Week 5	25%
4	Knowledge & understanding/ source analysis	Eddie Jaku report	HTELS-2 HTELS-4 HTELS-6 HTELS-7 HTE5-10	Term 4 Week 1	25%

FOOD TECHNOLOGY

Task No	Component	Task Description	Outcomes	Due	Weighting
1	Skills in researching, evaluating and communicating	Research task Food service and catering	FT5-1 FT5-2 FT5-4 FT5-10	Term 1 Week 8	20%
2	Skills in designing, producing and evaluating solutions for specific purposes	Presentation task Food for specific needs	FT5-6 FT5-7 FT5-12	Term 2 Week 6	25%
3	Skills in designing, producing and evaluating solutions for specific purposes	Product design Food for special occasions	FT5-5 FT5-8 FT5-9 FT5-11	Term 3 Week 8	25%
4	Knowledge and understanding	Yearly written examination	FT5-3 FT5-12 FT5-13	Term 4 Week 4	30%

FRENCH

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Composing Systems of language	Audio/Visual presentation <i>(les vacances)</i>	ML5-UND-01 ML5-CRT-01	Term 1 Week 7	15%
2	Accessing and responding Composing	Written response to stimulus <i>(La santé)</i>	ML5-CRT-01	Term 2 Week 5	25%
3	Interacting Systems of language	Interview with teacher <i>(Quand j'étais petit)</i>	ML5-INT-01	Term 3 Week 7	25%
4	Composing Systems of language	Written presentation <i>(Projets d'avenir)</i>	ML5-UND-01 ML5-INT-01	Term 4 Week 5	35%

INDUSTRIAL TECHNOLOGY – TIMBER

Task No	Component	Task Description	Outcomes	Due	Weighting
1	Skills, in the design and production of practical projects	Joint projects	5-1 5-3 5-4	Term 1 Week 6	20%
2	Knowledge and understanding	Mini industry study	5-5 5-6 5-9 5-10	Term 2 Week 5	20%
3	Knowledge and understanding	Yearly examination	5-5 5-9 5-10	Term 3 Week 8	20%
4	Skills, in the design and production of practical projects and the communication of ideas	Major project & portfolio	5-2 5-7 5-8	Term 4 Week 3	40%

INFORMATION AND SOFTWARE TECHNOLOGY

Task No	Component	Task Description	Outcomes	Due	Weighting
1	Software development	Part A: Building mechatronic and automated systems MicroBit project research and planning	5.1.1 5.1.2	Term 1 Week 8	20%
2	Software development & enterprise information systems	Part B: Building mechatronic and automated systems Producing and evaluating	5.2.2 5.5.1	Term 2 Week 4	30%
3	Software development	Creating games and simulations Design and produce a 2D game	5.3.1 5.3.2	Term 3 Week 9	20%
4	Software development & enterprise information systems	Creating games and simulations Yearly examination	5.5.3 5.2.3 5.4.1	Term 4 Week 3	30%

INTERNATIONAL STUDIES

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Knowledge and analysis	Culture and gender Viewing task	IS5-3 IS5-4 IS5-6 IS5-7 IS5-9 IS5 -12	Term 1 Week 10	25%
2	Research and communication	Culture and on the move Research task	IS5-1 IS5-5 IS5-9 IS5-11	Term 2 Week 8	25%
3	Research and communication	Culture and Media Oral Presentation	IS5-3 IS5-6 IS5-7 IS5-8 IS5-12	Term 3 Week 8	25%
4	Knowledge and analysis	Culture and film Film review task	IS5-2 IS5-3 IS5-4 IS5-5 IS5-6 IS5-12	Term 4 Week 3	25%

MARINE AND AQUACULTURE TECHNOLOGY

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Core 2: Skills, management and employment	Water safety: Practical	MAR5.7 MAR5.11 MAR5.12 MAR5.13	Term 1 Week 9	25%
2	Module 2: Mangroves	Field work and report	MAR5.1 MAR5.2 MAR5.3	Term 2 Week 3	25%
3	Module 5: Marine Mammals	Research Task: Marine Mammals	MAR5.8 MAR5.9 MAR5.14	Term 3 Week 6	25%
4	Module 13: Antarctica's Marine Ecology	Depth Study: Antarctica	MAR5.1 MAR5.2 MAR5.13 MAR5.14	Term 4 Week 4	25%

MUSIC

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Composing Listening	Topic 1 - Music of a Culture	5.4 5.7	Term 1 Week 7	30%
2	Performing	Topic 2 - Popular Music	5.2	Term 2 Week 5	20%
3	Composing Listening	Topic 3 - Music for Radio, Film, Television and Multimedia	5.6 5.10	Term 3 Week 8	30%
4	Performing	Topic 4 - Rock Music	5.3	Term 4 Week 5	20%

PHOTOGRAPHIC AND DIGITAL MEDIA

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Critical and historical interpretations	Critical and historical response 1	5.7 5.8	Term 1 Week 7	20%
2	Making	Portfolio 1	5.1 5.2 5.5	Term 2 Week 2	25%
3	Critical and historical interpretations	Critical and historical response 2	5.9 5.10	Term 3 Week 5	20%
4	Making	Portfolio 2	5.3 5.4 5.6	Term 4 Week 5	35%

PHYSICAL ACTIVITY & SPORTS STUDIES (PASS)

Task No	Area of Study	Task Description	Outcomes	Due Date	Weighting
1	Foundations of physical activity	Research task	5.1 5.2 5.10	Term 1 Week 11	20%
2	Enhancing participation and performance	Peer coaching task	5.5 5.6 5.7 5.8	Scheduled dates throughout Term 2 & 3	20%
3	Physical activity and sport in society	Community recreation centre proposal	5.1 5.2 5.3 5.4	Term 4 Week 1	20%
4	Foundations of physical activity	Physical skill development throughout course	5.5 5.7 5.9	Term 4 Week 3	40%

VISUAL ARTS

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Critical and historical	Critical and historical response 1	5.7 5.8	Term 1 Week 9	20%
2	Artmaking	Printmaking	5.1 5.4 5.5	Term 2 Week 3	30%
3	Critical and historical	Critical and historical response 1	5.9 5.10	Term 3 Week 7	20%
4	Artmaking	Still life drawing	5.2 5.3 5.6	Term 4 Week 5	30%

VISUAL DESIGN

Task No	Component	Task Description	Outcomes	Due Date	Weighting
1	Critical and historical	Critical and historical interpretations 1	5.7 5.9	Term 1 Week 9	20%
2	Artmaking	PRODUCT Making 1	5.2 5.3 5.6	Term 2 Week 4	30%
3	Critical and historical	Critical and historical Interpretations 2	5.8 5.10	Term 3 Week 9	20%
4	Artmaking	PORTFOLIO Making 2	5.1 5.4 5.5	Term 4 Week 4	30%

Figtree High School

School Based Illness/Misadventure Claim Form – Stage 1

For an **Illness/Misadventure** claim, this form must be submitted before school to the **Deputy Principal** of the relevant course **on the day you return** to school. If you are **appealing the mark** awarded to you, this form must be submitted to the relevant **Deputy Principal** within **five school days** of receiving your mark.

STUDENT’S NAME..... YEAR/CLASS.....

COURSE NAME

TEACHER’S NAME TASK DUE DATE

- I was unable to complete/submit an assessment task on the due date because of unforeseen illness or misadventure as described below.
- I ask the school to
 - award me a mark based on this task or a substitute task OR
 - grant me an extension of time OR
 - give me an estimate
- I declare that all the information I have supplied is true.

Describe the unforeseen illness or misadventure, which prevented you from completing or submitting your assessment task on the due date. In the case of illness outline its nature, onset, duration and effect on your ability to complete or submit the task.

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

Give details of the action you took to report your illness/misadventure to the school.

- Contacted the school on the day the task was due Reported to HT on day of return
- Discussed illness/misadventure with class teacher Medical Certificate provided
- Other:

Attach your medical certificate and/or other documents to this form.

Student’s signature Date Parent’s signature

Deputy Principal Decision

Illness/Misadventure Claim: Accepted / Declined

Action

- award a mark based on this task OR a substitute task award an estimate mark (Principal only)
- grant an extension of time – **new due date**: _____

If Declined – provide reasons for the decision

.....
.....

Deputy Principal	Head Teacher/ Class Teacher
Date	

If your Illness/Misadventure Claim is declined, you can appeal the decision by completing the Assessment Appeal Form – Stage 2. Your Deputy Principal has these forms.

Figtree High School
Assessment Appeal Form – Stage 2

This form only needs to be submitted if you want to appeal the decision made about your Illness/Misadventure Claim OR you want to appeal the Assessment Rank that you have been awarded for a course. This form needs to be completed and submitted to the Principal within 5 days of being notified of the Deputy Principal's decision about your Illness/Misadventure Claim OR within 5 days of receiving your Assessment Rank.

STUDENT'S NAME..... YEAR/CLASS.....

COURSE NAME TEACHER'S NAME

STUDENT APPEAL – ILLNESS/MISADVENTURE CLAIM DECISION

I completed and submitted the School Based Illness/Misadventure form to the Deputy Principal before school on the day I returned to school.

Attach your copy of the form to this Appeal form.

I am appealing the decision about my Illness/Misadventure Claim for the following reason/s:

.....

I declare that all the information I have supplied is true.

STUDENT APPEAL – FINAL ASSESSMENT RANK AWARDED

I would like to appeal the Assessment rank awarded to me for this course for the following reasons:

.....

I declare that all the information I have supplied is true.

Student's signature Date Parent's signature

APPEAL DECISION

Illness/Misadventure Claim: Upheld / Declined

Assessment Rank: Upheld / Declined

Reason/s:

.....

Principal	Head Teacher
Date	

Term 1 2024 Assessment Planner

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (B)		Staff Development Day 1	Staff Development Day 2		Year 10 return to school
Week 2 (A)					
Week 3 (B)					
Week 4 (A)					
Week 5 (B)					
Week 6 (A)					
Week 7 (B)					
Week 8 (A)					
Week 9 (B)					Easter – Good Friday
Week 10 (A)	Easter Monday				
Week 11 (B)					

Term 2 2024 Assessment Planner

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (A)	Staff Development Day	Students return to school			
Week 2 (B)					
Week 3 (A)					
Week 4 (B)					
Week 5 (A)					
Week 6 (B)					
Week 7 (A)	King's Birthday Holiday				
Week 8 (B)					
Week 9 (A)					
Week 10 (B)					

Term 3 2024 Assessment Planner

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1(A)	Staff Development Day	Students return to school			
Week 2(B)					
Week 3(A)					
Week 4(B)					
Week 5(A)					
Week 6(B)					
Week 7(A)					
Week 8(B)					
Week 9(A)					
Week 10(B)					

Term 4 2024 Assessment Planner

Fill in the dates of each school week to the planner below. Add assessment task due dates as soon as you are told about them.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 (A)					
Week 2 (B)					
Week 3 (A)					
Week 4 (B)					
Week 5 (A)					
Week 6 (B)					
Week 7 (A)					
Week 8 (B)					
Week 9 (A)					
Week 10 (B)				Staff Development Day	Staff Development Day