

YEAR 10 ASSESSMENT



Engadine High School
2024

Information for students and parents

Information correct as of 6th February 2024

Please note that assessment task dates/weeks detailed herein may be subject to change.
Formal assessment task notices with specific dates of tasks will stand as the actual date of the task.

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Important Dates 2024

School Terms 2024

Important dates for 2024	
Term 1 2024	01/02/2024
Autumn Break	15/04/2024
Term 2 2024	29/04/2024
Winter Break	08/07/2024
Term 3 2024	22/07/2024
Spring Break	30/09/2024
Term 4 2024	14/10/2024
Summer Break	23/12/2024

Public Holidays 2024

Public Holidays 2024	
New Year's Day	01/01/2024
Australia Day	26/01/2024
Good Friday	29/03/2024
Easter Monday	01/04/2024
ANZAC DAY	25/04/2024
King's Birthday	10/06/2024
Labour Day	07/10/2024

Year 10 Assessment Information

General information

All students will be required to complete a program of assessment tasks for each of their courses. These tasks will be used to determine a student's level of achievement in all of their subjects and whether they have met the minimum academic standard in their courses.

There are two types of courses approved for study for the Year 10 Course.

1. BOARD DEVELOPED COURSES have their syllabus and examination set by the NSW Education Standards Authority (NESA).
2. BOARD ENDORSED COURSES are endorsed by NESA and developed by the School.

The purpose of school assessment is to provide an indication of the student's attainment of course outcomes:

- With reference to specified standards of performance;
- That allows students to demonstrate their depth of knowledge and their conceptual, analytical and problem-solving skills;
- Measured over the entire course rather than at a single point in time.

All assessment marks will be derived from the performance of various set tasks during the Year 10 Course. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork, and oral tasks. The advantage to the student of this system is that it provides both an extended period of time and a variety of activities in which to demonstrate their ability.

Students should note that the successful completion of their courses depends not only on the completion of assessment tasks, but also on meeting the other requirements of each course.

Students must apply themselves with diligence and sustained effort in all aspects of the course. Students need to participate actively in their courses, and to complete the work set both in class and for homework. Non-assessable tasks must also be completed.

Eligibility for Year 10

A student will be considered to have satisfactorily completed a course, if in the Principal's view, there is sufficient evidence that the student has:

- a) Followed the course developed or endorsed by NESA 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 course outcomes

'N' Determination [Non Award]

If a student fails to comply with the Board's requirements for a year 10 course, they will receive an 'N' Determination. This means that the relevant course will not appear on the student's Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the year 10 level in that year.

Assessment Tasks

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

A general outline of the Assessment Program for each subject at the commencement of that Program is provided in this booklet.

Engadine High School Assessment Policy

This document sets out the Assessment Policy of Engadine High School (EHS). It provides a concise and consistent framework from which all students from Years 7-12, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty, but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at EHS is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

Assessment Tasks Policy

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

1. Handing out and submission of assessment tasks

- Students in Years 10, 11 and 12 must sign their name on a class roll when they receive notification for a submitted assessment task.
- Students in Years 10, 11 and 12 must sign their name on a class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- When submitting an assessment task, students must also complete an assessment cover sheet. These can be found in the school library, school Library Google classroom and available on the school website.
- If a student is absent on the day an assessment task is handed out it is their responsibility to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the Google Classroom. Staff are to follow up with absent students in subsequent lessons. Student absence on the day a task is handed out is NOT necessarily grounds for an extension.
- Electronic submission of assessment tasks is acceptable only when negotiated with the classroom teacher prior to the due date.

NB. Staff will provide students with a minimum of two weeks' notice of formal assessment tasks in Years 10, 11 and 12 (including for the Trial HSC and other formal examination periods outlining what is in the examination). Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.

2. Rule for attendance on the due date of an assessment task

- Students must attend all timetabled lessons (including period 0 for senior extension classes) on the day an assessment is due, even if electronic submission of the task has been negotiated with the teacher.
- Students must arrive at all timetabled lessons on time on the day an assessment task is due.
- Failure to fulfil these requirements will result in the application of the penalties for late submission as set out in *Point 7* of this document.

NB. Students will NOT be permitted to work on or prepare assessments during other classes.

3. Rule for extensions, Illness/Misadventure for assessment tasks and examinations

- All applications for an extension MUST be submitted in writing, with appropriate documentation supporting the application, to the Deputy Principal Curriculum where possible at least two days prior to the due date.
- Appropriate documentation for Senior's is: submission of school's Illness/Misadventure form (available from the Deputy Principal Curriculum).

- If a student is absent on the day a task is due, it is the student's responsibility to submit the assessment task and appropriate documentation (the school's Illness/Misadventure form) to the Head Teacher, or Head Teacher nominee on the first day they return to school even if they don't have a timetabled lesson for that class on that day.
- Technology breakdowns may NOT be considered a legitimate reason for late submission and therefore any such application may be declined.

NB. Where practical, students who are organising work experience or work placement must endeavour to avoid clashes with published assessment and examination dates.

4. Nature or form of the extension

For senior students, the Faculty head teacher will determine which of the following is the appropriate course of action for an extension:

- An extension of time for submission;
- Completion of an alternate task submitted at a later date;
- An estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks;
- Zero mark awarded.

NB. Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.

5. Acceptable reasons for an extension

- Any school related business.
- Illness or injury where the nature of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement

NB. Examination periods and formal assessments are published on Sentral and the school's website, as well as in the assessment booklets handed out to Years 11 and 12. As a result of this advanced notification, family holidays are certainly discouraged during these periods and they will not be endorsed as a justified absence.

6. Family holidays

- For students working towards the RoSA (Years 9, 10, 11) or the HSC, extensions generally WILL NOT be granted for family holidays nor alternative tasks offered.

7. Penalties for late submission

Years 10-12

- Students will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).

- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Award Warning or a N Determination being issued.

8. Assessment Appeals

- Students are encouraged to make initial contact with the class teacher.
- If the matter remains unresolved the student is to contact the Head Teacher responsible for the course in question.
- Students will have the option to lodge an appeal in writing that will be addressed and ruled upon by an Assessment Appeals Panel made up of a Deputy Principal (who will act as chairperson) and two Head Teachers from faculties other than that which is involved in the appeal. The ruling of the committee will be binding and final.

NB. Students may NOT dispute the type of assessment tasks nor the teacher's professional judgement relating to the allocation of marks for tasks.

9. Plagiarism

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions.
- Detected malpractice will see the following apply: zero marks for part or all of the assessment

10. Non-Serious attempt

- Non-serious attempts may include not writing in an assessment task, writing something inappropriate, failing to attempt to complete an examination paper, or failing to submit work that could legitimately be called a serious effort based on your prior ability. These behaviours can lead to disappointing results and may have consequences such as receiving a mark of zero or an N award warning or an N determination for a course.

11. Use of Electronic Devices

- Only NESAs-approved calculators may be used in examinations. NESAs provides a list of approved calculators that may be used in the Examinations. Electronic dictionaries, translators, mobile phones, programmable watches, including smartwatches, and other devices that can contain formulae or can be used to assist in accessing an examination or assessment task are not permitted under any circumstances.
- If students are found to have used such a device in an assessment task or examination, the task or examination will be cancelled, a mark of zero awarded and an 'N' warning letter sent.

Official Warning Letters

Where a student fails to comply with NESAs or school requirements for the satisfactory completion of a ROSA course, the parent/carer will receive an official warning letter from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an N Determination in that course, indicating non-completion of course requirements. An N Determination will mean that the student may not be eligible for the award of the ROSA.

All My Own Work

What is cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author.
- Paying someone to write or prepare material this is associated with a task, such as drafts, processes diaries, logs and journals.

The above are examples of plagiarism.

What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your RoSA, Preliminary or HSC results.

The following are common questions about plagiarism.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Definitely yes!

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A. Yes. This is plagiarism.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Q. Can I use Artificial intelligence to write all or parts of my assessment task?

A. Students are not permitted to use Artificial intelligence (AI) to write or contribute to summative assessment tasks unless it is specifically outlined in the course instructions. This policy is in place to ensure that students are demonstrating their own knowledge and skills, rather than relying on technology to complete their work.

Course Assessment Overview

Schedule

Term 1 2024: Assessment schedule

Week:	Subject
1	
2	
3	
4	<ul style="list-style-type: none">• Child Studies
5	
6	<ul style="list-style-type: none">• Science
7	<ul style="list-style-type: none">• Industrial Technology Timber• PDHPE• Food Technology
8	<ul style="list-style-type: none">• Mathematics• Commerce• Engineering• Marine Studies• Italian• Photography
9	<ul style="list-style-type: none">• HSIE• Elective History• PASS
10	<ul style="list-style-type: none">• English• Information Software Technology• Drama• Visual Arts• Visual Design
11	<ul style="list-style-type: none">• Textiles• Dance

Term 2 2024: Assessment schedule

Week:	Subject
1	
2	
3	<ul style="list-style-type: none">● Psychology
4	<ul style="list-style-type: none">● Industrial Technology Timber● Music
5	<ul style="list-style-type: none">● Mathematics
6	<ul style="list-style-type: none">● Information Software Technology● Visual Design● Dance
7	
8	<ul style="list-style-type: none">● Commerce
9	<ul style="list-style-type: none">● English● PASS
10	

Term 3 2024: Assessment schedule

Week:	Subject
1	<ul style="list-style-type: none">● Science
2	<ul style="list-style-type: none">● Elective History● Engineering● Textiles
3	<ul style="list-style-type: none">● Marine Studies● Photography● Visual Arts● Psychology
4	<ul style="list-style-type: none">● Drama● PDHPE
5	<ul style="list-style-type: none">● Child Studies● Italian● Music
6	
7	<ul style="list-style-type: none">● Food Technology
8	<ul style="list-style-type: none">● Information Software Technology● PASS
9	<ul style="list-style-type: none">● HSIE● Engineering● Dance
10	<ul style="list-style-type: none">● English● Drama● PDHPE

Term 4 2024: Assessment schedule

Week:	Subject
1	
2	
3	<ul style="list-style-type: none">● Marine Studies
4	<ul style="list-style-type: none">● Industrial Technology Timber● Music
5	<ul style="list-style-type: none">● Mathematics● Science● HSIE● Elective History● Visual Arts● Visual Design● Commerce● Child Studies● Food Technology● Italian● Photography● Psychology
6	<ul style="list-style-type: none">● Textiles
7	
8	
9	
10	

Course Assessment Schedules

This section details the assessment schedules for each course.

See this guide to help understand how to read an assessment schedule for your course.

The terms/weeks scheduled for tasks are provided as a guide to help you plan your workload and study. Tasks should fall in this week or very close to the week specified. Some variation on task timing may be necessary. The official course assessment task notification will provide the exact timing and details of the task.

English Faculty

English

Syllabus Components	Task 1: The Director's Vision Critical Response Term 1 Week 10	Task 2: Texts in Context Speaking/ Presentation Term 2 Week 9	Task 3: Examination Term 3 Week 10
Viewing, listening and writing	10%	5%	10%
Speaking and representing	5%	10%	10%
Reading and writing	5%	10%	10%
Reading, writing, representing and speaking	10%	5%	10%

Mathematics Faculty

Mathematics

Syllabus Components	Task 1: Assignment Term 1 Week 8	Task 2: Half yearly Exam Term 2 Week 5	Task 3: Yearly exam Term 4 Week 5
Knowledge	10%	20%	20%
Skills	10%	20%	20%
Total	20%	40%	40%

Science Faculty

Science

Syllabus Components	Task 1: Practical Task SRP Term 1 Week 6	Task 2: In class Written Task Term 3 Week 1	Task 3: Yearly exam Term 4 Week 5
Knowledge	10%	10%	20%
Skills	20%	20%	20%
Total	30%	30%	40%

Human Society and Its Environment (HSIE): History & Geography

Syllabus Components	Task 1 Geography Essay Term 1 Week 9	Task 2 History Essay Term 3 Week 9	Task 3 Yearly HSIE Exam Term 4 Week 5
Skills	20%	10%	10%
Knowledge	10%	20%	30%
Total	30%	30%	40%

Elective History

Syllabus Components	Task 1 Presentation Term 1 Week 9	Task 2 Essay Term 3 Week 2	Task 3 Yearly Exam Term 4 Week 5
Skills	10%	20%	20%
Knowledge	20%	10%	20%
Total	30%	30%	40%

Commerce

Syllabus Components	Task 1 The Business Environment Test Term 1 Week 8	Task 2 Global Economies Research Term 2 Week 8	Task 3 Yearly Exam Term 4 Week 5
Skills	10%	20%	20%
Knowledge	15%	15%	20%
Total	25%	35%	40%

Psychology

Syllabus Components	Task 1 In-class Case Study Scenario Term 2 Week 3	Task 2 Research Presentation Term 3 Week 3	Task 3 Yearly Exam Term 4 Week 5
Knowledge & Understanding	10%	5%	20%
Stimulus-Based Skills	10%		10%
Inquiry & Research		20%	
Communication of Information	10%	5%	10%
Total	30%	30%	40%

TAS Faculty

Child Studies

Syllabus Components	Task 1: Growth and development Report and Practical Term 1 Week 4	Task 2: Childs toy Report and Practical Term 3 Week 5	Task 3: Yearly Examination Term 4 Week 5
Speaking and representing		10%	
Reading and writing	10%		20%
Skills in design and production of practical projects	20%	20%	20%
Total	30%	30%	40%

Food Technology

Syllabus Components	Task 1: Food Service and Catering Report and Practical Term 1 Week 7	Task 2: Food Product Development Report and Practical Term 3 Week 7	Task 3: Yearly Examination Term 4 Week 5
Speaking and representing		20%	
Knowledge and understanding	5%		20%
Skills in design and production of practical projects	25%	10%	20%
Total	30%	30%	40%

Industrial Technology Engineering

Syllabus Components	Task 1: Control Systems Practical Term 1 Week 8	Task 2: Rubber Band Powered Aircraft Practical and Report Term 3 Week 2	Task 3: Alternative Energies Case Study Report Term 3 Week 9
Design and Construct	20%	20%	20%
Reading and writing	10%	10%	
Reading, writing, representing and speaking			20%
Total	30%	30%	40%

Industrial Technology Timber

Syllabus Components	Task 1: Research task Written task Term 1 Week 7	Task 2: Design Folio and practical Design and Practical Term 2 Week 4	Task 3: Major Project and folio #D CAD and Practical Term 4 Week 4
Skills in communicating ideas, processes and technical information	10%	10%	10%
Knowledge and skills in the design and production of practical projects		20%	30%
Knowledge and understanding	10%		10%
Total	20%	30%	50%

Information Software and Technology

Syllabus Components	Task 1: Game Making Practical Term 1 Week 10	Task 2: Digital Data and Control Systems Practical Term 2 Week 6	Task 3: Yearly Examination Exam Term 3 Week 8
Knowledge and Understanding	10%	10%	30%
Skills in designing producing	15%	15%	
Skills in analysing, evaluating, and communicating solutions	10%	10%	
Total	35%	35%	30%

Marine Studies

Syllabus Components	Task 1: Fish Trap Design Report and Practical Term 1 Week 8	Task 2: Personal Interest Project Report Term 3 Week 3	Task 3: Boat Building Report and Practical Term 4 Week 3
Design and Construct	20%		30%
Speaking and representing		15%	
Reading and writing	10%	15%	10%
Total	30%	30%	40%

Textiles Technology

Syllabus Components	Task 1: Design Practical task 1 folio Term 1 Week 11	Task 2: Textiles and society Costume Practical Term 3 Week 2	Task 3: Properties and Performance Research Term 4 Week 6
Knowledge and skills in the creative documentation, communication and presentation of design ideas	10%	20%	
Skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items	15%	30%	5%
Knowledge and understanding of the properties and performance of textiles			20%
Total	25%	50%	25%

Performing Arts Faculty

Music

Syllabus Components	Task 1 Composition - Portfolios and finished work Term 2 Week 4	Task 2 Listening - Aural Exam- concepts of music Term 3 Week 5	Task 3 Performance Australian Music & Elective Choice Term 4 Week 4
Performance			40%
Composition	25%		
Listening		35%	
Total	25%	35%	40%

Dance

Syllabus Components	Task 1 Performance - Movement from 'Cry/Rooster' Appreciation - Written responses 'Cry' Term 1 Week 11	Task 2 Composition - Motif, phrase, development Term 2 Week 6	Task 3 Performance - Movement Appreciation - Essay 'Ochres' Term 3 Week 9
Performance	20%		20%
Composition		30%	
Appreciation	20%		10%
Total	40%	30%	30%

Drama

Syllabus Components	Task 1 Group Performance TBA Term 1 Week 10	Task 2 Monologue and logbook Naturalism/Stanslavski Term 3 Week 4	Task 3 Australians on stage scripted performance and Essay Term 3 Week 10
Making	20%		10%
Performing		15%	10%
Appreciating	10%	15%	20%
Total	30%	30%	40%

Visual Arts & Languages

Italian

Syllabus Components	Task 1 Reading and Listening Term 1 Week 8	Task 2 Writing and speaking Term 3 Week 5	Task 3 Examination Term 4 Week 5
Listening and Responding	20%		20%
Reading and Responding	20%		20%
Speaking		10%	
Writing		10%	
Total	40%	20%	40%

Photographic and Digital Media

Syllabus Components	Task 1 Practical Term 1 Week 8	Task 2 Practical Term 3 Week 3	Task 3 Examination Term 4 Week 5
Making	30%	30%	
Critical and Historical Studies			40%
Total	30%	30%	40%

Visual Arts

The Frames Conceptual Framework Practices	Task 1 Practical Submission Term 1 Week 10	Task 2 Practical Submission Term 3 Week 3	Task 3 Examination Term 4 Week 5
Critical and Historical interpretation of Visual Art Works			40%
Making Visual Artworks	30%	30%	
Total	30%	30%	40%

Visual Design

The Frames Conceptual Framework Practices	Task 1 Practical Submission Term 1 Week 10	Task 2 Practical Submission Term 2 Week 6	Task 3 Examination Term 4 Week 5
Critical and historical interpretations of visual design artworks			40%
Making visual design artworks	30%	30%	
Total	30%	30%	40%

PDHPE Faculty

Personal Development, Health and Physical Education

Syllabus Components	Task 1: Young and Healthy Term 1 Week 7	Task 2: Dance composition Term 3 Week 4	Task 3: Consent Portfolio Term 3 Week 10
Practical		40%	
Theory	30%		30%
Total	30%	40%	30%

Physical Activity and Sports Studies

Syllabus Components	Task 1: Body Systems Examination Term 1 Week 9	Task 2: Multimodal Presentation Term 2 Week 9	Task 3: Coaching application Term 3 Week 8
Practical		35%	25%
Theory	30%		10%
Total	30%	35%	35%

Glossary of Key Terms

Assessment tasks and examination have **key words** that every student should know the meaning of.

Account Account for: state reasons for, report on.
Give account of: narrate a series of events or transactions

Analyse Identify components of a relationship between them; draw out and relate impressions

Apply Use, utilise, employ in particular situation

Appreciate Make a judgement about the value of

Assess Make a judgement of value, quality, outcomes, results or size

Calculate Ascertain/determine from given facts, figures or information

Clarify Make clear or plain

Classify Arrange or include in classes/categories

Compare Show how things are similar or different

Construct Make; build: put together items or arguments

Contrast Show how things are different or opposite

Critically Add a degree or level of accuracy, depth, knowledge and analyse/understanding, logic, questioning, reflection and quality to evaluate (analysis /evaluation)

Deduce Draw conclusions

Define Show by example

Describe Provide characteristics and features

Discuss Identify issues and provide points for and/or against

Distinguish Recognise or note/indicate as being distinct or different from; to note differences between

Evaluate Make a judgement based on criteria; determine the value of

Examine Inquire into

Explain Relate cause and effect; make a relationship between things evident; provide why and/or how

Extract Choose relevant and/or appropriate details

Extrapolate Infer from what is known

Identify Recognise and name

Interpret Draw meaning from

Investigate Plan, inquire into and draw conclusions about

Justify Support an argument or conclusion

Outline Sketch in general terms; indicate the main feature of

Predict Suggest what may happen based on available information

Propose Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

Recall Present remembered ideas, facts or experiences

Recommend Provide reasons in favour

Summarise Express, concisely, the relevant details

Synthesise Putting together various elements to make a whole