

# Springwood High School



## Year 10 ASSESSMENT 2021

## STAGE 5 ASSESSMENT AND REPORTING GUIDE

Upon starting Year 10, students begin working towards the completion of Stage 5 of their education. Successful completion of Stage 5 is required for a student to proceed to Stage 6, the Preliminary HSC and HSC courses. The leaving age of 17 makes the successful completion of Stage 5 a necessary and relevant goal for all students, regardless of their plans for life after school. To move from Stage 5 to Stage 6, a student must have satisfactorily completed all of the mandatory courses and their elective courses. The NSW Education Standards Authority (NESA) states that:

A student is considered to have satisfactorily completed a course if they have:

- ✚ followed the course developed by NESA
- ✚ applied themselves with diligence and sustained effort to the tasks and experiences offered
- ✚ achieved some or all of the course outcomes.

## CERTIFICATION

At the end of Year 10 students will be eligible for the Record of School Achievement (RoSA). This will indicate the level of achievement in Year 10 courses, as well as listing the mandatory subjects successfully completed in previous years. Student achievement is recorded on the RoSA by grades awarded for each course studied in Year 10. Subject-specific Course Performance Descriptors developed by the NESA are used as the basis of these grades. These describe student outcomes and levels of achievement according to a state standard. Assessment tasks are set at school in each course to enable teachers to assess the extent of each student's skills and knowledge. For students, the level of performance in the achievement of the outcomes for each course is important. Students are now trying to meet a set of performance standards, used to measure what they can do, at the highest possible level. Students are *not* competing with other students in their year to see who is more or less successful. Teachers have many different ways of measuring and assessing students' achievement of outcomes. These methods include formal assessment tasks.

## ASSESSMENT TASKS

- Knowledge and skills outcomes of courses are best determined by a range of tasks, including but not limited to written examinations. A schedule of assessment tasks is provided in this booklet for each course studied at SHS for the award of the RoSA.
- Each faculty has determined various tasks such as essays, assignments, experiment reports, oral presentations and research projects which assess progress and achievement of course outcomes.

Feedback will be provided to students after each assessment task and through academic monitoring and school reports. Teachers will prepare academic reports twice during the school year. The grades indicated on these reports will measure how students are progressing against the Course Performance Descriptors at that point in time.

- Only the tasks listed in the following assessment schedules are used in calculating the final grade. **However, NESA requires all other course work to be satisfactorily completed so that students can be certified as having studied each course in its entirety.** Completing this work will obviously allow students to prepare for the assessment tasks and to perform to the best of their ability. The assessment tasks will formally assess the learning which has taken place in completing class and home work. The results of assessment tasks also help teachers to plan to meet the learning needs of their students in future lessons.

- All work must be submitted **on or before** the due date. Tasks not completed in class are to be submitted **at the start of the relevant subject period on the due date**. All work must be submitted in hard (paper) copy unless directed otherwise by the subject teacher. USBs will not be accepted as evidence of a completed task. If students experience difficulty with the printing of assessment material, they must arrange the printing of material **before** the lesson.

## **LATENESS AND NON-COMPLETION OF TASKS**

- Where there is no proper reason on the grounds of illness /misadventure for a task not being completed and/or an extension not being granted, parents or carers will be contacted and a non-award warning issued. **A late penalty of 10% for each day (including each day of a weekend) that a task has not been submitted will apply. A mark of 0 will be awarded when late submission encompasses an end of term holiday period.** Failure to complete the work and/or subsequent tasks means you will be in danger of not completing Stage 5, and may not automatically proceed to Stage 6 at the end of Year 10.
- Extensions of time for assessment tasks will only be given in exceptional circumstances. Students should see the relevant Head Teacher in order to apply for an extension.
- Students are expected to attend and participate in all lessons on the day of assessment tasks. This rule is to minimise unfair advantage and the disruption of normal lessons.
- Any cases of illness causing tasks to be late or not completed must be supported by a **doctor's certificate and / or letter of explanation or contact** from a parent / carer. This must be produced on the first day of return to school after the illness. **The Head Teacher will then decide whether the student concerned will be asked to attempt the task, attempt a substitute task, or be given an estimated mark.**
- Head Teachers have the relevant form students will use to apply for an extension of time.

Class teachers, Head Teachers and the Deputy Principal or Principal will warn students in advance if they are in danger of not meeting the mandatory requirements of a course. This will occur through the use of official warning letters as required by NESAs. Student and parent interviews and the Deputy Principal will support this process.

## **MALPRACTICE**

The purpose of the assessment process is to measure a student's individual achievement. It is essential that every assessment task completed is the student's own work, not that of others.

- Malpractice includes all instances of cheating, copying (eg. from the computer or internet) or otherwise misrepresenting another's work as being the student's own. If at a subsequent date the work is found not to be that of the student who has submitted it, the task will be recorded as not having been completed. A non-award warning and disciplinary action will follow.
- It is important that all work is a student's own and is of the highest standard he or she can produce.

## REPORTING STUDENT ACHIEVEMENT

The Record of School Achievement (RoSA) will show the school-based assessment of a student's achievements in each course studied. Grades (A-E) – Mathematics is (A10 – E2) are used as a measure of how well students have performed against the state standard for each course, as described by the Course Performance Descriptors developed by the Board of Studies.

### General performance descriptors

The general performance descriptors describe performance at each of five grade levels.

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

## FREQUENTLY ASKED QUESTIONS ABOUT STAGE 5 ASSESSMENT

### ***What happens if I am not able to submit coursework or a task on the due date for assessment?***

- In certain circumstances, a student may apply to the Head Teacher for an extension of time. This must be done **before** the due date. A doctor's certificate or a supporting statement from a parent/career are required. Extension Request forms are available from Head Teachers.
- The student must submit a doctor's certificate and / or a written note from a parent / career to explain any illness.
- If no acceptable / reasonable reason is provided then the task will be recorded as not being completed. Students are still required to complete the task or a substitute task for progress reporting. If this is not done, a non-award warning will be issued.
- The student and parents/career will be informed in an initial warning letter of the non-completion and the timeline for completion now required.
- A reply slip should be signed by a parent/career and returned to the Head Teacher.

### ***What happens if a student is not satisfying course requirements because of their attendance?***

- This document informs students of the relationship between progress, achievement of outcomes, and the hours required to satisfactorily complete courses.
- Teachers will mark class rolls to monitor and verify students' course participation.

If at any time it appears that a student is at risk of being deemed unsatisfactory in attendance or application, or receiving an "N" award in any course, the Head Teacher will:

- Advise the student so that the problem can be corrected.
- Send warning letters regarding progress and achievement of outcomes will be sent to parents / careers if requirements are not being met. Parents / careers are asked to acknowledge these letters.

### ***What happens if I receive a non- award?***

A student is not eligible for the RoSA if the Principal has determined and the NESAs has upheld a non-award in any ONE of the following subjects:

▫English    ▫History    ▫Mathematics    ▫Geography    ▫Science    ▫PDHPE

This means a student cannot automatically proceed to Stage 6.

### ***What happens if my computer breaks down and I lose all my work?***

- computer failure is NOT considered a valid reason for lateness or the non-completion of a task.
- back up files and keep a hard copy / rough copy of all your work at each stage of completion, including instances when you may be required to submit an assessment task by email
- hand in hard or hand written copies if you cannot print the work from your computer or USB
- do not leave computer-based presentations to the night before – that's when the disk is sure to fail or the printer will run out of ink / toner.

### ***What happens if I find an error in the marking of my assessment work?***

- errors in marking or the addition of marks must be brought to the attention of the teacher returning the task or test during the lesson in which it is returned; once a task or test has left the room in which it was returned, it cannot - for security reasons - be corrected.

## **APPEALS AGAINST GRADES**

If a student believes that an awarded grade is not correct, she/he may appeal to the Principal to have their grade reviewed. Such an appeal must be in writing, and delivered to the Principal no later than the date advertised by the Board of Studies. The School will review the awarded grade and advise the student of the result of the review. If the student is still dissatisfied, she/he may advise the Principal that she/he wishes the appeal to be forwarded to NESAs. The school review is based on the procedures for determining the final grade, and not on a reconsideration of teachers' judgments of the worth of individual tests, assignments, research tasks and other work on which the grade is based.

# RIGHTS AND RESPONSIBILITIES

## RIGHTS

Students have the right to know how assessment procedures operate in each subject they study. However, the Head Teacher has the right to vary their assessment program where they see the need, in consultation with the relevant teacher/s, provided due notice is given to students and no disadvantage results.

- For each Year 10 course students have the right to know the:
  - date for each task
  - topic area and/or nature of each assessment task
  - an approximate time for each task
  - mark value for each task in relation to the total number of marks for the course.
- Students have the right to know how marks will be earned, why they received the assessment mark and/or grade they did, and how they may improve that mark.
- Students have the right to be given timely written warning/s that their non-submission of assessment work in a given subject may lead to a non-award.
- Students have the right to seek a review of their work by approaching their teacher during the lesson in which the work is returned.
- Students have the right to an assessment free period the week prior to the commencement of each formal examination period.

## RESPONSIBILITIES

- Students have the responsibility to submit assessment tasks on or before the due date.
- Students have the responsibility to complete all assessment work to the best of their ability.
- Students have the responsibility to advise the relevant Head Teacher as soon as possible about any illness, accident or misadventure that will adversely affect their assessment work.
- Students have the responsibility to do their best to compensate for any illness, accident or misadventure which affects their work.

**Students have the responsibility to read this booklet and follow designated procedures as required. Students must keep this policy booklet, and any additional policy documents issued to them, in a safe place so that it may be referred to when necessary.**

## Changes to the HSC

Students will be required to reach a minimum literacy and numeracy standard before they are eligible for the award of the Higher School Certificate (HSC) - The actual certificate.

The minimum standard is set at a functional level of literacy and numeracy required for everyday life. The standard is not representative of the skills required for academic study but at the minimum level students will need to function after they leave school.

Students must achieve:

- a pass (Level 3 or above) in the online literacy and numeracy tests in Years 10 -12.

Students will have an opportunity to sit the NESA online tests on four (4) separate occasions throughout the each year from Years 10, 11 and 12.

Each test will be 45mins in duration.

Each test can be taken twice in a calendar year. There is a 2 week window where the online tests will be available, each term.

Reading and Numeracy tests will be multiple choice and are 'computer adaptive', meaning subsequent questions are determined from the previous answer. Questions are different for each child too.

The writing test includes questions based on a prompt stimulus, such as a piece of text or a picture and has a text box of up to 500 words.

## School Leaving Age

In January 2010, the New South Wales Government introduced a school leaving age of 17. Students are expected to complete Year 10 and then have a number of options in which to participate until at least age 17. The research shows that early school leavers are two and a half times more likely to be unemployed, earn lower wages and have poorer quality of life outcomes.

***In summary:*** All NSW students must complete Year 10.

After Year 10 and until the age of 17 students must be:

- *in school, or registered for home schooling OR*
- *in approved education or training OR*
- *in full-time paid employment (average 25 hours/week) OR*
- *in a combination of these.*

# SCHEDULE OF ASSESSMENT TASKS 2020 / 2021

## COMMERCE - B

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	Research	Presentation	Topic Test	Research	
<b>Date Due</b>	Week 10 Term 4 Monday 14 <sup>th</sup> December 2020	Week 6 Term 1 Tuesday 2 <sup>nd</sup> March	Week 6 Term 2 Thursday 27 <sup>th</sup> May	Week 10 Term 3 Tuesday 14 <sup>th</sup> September	
<b>Outcomes assessed</b>	COM5-1 COM5-9	COM5-2 COM5-8	COM5-3 COM5-7	COM5-4 COM5-6	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## DANCE

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	SMART Dance (presentation in class)	Class Dance Composition and Performance	Research Task (submission)	Solo Composition	
<b>Date Due</b>	Term 1, Week 8 Tuesday 16 <sup>th</sup> March	Term 2, Week 8 Wednesday 9 <sup>th</sup> June	Term 3, Week 7 Wednesday 25 <sup>th</sup> August	Term 3, Week 10 Wednesday 15 <sup>th</sup> September	
<b>Outcomes assessed</b>	5.1.1, 5.1.3	5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.2, 5.3.3	5.3.1, 5.3.2, 5.3.3	5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1	
<i>Appreciation</i>	10		20		30
<i>Performance</i>	15	10		10	35
<i>Composition</i>		20		15	35
<b>Total %</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>100</b>



## DRAMA

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	Solo Performance (in class) and Logbook (submission)	Group Seminar Presentation (in class) and Research Report (submission)	Playbuilding in Style (in class and external performances) and Logbook (submission)	Scripted Performance (in class and evening performances) and Experiential Essay (submission)	
<b>Date Due</b>	Term 1, Week 3 Thursday 11 <sup>th</sup> February	Term 1, Week 9 Thursday 25 <sup>th</sup> March	Term 2, Week 9 Friday 18 <sup>th</sup> June (TBC – pending publication of Annual Youth Theatre Festival Dates for 2021)	Term 4, Week 2 Thursday 14 <sup>th</sup> October	
<b>Outcomes assessed</b>	5.1.3, 5.2.1, 5.3.3	5.1.4, 5.2.3, 5.3.2	5.1.2, 5.2.2, 5.3.3	5.1.1, 5.2.1, 5.3.1	
<i>Making</i>	5	5	15	10	35
<i>Performing</i>	10	15	5	10	40
<i>Critically Studying</i>	5	5	5	10	25
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## FOOD TECHNOLOGY

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	Design Project 1	Design Project 2	Cumulative Practical mark allocation	Yearly Examination	
<b>Date Due</b>	Term 1, Week 5, February 24 <sup>th</sup> , (10 FT 1) February 25 <sup>th</sup> , (10 FT 2)	Term 3, Week 2 July 20 <sup>th</sup> , (10 FT 1) July 22 <sup>nd</sup> , (10 FT 2)	Term 3, Week 8 September 8 September 1st, (10 FT 1) September 2 <sup>nd</sup> , (10 FT 2)	Term 3, Week 9 September 8 <sup>th</sup> (10 FT 1) (10 FT 2)	
<b>Outcomes assessed</b>	FT5-10, FT5-11, FT5-13	FT5-9, FT5-11, FT5-7, FT5-2	FT5-1, FT5-5, FT5-10, FT5-11	FT5-3, FT5-6, FT5-7, FT5-12, FT5-13	
Food Product Development			10	10	20
Food Service and Catering		5	5		10
Food for Special Occasions	15		10	10	35
Food Trends.		15	10	10	35
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>35</b>	<b>30</b>	<b>100</b>

## ENGLISH

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	<i>Thinking on Your Feet</i> In class response task	<i>The Road Less Travelled</i> Essay	<i>Timeless Texts</i> Scene Analysis – digital task	<i>Unpacking a Novel</i> Essay	
<b>Date Due</b>	Term 1 Week 6	Term 2 Week 3	Term 3 Week 3	Term 3 Week 10	
<b>Outcomes assessed</b>	EN5-1A EN5-2A EN5-4B, EN5-5C, EN5-9E	EN5-1A, EN5-3B, EN5-6C, EN5-7D	EN5-2A, EN5-4B, EN5-5C, EN5-6C	EN5-1A, EN5-3B, EN5-7D, EN5-8D	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## GEOGRAPHY SEMESTER 1

	Task 1	Task 2	Weighting %
<b>Task Description</b>	Research Assessment	Exam	
<b>Date Due</b>	Week 6 Term 1 Thursday 4 <sup>th</sup> March	Week 1 Term 2 Thursday 22 <sup>nd</sup> April	
<b>Outcomes assessed</b>	GE5-7, GE5-8	GE5-3, GE5-5, GE5-6, GE5-8	
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## GEOGRAPHY SEMESTER 2

	Task 1	Task 2	Weighting %
<b>Task Description</b>	Research Assessment	Exam	
<b>Date Due</b>	Week 6 Term 3 Thursday 19 <sup>th</sup> August	Week 1 Term 4 Thursday 7 <sup>th</sup> October	
<b>Outcomes assessed</b>	GE5-7, GE5-8	GE5-3, GE5-5, GE5-6, GE5-8	
<b>Total %</b>	<b>50</b>	<b>50</b>	<b>100</b>

## HISTORY SEMESTER 1

	Task 1	Task 2	Task 3	Weighting %
<b>Task Description</b>	Research Assessment	Exam	Essay	
<b>Date Due</b>	Week 2 Term 1 Thursday 4 <sup>th</sup> February	Week 5 Term 1 Thursday 25 <sup>th</sup> February	Week 1 Term 2 Thursday 22 <sup>nd</sup> April	
<b>Outcomes assessed</b>	HT5-1 HT5-8 HT5-10	HT5-3 HT5-5 HT5-8	HT5-3 HT5-9 HT5-10	
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	

## HISTORY SEMESTER 2

	Task 1	Task 2	Task 3	Weighting %
<b>Task Description</b>	Research Assessment	Exam	Essay	
<b>Date Due</b>	Week 2 Term 3 Thursday 22 <sup>nd</sup> July	Week 5 Term 3 Thursday 12 <sup>th</sup> August	Week 1 Term 4 Thursday 7 <sup>th</sup> October	
<b>Outcomes assessed</b>	HT5-1 HT5-8 HT5-10	HT5-3 HT5-5 HT5-8	HT5-3 HT5-9 HT5-10	
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	

## INDUSTRIAL TECHNOLOGY – TIMBER

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	Practical Project 1 Toolbox	Practical Project 2 Chopping Board	Practical Project 2 Report	Yearly Examination	
<b>Date Due</b>	Term 1 Week 7 11 <sup>th</sup> March 2021	Term 3 Week 5 12 <sup>th</sup> August 2021	Term 3 Week 8 2 <sup>nd</sup> September 2021	Term 3 Week 10 14 <sup>th</sup> September 2021	
<b>Outcomes assessed</b>	IND 5-1 IND 5-3 IND 5-6 IND 5-10	IND 5-2 IND 5-3 IND 5-4 IND 5-9	IND 5-2 IND 5-5 IND 5-8	IND 5-7 IND 5-4	
<i>Practical Experience</i>	20	30		10	60
<i>Management &amp; Communication</i>	5		25	10	40
<b>Total %</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>100</b>

## INFORMATION AND SOFTWARE TECHNOLOGY

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	NETWORKS ASSESSMENT	INTERNET AND WEB DESIGN	INTEGRATED MAJOR PROJECT	YEARLY EXAMINATION	
<b>Date Due</b>	Term 1 Week 8, March 16 <sup>th</sup>	Term 2 Week 5, May 21 <sup>st</sup>	Term 3 Week 8, September 1st	Term 3 Week 10, September 14 <sup>th</sup>	
<b>Outcomes assessed</b>	5.2.1, 5.2.2, 5.5.2	5.3.1, 5.3.2	5.5.1, 5.1.1, 5.2.3,	5.5.3, 5.4.1, 5.3.1, 5.2.1	
<i>Design, produce and evaluate</i>		✓	✓		
<i>Data handling</i>				✓	
<i>Hardware</i>	✓				
<i>Issues</i>			✓		
<i>Emerging Technologies</i>	✓				
<i>People</i>				✓	
<i>Software</i>	✓		✓		
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Mathematics 5.3 Pathway

(10MAT1)

	Task 1	Task 2	Task 3	Task 4	Working Mathematically	Total %
<b>Task Description</b>	In Class Assessment	Assignment	In Class Assessment	In Class Assessment		
<b>Date Due</b>	Term 0 Week 9 December 10th	Term 2 Week 1 April 23rd	Term 2, Week 9 June 17th	Term 3 Week 9 September 9th	Ongoing	
<b>Outcomes assessed</b>	MA5.2-8NA MA5.3-7NA MA5.3-6NA	MA5.1-8MG MA5.2-11MG MA5.3-13MG MA5.2-16SP MA5.3-19SP	MA5.1-13SP MA5.2-17SP MA5.2-12MG MA5.3-14MG	MA5.1-11MG MA5.2-14MG MA5.3-16MG MA5.2-13MG MA5.3-15MG MA5.3-11NA	MA5.3-1WM	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>10</b>	<b>100%</b>

## Mathematics 5.2 Pathway

(10MAT2, 10MAT3)

	Task 1	Task 2	Task 3	Task 4	Working Mathematically	Total %
<b>Task Description</b>	In Class Assessment	Assignment	In Class Assessment	In Class Assessment		
<b>Date Due</b>	Term 0 Week 9 December 10th	Term 2 Week 1 April 23rd	Term 2, Week 9 June 17th	Term 3 Week 9 September 9th	Ongoing	
<b>Outcomes assessed</b>	MA5.2-6NA MA5.1-7NA MA5.2-10NA	MA5.2-8NA MA5.1-8MG MA5.2-11MG	MA5.2-16SP MA5.1-13SP MA5.2-17SP	MA5.1-13SP MA5.2-17SP MA5.2-12MG MA5.1-11MG MA5.2-14MG MA5.2-13MG	MA5.2-1WM	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>10</b>	<b>100%</b>

## Mathematics 5.1 Pathway

(10MAT4)

	Task 1	Task 2	Task 3	Task 4	Working Mathematically	Total %
<b>Task Description</b>	In Class Assessment	Assignment	In Class Assessment	In Class Assessment		
<b>Date Due</b>	Term 0 Week 9 December 10th	Term 1 Week 9 March 26th	Term 2, Week 9 June 17th	Term 3 Week 9 September 9th	Ongoing	
<b>Outcomes assessed</b>	MA5.1-6NA MA5.1-12SP	MA5.1-7NA	MA5.1-8MG MA5.1-13SP	MA5.1-11MG	MA5.1-1WM	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>10</b>	<b>100%</b>

## MUSIC

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	Performance Review Working Progress	Musicology and Aural Skills (in class)	Composition Portfolio (submission)	Performance Presentation	
<b>Date Due</b>	Term 1 Week 5 Wednesday 24 <sup>th</sup> February	Term 1 Week 9 Tuesday 23 <sup>rd</sup> March	Term 2 Week 9 Wednesday 16 <sup>th</sup> June	Term 3 Week 9 Tuesday 7 <sup>th</sup>	
<b>Outcomes assessed</b>	5.1 5.2 5.3	5.7 5.8 5.9	5.4 5.5 5.6	5.1 5.2 5.3	
<i>Performance</i>	30			30	60
<i>Musicology and Aural Skills</i>		20			20
<i>Composition</i>			20		20
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

## PDHPE

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	Research Task	Practical Assessment 1	Task 2	Practical Assessment 2	
<b>Date Due</b>	Term 1 Week 5	Ongoing	Term 4 Week 2	Ongoing	
<b>Outcomes assessed</b>	PD51, PD52, PD56, PD59	PD45, PD46, PD47, PD49	PD51, PD52, PD56, PD59	PD45, PD46, PD47, PD49	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



## PHYSICAL ACTIVITY AND SPORT STUDIES

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	Research Task	Practical Assessment 1	Task 2	Practical Assessment 2	
<b>Date Due</b>	Term 1 Week 8	Ongoing	Term 3 Week 9	Ongoing	
<b>Outcomes assessed</b>	PD52, PD56, PD57, PD59	PD45, PD46, PD47, PD49	PD51, PD53, PD56, PD510	PD45, PD46, PD47, PD49	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## SCIENCE

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
<b>Task Description</b>	Student Research Project (Scaffolded Depth Study)	Science Fair Project (SRP Poster Presentation)	Chemistry Practical Investigation	VALID 10 (External Exam)	End of Course Examination	
<b>Date Due</b>	Term 1 Week 7 11/03/21	Term 2 Week 2 27/04/21	Term 3 Week 8 31/08/21	Term 3 Week 7	Term 4 Week 1 6 & 7/10/21	
<b>Outcomes assessed</b>	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-5WS SC5-8WS SC5-9WS	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-9WS SC5-17CW	N/A	SC5- 4WS-9WS SC5- 10PW SC5- 13ES SC5- 15LW SC5- 17CW	
<i>Working Scientifically</i>	20	20	15	N/A	5	60
<i>Content</i>	5	5	10	N/A	20	40
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>N/A</b>	<b>25</b>	<b>100</b>

## TEXTILES TECHNOLOGY

	Task 1	Task 2	Task 3	Task 4	Total %
<b>Task Description</b>	Cultural Research Assessment Task	Quilt Folio and Practical item	Yearly Examination	Cumulative Practical final submission date	
<b>Date Due</b>	Term 1, Week 9 March 3 <sup>rd</sup> , 2021	Term 2, Week 10 June 24th	Term 3, Week 9 September 6th	Week 2, Term 4 15 <sup>th</sup> October	
<b>Outcomes assessed</b>	5.3, 5.10	5.1, 5.2, 5.4, 5.8, 5.12	5.1, 5.2, 5.6	5.4, 5.7, 5.9, 5.10, 5.11	
<i>Design</i>		10		25	35
<i>Textiles in society</i>	15		10	5	30
<i>Properties and Performance</i>		10	10	15	35
<b>Total %</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>45</b>	<b>100%</b>

## VISUAL ARTS

	Task 1	Task 2	Task 3	Task 4	Weighting %
<b>Task Description</b>	Critical Writing Task (submission)	Visual Arts Process Diary and Practical Artwork (submission)	Examination in class	Visual Arts Process Diary and Practical Artwork (submission)	
<b>Date Due</b>	Term 1, Week 8 Tuesday 16th March	Term 2 Week 2 Tuesday 27 <sup>th</sup> April	Term 3 Week 9 Friday 10 <sup>th</sup> September	Term 3 Week 10 Wednesday 15 <sup>th</sup> September	
<b>Outcomes assessed</b>	5.7 5.8 5.9	5.1 5.2 5.3 5.4	5.7 5.8 5.9 5.10	5.4 5.5 5.6	
<i>Artmaking</i>		20		40	60
<i>Art Historical / Critical</i>	20		20		40
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>



# SPRINGWOOD HIGH SCHOOL

## ***ILLNESS, ACCIDENT, EXCEPTIONAL CIRCUMSTANCE or MISADVENTURE APPEAL FORM***

To be used by students, who because of **illness, accident, exceptional circumstance** or **misadventure** immediately prior to, or during, the course of an Assessment:

- 1) Fail to complete an Assessment
- 2) Fail to attend an Assessment
- 3) Feel they have been unable to do justice to themselves in the Assessment.

### **GENERAL INSTRUCTIONS TO STUDENTS**

#### **A. When to appeal**

- 1) If illness, accident or misadventure prevents your attendance at an Assessment, the respective **Head Teacher** must be informed immediately.
- 2) If illness, accident or misadventure, which might adversely affect your performance in the Assessment occurs before the Assessment, you should advise the **Head Teacher** before you enter the **Assessment Room**.
- 3) If illness occurs during the course of the Assessment the candidate must immediately notify the teacher.

#### **B. How to appeal**

Submit full details of the Appeal Form on the next page, supported by Medical and/or other appropriate evidence to the **Head Teacher**.

#### **C. Please Note**

A student, **absent** from Assessment or **late** with an Assessment, may receive a Zero Mark unless he/she has complied with these rules.



# SPRINGWOOD HIGH SCHOOL

## **ILLNESS, ACCIDENT, EXCEPTIONAL CIRCUMSTANCE or MISADVENTURE APPEAL**

Student's Name: .....Year: .....  
(First Names) (Surname)

**I hereby request a review of my performance for the recent assessment task for:**

SUBJECT	COURSE	ASSESSMENT	DATE OF ASSESSMENT

Reason(s) for appeal:

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I have attached medical certificates from:  
Dr.

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I have attached statements from:

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The **Head Teacher** was notified of the Illness/Misadventure on:

\_\_\_\_/\_\_\_\_/\_\_\_\_ at \_\_\_\_\_ am/pm

Signature: \_\_\_\_\_  
Candidate/Parent/Guardian

***Students must hand the completed form together with certificates and/or statements to the Head Teacher.***

**COMMENT BY HEAD TEACHER:**

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**SPRINGWOOD HIGH SCHOOL**

Grose Road, Faulconbridge NSW 2776  
PO Box 180, Springwood NSW 2777  
P (02) 4751 2111 F (02) 4751 1677  
E [springwood-h.school@det.nsw.edu.au](mailto:springwood-h.school@det.nsw.edu.au)  
[www.springwood-h.schools.nsw.edu.au](http://www.springwood-h.schools.nsw.edu.au)

Mr & Mrs Smith

1 First Street  
Sydney NSW 2000

Monday, 18th November 2020

N Award Warning - Non Completion of a Preliminary Course.

Dear Charles & Isabelle Scott

I am writing to advise that your child Bon Scott is in danger of not meeting the Course Completion Criteria for the Preliminary course Music.

**Course Completion Criteria.**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) Followed the course developed or endorsed by the Board; and
- b) Applied themselves 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 outcomes.

The Board of Studies requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this as the official warning letter number 4 we have issued concerning your child's participation in Music.

A minimum of **two** course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as they have not satisfactorily completed the Preliminary Course.

To date Bon has not satisfactorily met criteria for Course Completion.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Bon to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

<b>Task Name/Course Requirement/Course</b>	<b>Percentage Weighting</b>	<b>Date Task Initial</b>	<b>Action Required by Student</b>	<b>Date to be Completed by</b>
Assessment 1 - Essay on Hamlet	46%	16/08/2019	Complete this essay and hand in	23/08/2019

Please discuss the matter with Bon and contact the School if further information or clarification is needed. Yours faithfully,

---

Mr John Smith, Head Teacher

Dr Mark Howie - Principal

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Requirements for the satisfactory completion of a Preliminary Course

I have received the letter dated Monday, 14th November 2017 indicating that Bon is in danger of not satisfactorily completing Music.

I am aware that the 'N' determination may make my child ineligible to proceed to the Higher School Certificate course.

I am also aware that this course may not appear on their Preliminary Course

Record of Achievement. Parent/Guardian's Signature

Date

Student's Signature

Date