



Deniliquin High School

Year 10
Assessment Program
2024

Year 10 Assessment Calendar 2024

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

Record of School Achievement (RoSA)

The RoSA is a record of academic your achievement up until the date you leave school. The RoSA records completed 100 hour Year 9 electives and all completed Year 10 courses.

HSC Minimum Standards Tests

You are required to sit compulsory tests in Reading, Writing and Numeracy and can do so in Year 10. The reports are available through Students Online that you may want to show to potential employers

Common Marking Scale

Teachers will use the common marking scale (below) to determine your final grades for all 100 hour and 200 hour courses you have completed. They describe your achievement measured against the syllabus outcomes for that course. These are also what you will be reported against each semester

The descriptors emphasise what you 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
A	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	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.
C	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.
D	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.
E	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 your attendance falls below 85% of 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 you not showing sustained effort and diligence. A phone call home and a letter may be issued, warning your parent's that you may not satisfactorily complete the course requirements.

The Principal decides if you satisfy course requirements and 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 RoSA. The Principal may ask your teacher to provide an estimate mark for assessment if he/she approves extended leave.

Non-award of the Record of School Achievement

In the following cases NESA will not award the Record of School Achievement. Depending on the circumstances of the case, NESA 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 NESA requirements.

Your Responsibilities

- To make a serious attempt at **all** tasks, whether they are formal tasks listed in this booklet or any other task given by the classroom teacher
- If absent when a **notification** of an assessment occurs, you need to regularly check online learning platforms for digital copies of assessment notifications.
- To ensure that tasks are entirely your own work and that the work of others is acknowledged or referenced accordingly. Plagiarism is when you claim another's persons work as your own. You may get a 0-mark awarded or the copied parts will be removed from the marking. Contact will be made with your parent/caregiver and the task will need to be resubmitted if you plagiarise.
- You must be present for scheduled in-class assessments and submit at home assessments by the due date.

School Processes

- Assessment Notifications

All assessments will use the Deniliquin High School assessment notification sheet that will be given to you at least two weeks before the task is due. See an example of the notification - Appendix A. You will also be asked to sign an assessment register to record (Appendix B) when you receive a task and when you submit the task.

- Extensions

You can request an extension of due date of an assessment task but only if it is at least 3 days prior to the due date. You must complete an extension form (Appendix C). Note, it should **NOT** be assumed that such an application would automatically gain an extension of time. ***Extensions will only be granted for extenuating circumstances.***

If an extension is granted, the Head Teacher will make a copy of the form, and hand the original back to you. The Head Teacher will pass the form onto your classroom teacher, informing them of the extension.

- Absence on the day an assessment task is due

If an at home assessment task is due, you should still try to submit it using the online platform. If you are absent, sick or a misadventure occurs on the day of an assessment task, you will need to supply a doctor's certificate as further evidence, on the ***first day of return***. A computer, printing or other technological malfunction is not a valid reason for a late submission of an assessment task, nor are family holidays or reasons considered not an emergency.

- Non-submission of an assessment task

If a task has not been submitted and there is no valid reason, your teacher will award a 0 mark and:

- contact your parent/caregiver
- Send RoSa N-warning data letter home with a revised due date

You will be required to meet the revised due date and submit the whole task, making a serious attempt. Although your zero mark will still stand, it is important your teacher has evidence of how you can meet the outcomes of that task for your semester report and you also need to still demonstrate you have applied yourself with diligence and sustained effort to meet course outcomes.

If you receive two or more N warning letters for any subject (Year 9 elective and/or Year 10 subject), the Principal will arrange a meeting to discuss ramifications to your RoSA

- Plagiarism

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff consisting of the Classroom Teacher and the faculty Head Teacher.

- Right to appeal

You can appeal an assessment task mark. A form must be completed (see Appendix D) as soon as possible after the return of the mark and given to the Head Teacher of the course.

- Return of tasks

Your teacher must return your assessment task to you within two weeks after you have submitted it. They will provide you with a mark and meaningful feedback which will include how they have marked you (a marking rubric) and written comments.

- Adjustments

Some students will require [adjustments](#) in order to demonstrate what they know and can do. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. Each faculty works with the Learning and Support Team to decide which students require adjustments.

Adjustments may be:

- adjustments to the assessment process such as additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities such as rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses such as writing in point form, scaffolded structured responses, short objective questions or multimedia presentations.

- Life Skills

If you are completing Life Skills courses, you are not required to complete formal assessment tasks, however, you will be assessed on the outcomes identified in individual Life Skills programs.

A range of support services exist within the school to assist students in meeting assessment requirements. These include;

- The Homework Club in the library which operates two afternoons per week, where teachers are available to guide students with homework and assessment tasks.
- Learning and Support teachers for students who require adjustments.
- Seeking assistance from class teachers outside of class time.
- Multi-categorical class teachers supporting students with a disability through adjustments/accommodations

EXAMINATION PROCEDURES AND RULES

Exams play an important role in assessment. They aim to assess what you have learned with regards to the content in particular subjects. They also allow for strengths and weaknesses to be determined.

Exams are mostly supervised by staff members in lieu of teaching your normal lessons.

Responsibilities of Students

- To follow the examination timetable, which clearly specifies the date and time of all examinations. During the examination period, there will be no normal lessons.
- To respect and support the examination rules (see below).
- To wear the correct uniform to exams.
- To notify the school by phone on 0358811211 by 8.50am on the day of the exam should they be unable to attend an exam due to misadventure.
- To remain silent and respect the working conditions of others once they enter the examination room.
- To bring your own equipment eg. calculators, pens, 2B pencils, rulers etc. into the examination room in a clear plastic sleeve. Borrowing of equipment from other candidates during the examination is **NOT** permitted.
- To follow all instructions given by the supervisors.
- To behave politely and courteously towards the supervisors and other students.
- To ensure your name or student number is written clearly on all pages of the exam booklet, including multiple choice answer sheets, writing booklets and extra lined paper.

Permitted Items	Prohibited Items
<ul style="list-style-type: none">✓ Black pens✓ Pencils, erasers and a sharpener✓ A ruler✓ Highlighter pens✓ A clear bottle of water✓ A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam✓ Other equipment as specified in the exam notification, like a calculator✓ Stationary to be placed in either a clear (transparent) pencil case or a clear plastic sleeve (including the geometry set)	<ul style="list-style-type: none">☐ Mobile phones☐ Programmable watches, like smart watches☐ Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries☐ Paper or any printed or written material☐ Dictionaries (except in language exams, if allowed)☐ Correction fluid or correction tape.

Examination Conditions

Exam conditions shall apply from when the first student enters the examination room until the last student leaves the examination room.

ON ENTERING THE EXAMINATION ROOM AND DURING THE EXAMINATION

1. Candidates must enter the examination room silently ten (10) minutes prior to the scheduled start of the examination to receive final instructions.
2. Complete silence **MUST** be adhered to whilst candidates are in the examination room.
3. Bags, containing notes, are to be left in an orderly fashion outside of the examination room.
4. You must sit at the desk that shows your name and/or student number (alphabetical order) or as instructed by supervising staff.
5. Candidates **MUST** sit facing the front and are **NOT** to turn around or look at any other candidate's paper.
6. Candidates are **NOT** to communicate with any other candidates in any way.
7. Any student who disrupts the examination may be at risk of receiving a '0' (zero) mark for their work.
8. Food and drink are **NOT** permitted in the exam room.
9. Candidates **MUST** obey all reasonable instructions given by supervisors.
10. Candidates must **NOT** pick up their writing implements until reading time has ceased and writing time has started.
11. All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
12. School Rules apply during **ALL** exams.
13. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
14. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front of both booklets stating that you wrote an answer in the wrong place. Make sure you label and hand in all parts of your answers.
15. Make a serious attempt at the exam by answering a range of question types. **Answering only multiple-choice questions is not considered a serious attempt.**
16. Stop writing immediately when the supervisor tells you to.
17. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.

ON LEAVING THE EXAMINATION ROOM AND AFTER THE EXAMINATION

1. NO exam papers or the writing paper provided are to be removed from the examination room.
2. If your exam finishes while another exam is still in progress, classes will quietly depart the room when dismissed by the supervising teachers.

Behaviour/Action	Consequence
If a student interrupts the examination.	Supervisor will place a Green "Warning" card on your desk.
If a student interrupts the examination after being given a green 'Warning' card	Supervisor will place a Yellow "Warning" card on your desk and you will be moved to the back of the examination room where you will be allowed to continue the examination
If a student continues to interrupt the examination after being given a yellow "Warning" card.	You will be given a Red card and sent from the examination room to either the Deputy Principal or Principal. The examination paper for that subject will be cancelled.
If a student makes a non-serious attempt.	If you do not make a serious attempt at an examination, you may not receive a result. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.

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 10	Reading Writing	Critical Response	25%
3	Term 3 Week 10	Reading Viewing/Representing Speaking	Advertisement and Reflection	25%
4	Term 4 Week 4	Reading Writing	Yearly Examination	25%

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	20%
2	Term 2 Week 3	Knowledge and Understanding & Working Scientifically Test	In-class test	25%
3	Term 3 Week 5	Student Research Project -Working Scientifically Skills	Student Research Project	25%
4	Term 4 Week 4	Final Exam -Knowledge & Understanding -Working Scientifically Skills	Formal examination	30%

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	In class 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)

KLA: HSIE		Course: History (Semester 1) Geography (Semester 2)		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 7	Holocaust/Changing Rights and Freedoms	Source task	25%
2	Term 2 Week 4	Changing Rights and Freedoms	In 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%

KLA: HSIE		Course: Commerce		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 1	Employment	Research	25%
2	Term 2 Week 10	Towards Independence	Class Test	25%
3	Term 3 Week 3	Law	Report	25%
4	Term 4 Week 4	Course to date	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	As per assessment notification	In-class test	25%
2	Term 2 Week 9	As per assessment notification	In-class test	25%
3	Term 3 Week 9	Data	Project	20%
4	Term 4 Week 4	All Topics – see assessment notification	Formal Examination	30%

Key Learning Area: Creative & Performing Arts (CAPA)

KLA: CAPA		Course: Visual Arts		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 1 Week 11	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 (10%)	35%
2	Term 3 Week 1	Portraiture: Large Scale Portrait Portraiture Essay	Artmaking: conceptual meaning, techniques and resolved work (20%) Analytical and Art Criticism writing (15%)	30%
3	Term 4 Week 1	Your World Around Us: Portfolio of Works Artwork Analysis Short Response Questions	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	25%
2	Term 2 Week 6	Composition	Composition Task	25%
3	Term 3 Week 7	Performance	Performance Task	30%
4	Term 4 Week 4	Yearly Exam	Listening/Aural Exam	20%

Key Learning Area: Technology & Applied Studies (TAS)

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

KLA: TAS		Course: Industrial Technology - Timber		
Task#	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 2	Industry Study	Report	15%
2	Term 3 Week 2	Storage Box	Project & Folio	35%
3	Term 4 Week 2	Bedside Table	Project & Folio	50%

KLA: TAS		Course: Industrial Technology - Metal		
Task#	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 2	Careers in Industry	Report	15%
2	Term 3 Week 2	Tool Box	Project & Folio	35%
3	Term 4 Week 2	Fire Pit	Project & Folio	50%

KLA: TAS		Course: Child Studies		
Task #	When	Area(s) to be assessed	Task Format	Weighting
1	Term 2 Week 1	Developmental Delay	Report	20%
2	Term 2 Week 10	Intergenerational Program	Plan	40%
3	Term 3 Week 3	Play	Game/Book	40%

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	25%
2	Term 2 Week 9	Decision Making	Presentation	25%
3	ongoing	Practical Skills	Prac Mark (Ongoing)	50%

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 3 Week 1	Marketing Technology	Project	30%
3	Term 4 Week 1	Event Management	In class	30%



Assessment Task Notification

Year Level	
Subject Name	
Module Name	
Task Name	
Teacher	
Task Number	
Notification Date	Term _____ Week _____
Weighting (%)	
Due Dates	Draft Due Date: Term _____ Week _____ Due Date: Term _____ Week _____ by 8.50am
Preferred submission method(s):	
Class time allocated	

Referencing/Plagiarism: Tasks that are not entirely a student's own work will result in a **zero mark** awarded and contact made with the parent/caregiver; the task will also need to be resubmitted.

Non-submission:

If you are absent on the due date, a zero mark will be issued unless there is medical certificate produced explaining illness, accident or misadventure as the reason for the non-submission. The school must be contacted.

If you do not submit on the due date, without prior acceptance of an extension, a zero mark will be issued. Parent contact will also be made and a RoSA N warning letter will be sent home. You will still be required to submit the task for reporting purposes.

Outcomes

Task Description and Instructions

Assessment Criteria

Head Teacher Checked and Signed: _____

Common Grade Scale

A - 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 - 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.

C - 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.

D - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E - 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.

If you receive an E, this may be classed as a non-serious attempt and re-submission may be required. However the original mark will be maintained.

What is the difference between referencing and bibliographies?

Referencing: Referencing is needed when you use a direct quote or information from a source.

For example;

"The ability of the heart, lungs and circulatory system to supply oxygen and nutrients efficiently to working muscles and remove waste products" (PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020, page 25) OR

According to *Australia's Health 2018* cancer causes the greatest burden of disease in Australia.

Bibliographies: Bibliographies include all sources used to inform and develop your response. This includes all sources you have referenced.

For example;

Australian Institute of Health and Welfare, Australia's Health 2018. [ONLINE] Available at <https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true> [Accessed 10 May 2020] OR

PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020

BIBLIOGRAPHY

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- Government publication from a specific department —————→ Australian Institute of Health and Welfare (2006), *Disability and disability services in Australia*, Australian Government Publishing Service, Canberra.
- Website —————→ Centre for Policy Development (2007), <http://cpd.org.au/>, 17 October 2009. —————→ Date accessed
- Book with multiple authors —————→ Cornelius, H, Faire, S & Cornelius, E (2006). *Everyone Can Win—Responding to Conflict Constructively* (2nd edition), Simon & Schuster, Sydney.
- Podcast —————→ Fidler, R. (2008) Conversations: Leith Harding, ABC local radio, backyard@uour.abc.net.au, 2 December.
- Newspaper article —————→ Ham, M, 'Part-time gives you more time', *My Career, Sydney Morning Herald*, 13 December, p. 3.
- Book (with general editor) —————→ Healey, J (ed) (2001), *Family values, Issues in Society*, Spinney —————→ Publisher Press, Australia.
- Video production —————→ *Inside Story: Conflict Resolution* (2007), Video Education Australia, Victoria.
- Conference paper —————→ Katz, I (2007), 'Resilience and diversity in children and families', *Australian Welfare 2007 Conference*, Canberra, pp. 26–42. —————→ Page numbers
- Journal article —————→ Qu, L (2008), 'Work and family balance: Issues in research and policy', *Family Matters*, Australian Institute of Family Studies, Melbourne, 80, pp. 12–21. —————→ Volume number
- Educational resource kit/package —————→ Slee, P, Flanagan, A & Mitchell, B (1995), *Stressed Out and Growing Up*, Children and Adolescent Psychological and Educational Resources, Flinders University, South Australia.
- Personal interview —————→ T aylor, L, personal interview, 12 August 2009. —————→ Date interviewed
- Television program —————→ *Today Tonight* recording, Channel Seven, 20 November 2009. —————→ Date of recording
- Personal email —————→ Weißen, L weißen@optusnet.com.au personal email, (29 October 2009). —————→ Date posted
- Book with single author —————→ Ziegler, H. (2004), *Changing lives, changing communities*, (Revised edition) Wesley Mission, Melbourne. —————→ Place of publication



Application for an Extension on Due Date of Assessment

****This form must be submitted at least three (3) days prior to the assessment due date****

Student Name Teacher
.....

Subject Task Name
.....

Due Date of Task

I hereby apply for consideration of my absence for the assessment task outlined above. Documentary evidence is / is not attached.

The facts as outlined below, which affected my ability to complete this Assessment Task by the due date are an accurate record of my situation.

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.....

Student's Signature

Parent / Caregiver Signature

Decision of Head Teacher

Teacher's Signature

Date



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