



# Deniliquin High School

Year 10 Assessment Program  
2022



# Year 10 Assessment Calendar 2022

Week	Term 1	Term 2	Term 3	Term 4
1		Visual Art Child Studies		Visual Art
2		Timber Metal	Timber Metal	Timber Metal Crimes and Mysteries
3		Science HSIE	Child Studies	Food Technology PDHPE
4		Crimes and Mysteries Food Technology		Exams (Science, Maths, English, Ag, HSIE, Music, Maths)
5		Music	Visual Art Science	
6	English	Work Experience	HSIE Food Technology	
7	HSIE	English		
8	Science	Agriculture PASS	Agriculture Child Studies	
9	Music Crime and Mysteries	Mathematics PDHPE	Mathematics PASS	EXCURSION
10	Mathematics PDHPE		English	
11	PASS			

# The Course Performance Descriptors

Teachers will use their professional judgement in applying the Course Performance Descriptors to determine students' final grades. They describe the main features of a typical student's performance at each level of achievement measured against the syllabus objectives and outcomes for that course.

The five columns contain descriptions of different levels of student achievement of the syllabus objectives and outcomes. The descriptions range from **Limited Achievement** to **Outstanding Achievement**. The descriptors are expressed in positive terms to emphasise what students can, rather than cannot, do. Each course of study has its own specific Course Performance Descriptors, a copy of which can be obtained from Head Teachers or classroom teachers. Below are listed the generic Course Performance Descriptors as issued by NSW Educational Standards Authority (NESA).

Grade	General Performance Descriptors
<b>A</b>	Outstanding Achievement 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>	High Achievement 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>	Sound achievement 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>	Basic achievement The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.
<b>E</b>	Limited achievement 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.

# Attendance in relation to the satisfactory completion of a course

If a student's attendance falls (usually below 85% of a school's programmed lesson time for a course) the Head Teacher of a subject may determine that, as a result of absence, the course completion criteria may not be met due to the student not showing sustained effort and diligence. Clearly, Head Teachers, who will give students early written warning of the consequences of unsatisfactory course completion, will regard absences seriously. The warning will relate to the student's non-completion of course requirements.

Where a student's attendance pattern may jeopardise the satisfactory completion of a course(s), the reason for absence and its likely effect on the student's course progress will be established. The Principal will consider:

- The nature and duration of the absence;
- The standing of the student within the course at the time of the absence;
- The student's prior pattern of attendance, application and achievement;
- The ability and commitment of the student to compensate for the classroom experiences missed.

Leave may be granted to cover absence from the school's educational program for short periods, provided that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

When the Principal grants leave, such leave should not, of itself; jeopardise the student's eligibility for the School Certificate.

## Non-award of the Record of School Achievement

In the following cases NESAs will not award the Record of School Achievement. Depending on the circumstances of the case, NESAs may also not award one or both parts of the Record of School Achievement if the student:

- Did not meet all mandatory curriculum requirements;
- Left school before the final date for Year 10;
- Did not comply with other NESAs requirements.

# The Students Responsibilities

Students are required to perform **ALL tasks**, whether they are formal tasks listed in this booklet or any other task given by the classroom teacher as required, to the best of their ability and to sit for all tests and examinations scheduled as part of this assessment program. It is expected that all work submitted will be the student's own work. Any suspicion of malpractice will be viewed with grave concern.

Although the times for most tasks are listed in this document, teachers will generally give prior notice of any upcoming assessment tasks. Where assessment tasks are scheduled during school time, students are expected to be at school on that day and to present themselves at the place and time scheduled for the completion of the task. **Failure to do so may result in a ZERO MARK being awarded for that task**, unless the following procedures are followed:

If a student is aware beforehand that they will not be at school on that day, prior application to the class teacher concerned, for permission to complete an alternative task, must be made in writing **BEFORE** the day of the task. An appropriate form is included in this booklet (*see Appendix A – 2<sup>nd</sup> last page*). When making such an application, it should **NOT** be assumed that permission would automatically be granted.

If a student is absent, sick or a misadventure occurs, on the day of an assessment task, they will need to furnish a written note from their parent or guardian stating the nature of the illness or misadventure **OR** a doctor's certificate as further evidence, on the **first day of return**.

Where assessment tasks are scheduled to be completed at home and handed in by a due date, failure to meet the deadline may result in a **ZERO MARK** being awarded for that assignment. If circumstances are such that a student will find it impossible to meet the deadline, **PRIOR** application must be made at least **THREE DAYS** prior to the deadline for an extension of time to be granted. An appropriate form is included in this booklet (*see Appendix B – last page*). Once again, it should **NOT** be assumed that such an application would automatically gain an extension of time. **Extensions will only be granted for extenuating circumstances**.

## Key Learning Area: English

KLA: English		Course: English		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 6	Viewing/Representing Writing	In-class Response	25%
2	Term 2 Week 7	Reading Viewing/Representing Speaking	Advertisement and Reflection	25%
3	Term 3 Week 10	Reading Writing	Critical Response	25%
4	Term 4 Week 4	Reading Writing	Yearly Examination	25%

## Key Learning Area: Mathematics

KLA: Mathematics		Course: Mathematics		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 10	Saving and Borrowing	Project +Class Test	20%
2	Term 2 Week 9	Topics to be notified	Examination	25%
3	Term 3 Week 9	Data	Project	25%
4	Term 4 Week 4	All Topics	Examination	30%

# Key Learning Area: Science

KLA: Science		Course: Science		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 8	Working Scientifically Skills Test	In-class practical test	25%
2	Term 2 Week 3	Communication and Working Scientifically Skills Test	In-class test	25%
3	Term 3 Week 5	Student Research Project -Working Scientifically Skills -Communication	At-home task	25%
4	Term 4 Week 4	Final Exam -Knowledge & Understanding -Working Scientifically Skills -Communication	Formal examination	25%

KLA: Science		Course: Agriculture		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Semester 1 Ongoing	Practical skills Part 1 Assessment	Observation & discussion	25%
2	Term 2 Week 8	Beef Production	At-home task	25%
3	Term 3 Week 8	Practical skills Part 2 Assessment	Observe and assess skills	25%
4	Term 4 Week 4	All topics to date	Examination	25%



# Key Learning Area: Human Society & Its Environment (HSIE)

<b>KLA: HSIE</b>		<b>Course: History (Semester 1) Geography (Semester 2)</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 7	Holocaust/Changing Rights and Freedoms	Source Based	25%
2	Term 2 Week 3	Changing Rights and Freedoms	Class Test	25%
3	Term 3 Week 6	Environmental Change and Management	Research	25%
4	Term 4 Week 4	Environmental Change and Management/Human Wellbeing	Exam	25%

<b>KLA: HSIE</b>		<b>Course: Great Crimes and Mysteries</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 1 Week 9	Sources	Source Based Test	30%
2	Term 2 Week 4	Research	Presentation	35%
3	Term 4 Week 2	Course to date	Class Test	35%

# Key Learning Area: Creative & Performing Arts (CAPA)

KLA: CAPA		Course: Visual Arts		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 1	The Lost Thing: Surrealism Sculpture Artwork analysis test	Artmaking: conceptual meaning, techniques and resolved work (20%)  Analytical and Art Criticism writing (15%)	35%
2	Term 3 Week 5	Memento Mori: Large Scale Still Life Drawing Dutch Still Life Research Paper	Artmaking: compositional alterations, technique, experimentation works (VAPD) and resolved work (20%)  Analytical and Art History writing (ALARM) (10%)	30%
3	Term 4 Week 1	Street Art: Mixed Media self portrait Basquiat and Banksy Essay	Artmaking: conceptual meaning development, research, draft, experimentation (VAPD) and resolved work (20%)  Conceptual Framework and Frames Analysis (15%)	35%

KLA: CAPA		Course: Music		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 9	Musicology	Research Task	30%
2	Term 2 Week 5	Performance/Composition	Performance Task	35%
3	Term 4 Week 4	Yearly Exam	Listening/Aural Exam	35%

## Key Learning Area:

# Personal Development, Health & Physical Education (PDHPE)

KLA: PDHPE		Course: PDHPE		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 10	Improving Performance	In Class	30%
2	Term 2 Week 9	Decision Making	Presentation	30%
3	Term 4 Week 3	Practical Skills	Prac Mark (Ongoing)	40%

KLA: PDHPE		Course: Physical Activity & Sports Studies		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 11	Safety in and around water	In class	40%
2	Term 2 Week 8	Marketing Technology	Project	30%
3	Term 3 Week 9	Event Management	In class	30%

# Key Learning Area: Technology & Applied Studies (TAS)

<b>KLA: TAS</b>		<b>Course: Food Technology</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 4	Food Product Development	Report and Practical	25%
2	Term 3 Week 6	Service with a Smile	Restaurant Design Task	40%
3	Term 4 Week 3	Food for Life	Information Pamphlet & Practical Exam	35%

<b>KLA: TAS</b>		<b>Course: Child Studies</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 1	Developmental Delay	Report	20%
2	Term 3 Week 3	Play	Game/Book	40%
3	Term 3 Week 8	Technology	Report	40%

# Key Learning Area: Technology & Applied Studies (TAS)

<b>KLA: TAS</b>		<b>Course: Industrial Technology - Timber</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 2	Industry Study	Report	15%
2	Term 3 Week 2	Foot Stool	Project & Folio	35%
3	Term 4 Week 2	Bread Box	Project & Folio	50%

<b>KLA: TAS</b>		<b>Course: Industrial Technology - Metal</b>		
<b>Task #</b>	<b>When</b>	<b>Area(s) to be assessed</b>	<b>Task Format</b>	<b>Weighting</b>
1	Term 2 Week 2	Careers in Industry	Report	15%
2	Term 3 Week 2	Camping BBQ	Project & Folio	35%
3	Term 4 Week 2	Rocket Stove	Project & Folio	50%



APPENDIX - A



Deniliquin High School  
Assessment Policy

**Request for Alternate  
ROSA Task**

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Concerned: \_\_\_\_\_

I, \_\_\_\_\_, (Name of Student) cannot be at school on \_\_\_\_\_, (Date of Task) to complete the assessment task listed above. The reason(s) that I cannot be present are:

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.....

I hereby apply to complete an alternate task. In making this application, I give my assurance that I am not seeking unfair advantage over other students in the course.

Student's Signature: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_

**Application Result**

I have noted the above request and **HAVE / HAVE NOT** granted permission for the completion of an alternate task.

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_

Head Teacher: \_\_\_\_\_





APPENDIX - B



Deniliquin High School  
Assessment Policy

**Extension Request for ROSA  
Assessment Task**

Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Teacher: \_\_\_\_\_

Task Concerned: \_\_\_\_\_

I, \_\_\_\_\_, (Name of Student) hereby apply for an extension of time to complete the above assessment task and declare that I am not seeking unfair advantage over other students in the course. The reason(s) I offer for seeking this extension are:

I hereby apply to complete an alternate task. In making this application, I give my assurance that I am not seeking unfair advantage over other students in the course.

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Student's Signature: \_\_\_\_\_

Parent's/Guardian's Signature: \_\_\_\_\_

***Application Result***

I have noted the above request and **HAVE / HAVE NOT** granted extension of time.

**EXTENSION TIME** = \_\_\_\_\_ **DAYS**..... **Date Due:** \_\_\_\_\_

Date: \_\_\_\_\_

Teacher: \_\_\_\_\_ Head Teacher: \_\_\_\_\_



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