



CANTERBURY GIRLS HIGH SCHOOL



YEAR 10 RoSA ASSESSMENT POLICY AND SCHEDULE 2024



YEAR 10 RECORD OF SCHOOL ACHIEVEMENT (RoSA) ASSESSMENT POLICY HANDBOOK 2024

To Parents/Caregivers and Students:

Year 10 marks the first opportunity a student can earn a leaving credential. This external credential is the **Record of School Achievement (RoSA)**. It is important for students to consider their ideas or attitudes about school, work and the organisation and effort required throughout the year. The RoSA is essential to progress to Year 11 and is needed when presenting for future training or employment.

This booklet provides information about the school's expectations of students in Year 10, and provides them with important information about the various ways in which assessment takes place and important processes to follow to ensure students are provided with the relevant support throughout 2024.

This booklet contains important information about Year 10 Assessments which commence in Term 1 2024 and occur throughout the entire year. Each subject has a published assessment schedule which must be completed in order for a grade to be awarded to a student in their RoSA. These grades are similar in all schools and are based on students working towards achieving the learning outcomes published by the NSW Education Standards Authority (NESA) in each syllabus.

I ask all parents/caregivers and students to read the information in this booklet carefully and reflect on the expectations of students in Year 10. If there are any questions, these can be directed to the relevant Head Teacher or Deputy Principal.

The Principal is required to certify to the NSW Education Standards Authority (NESA) that a student has satisfactorily completed each course they are studying for the RoSA.

It is the responsibility of parents/caregivers and students to keep this Handbook, to refer to it when necessary and be familiar with all of its contents.

I would like to wish students a very successful Year 10 and hope that every student will achieve their Personal Best!



Mrs Lalita Venkatesan
Deputy Principal

TABLE OF CONTENTS

2024 CALENDAR	4
REQUIREMENTS FOR THE AWARD OF A ROSA	6
GRADES AND GENERIC COURSE PERFORMANCE DESCRIPTORS	9
THE ALLOCATION OF ROSA GRADES	9
Reporting Student Achievement.....	10
SCHOOL RESPONSIBILITIES	10
A STUDENT’S RESPONSIBILITIES	10
Record of School Achievement Entry.....	10
Work and Achievement	10
Attendance and Punctuality	11
NESA REQUIREMENTS	12
Satisfactory Completion Requirements	12
Notification to Parents/Carers	12
Absence from School	12
Unsatisfactory Progress	12
‘N’ WARNING AND ‘N’ DETERMINATIONS	13
Appealing Against an ‘N’ warning	13
Disability Provisions	13
SUBMISSION OF ASSESSMENT TASKS, MALPRACTICE, BREACHES OF ASSESSMENT	14
Submission of Assessment Tasks	14
Electronic Presentation of Tasks	14
Late Submission of Tasks	14
Non Submission of Assessment Tasks.....	15
Non Attendance at a Test, Exam, Field Study or Practical Assessment.....	15
Non-Attendance prior to an Assessment Task.....	15
Valid Reasons for Late Submissions, Non Attendance, Lateness	15
Malpractice during an Examination or Assessment Task	15
Plagiarism	16
ILLNESS/MISADVENTURE	17
ASSESSMENT SCHEDULES FOR MANDATORY AND ELECTIVE COURSES	18
GLOSSARY OF KEY WORDS	34
USEFUL WEBSITES FOR STUDY: GENERAL CURRICULUM	35
MEDIA SITES	35
PUBLIC LIBRARY ACCESS TO ONLINE DATABASES	36

SAMPLE WARNING LETTER 37

ILLNESS/MISADVENTURE APPEAL 39

STUDENT MEDICAL/MISADVENTURE CERTIFICATE..... 40

2024 Calendar

	Week	Monday	Tuesday	Wednesday	Thursday	Friday
Term 1	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
Term 2	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 3	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
	9					
	10					
Term 4	1					
	2					
	3					
	4					
	5					
	6					

	7					
	8					
	9					
	10					

Requirements for the Award of a RoSA

A **Record of School Achievement (RoSA)** is awarded to students at the end of Year 10 in courses in which they have fulfilled the NSW Education Standards Authority (NESA) and NSW Department of Education (DoE) requirements. To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy NESA’s curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or NESA and
- completed Year 10.

Curriculum Requirements for the RoSA

English	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The NESA developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10. Must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	NESA’s Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed consisting of NESA’s 100-hour mandatory courses in each of Visual Arts and Music. It is NESA’s expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	NESA’s mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

School Attendance

The Principal may determine that, as a result of absence, course completion criteria might not be met. Students who do not attend school a minimum of 85% of the time will be unlikely to complete course criteria in relation to the award of RoSA.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the Principal. In 2024, this will be Wednesday 18 December.

Issuance of RoSA documentation by NESA

The formal Record of School Achievement (RoSA) credential will be awarded to eligible students when they leave school. Schools will be required to notify NESA of eligible students leaving school at the end of Year 10, 2024. The RoSA will be provided by NESA in printed format. Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study. In addition to students leaving school, transcripts for all students will be available in electronic format for schools to download and print.

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography and Australian History, followed by other NESA Developed Courses and then NESA Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (i.e. English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as 'Completed' with the footnote *Refer to Vocational Documentation*.
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote *See Profile of Student Achievement*.

(Where an 'N' determination is received in an additional study (elective), the course will not appear on the RoSA.)

Accessing RoSA Credentials

While formal RoSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results.

- Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and who are not eligible for a RoSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.
- All students will also have access to a record of their grades through [Students Online](#).

- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.
- The RoSA for students completing Stage 5 courses in 2024 will list all Stage 5 courses, along with the grade awarded.
- A depiction of the RoSA credential is currently being designed and will be placed on this website when finalised.

Content of the Transcript of Study

The Transcript of Study will contain the same information as the RoSA for courses satisfactorily completed.

Where an 'N' determination (see NESA requirements) is received in a Stage 5 mandatory course it will be recorded on the Transcript of Study as 'Not completed'. Where an 'N' determination is received in an additional study (elective) the course will not appear on the Transcript of Study.

The Transcript of Study will also include a statement that the student is not eligible for the award of the Record of School Achievement.

Grades and Generic Course Performance Descriptors

For each course of study, (apart from Mathematics) students will receive a grade A – E. Teachers use the Course Performance Descriptors, issued by NESAs to assign grades. In Mathematics, teachers will make an additional judgement within each grade. The assigning of Mathematics grades has been into 9 levels as follows: A 10, A 9, B 8, B 7, C 6, C 5, D 4, D 3 and E 2.

Throughout the Year 10 course, students are assessed in a variety of ways. These include, class tests, assignments, examination, etc. Grades will be forwarded to NESAs in November, 2024.

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

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.

The Allocation of RoSA Grades

The school awards each student who completes a RoSA course (except Life Skills) a grade to represent that student's achievement. The grade is reported on the student's Record of Achievement by the School using the following process.

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.
8. Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

Teachers follow a process of ‘moderation’ to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. To strengthen the consistency of teachers’ professional judgements in relation to state-wide standards, subject teachers keep student work samples and corresponding assessment tasks, representing the upper, middle and lower range of achievement. Each of these work samples demonstrates performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school. Teachers re-visit previous years’ work samples to ensure they are consistently awarding grades from one year to the next.

Reporting Student Achievement

Reporting for RoSA students occurs twice a year – at the end of Semester One (Term 2) and at the end Semester Two (Term 4).

Semester Reports contain:

- A) *Personal Learning Profiles* that detail a student’s approach to learning
- B) *NESA Syllabus Outcomes* that detail a student’s achievement level of predetermined criteria.

The Semester one and two reports contains a comment by each subject teacher regarding the student’s progress that semester.

Marks and ranks for all subjects are included in both semester reports. However, the Semester Two report also contains the student’s final RoSA grade.

Participation and / or achievement in significant activities outside the classroom are also included on the semester reports

School Responsibilities

Students will be issued with a calendar, as part of this policy, showing the proposed assessable tasks in all courses. The calendar will give the task name and week for completion.

Notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks notice will be given for variations to the published Assessment Calendar or content of tasks.

A Student’s Responsibilities

As a Year 10 student, you will be responsible for each of the following areas.

Record of School Achievement Entry

- Completing all forms associated with the Record of School Achievement entry and ensuring that the information you provide is correct.

Work and Achievement

- Making a serious effort in both assessment and non-assessment tasks.
- Class work and homework form part of the overall assessment. Students should regard **ALL** set work as important and contributing to their final assessment which will involve teachers allocating a grade.

- If you do not complete the non-assessment work related to the course, you risk losing the Principal's certification that you have applied yourself with diligence and sustained effort to the set tasks and experience providing in the course by the school. This means you risk being deemed 'unsatisfactory' in a Record of School Achievement course and may have to repeat Year 10.
- Applying yourself to all your work to the best of your ability.

Attendance and Punctuality

- You need to be punctual to school and to class.
- Full attendance is critical. You must have a good reason to be absent from school, and a written note be supplied by your parent/caregiver to explain your absence. Your attendance should not ever fall below 85%, except due to serious health grounds.
- Notify your class teacher – in advance where possible – of an illness or family reason which will stop you from completing a set task by the due date.
- Any extended period of absence, of more than 5 days, must be authorised by the Principal. More than 100 days must now be approved by the Director, Educational Leadership. Long periods of absence can place your Record of School Achievement in jeopardy.
- Students who are absent on any day are responsible for catching up any subject work missed during the absence.
- You are expected to undertake **ALL** assessment tasks set in the period timetabled for your Course. This includes practicals, tests and hand in tasks.

NESA Requirements

Satisfactory Completion Requirements

For the satisfactory completion of a course, it is the student's responsibility to:

- complete all assigned work including each assessment task to the best of their ability;
- ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back by the teacher;
- demonstrate that through effort and achievement they have met the requirements of the course.

Notification to Parents/Carers

As soon as the school has a concern about the progress of a student, that student's parent or caregiver will be contacted to inform them of the particular problem. This contact may be followed up by interviews with the Deputy Principal, subject Head Teacher or the Year Adviser.

If the concern continues, the parent or caregiver will receive further information about the problem which they will be asked to acknowledge in writing. Staff members will be available to discuss these concerns with the parent or caregiver. A compulsory interview with the Deputy Principal will take place.

It is hoped that by notifying parents or caregivers as soon as there is a concern about their daughter's progress, the problem will be quickly resolved and the award of a subject grade not be placed at risk. Parents are urged to contact the school if they are concerned about their daughter's progress.

Absence from School

The Principal may determine that, as a result of absence, the above course completion criteria has not been met. Clearly, absences will be regarded seriously by the Principal who will give students early written warning of the consequences of unsatisfactory course completion.

If at any time it appears that a student is at risk of receiving an '**N**' determination in any course, the Deputy Principal will warn the student as soon as possible and advise the parent or caregiver **in writing**.

Where the 'N' determination is applied, it will appear on the student's Record of School Achievement. Depending on the course, it may also mean that the student has not satisfactorily completed the minimum pattern of courses required for the award of the Record of School Achievement in that year. ***This could mean that the student will be required to repeat Year 10.***

Unsatisfactory Progress

Non-award of Record of School Achievement

In the following cases NESA **will not** award the Record of School Achievement in a particular course if a student:

- (a) did not meet all mandatory curriculum requirements;
- (b) left school before the final date for Year 10 without being granted an exemption;
- (c) did not comply with other NESA requirements.

'N' warning and 'N' determinations

The school will firstly issue warning letters to students who are in danger of not meeting course completion criteria. Warnings will be given in time for the problem to be corrected and should provide advice about the consequences of an 'N' determination in a course. A sample warning letter is attached as Attachment 1 and is included in this policy booklet.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the Principal's determination. A flowchart detailing the determination and appeal dates is available on *Schools Online*.

A student who is given an 'N' determination in a course in Stage 5 will not be eligible for a Record of School Achievement grade in that course.

If an N determination is applied in a mandatory subject, this will result in the student not meeting the requirements for the award of the RoSA, and will mean that the student will face having to repeat Year 10.

Appealing Against an 'N' warning

- Students may only appeal on the grounds that the grade awarded was NOT CONSISTENT with their performance for that subject.
- The marks or grades awarded for individual tasks will not be subject to review as part of an appeal.
- The appeals will be resolved within the school as simply and informally as possible.
- Where an appeal cannot be resolved at school, the student can appeal to NESAs.

Disability Provisions

Disability provisions provide students who have additional needs with practical support in school assessments, including examinations. Students' additional needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and / or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Canterbury Girls is committed to ensuring that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. Canterbury Girls assesses and accommodates their students' disability provisions needs, and, when necessary, submit applications for the HSC examinations on their behalf.

At Canterbury Girls, any student with a known disability receives a Personalised Learning and Support Plan developed in consultation with a member of the school's Learning Support Team, the student and parent/carer. Contained in this Plan is information relating to any disability provisions which should be enacted in relation to the student's Year 10 assessment program. This plan is presented to the student's teachers at a meeting, and issues relating to Disability Provisions clarified for appropriate action.

Submission of Assessment Tasks, Malpractice, Breaches of Assessment

Submission of Assessment Tasks

Students will be issued with a calendar, as part of this policy, showing the proposed assessable tasks in all subjects. The calendar will give the task name and week for completion.

Notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks notice will be given for variations to the published Assessment Calendar or content of tasks.

Students are expected to undertake **ALL** assessment tasks set in the period timetabled for your Course. This includes practicals, tests and hand in tasks.

All executive staff will monitor the Assessment calendars to ensure task due dates are distributed to support students' learning. Whilst every effort will be made to manage the assessment load for students, there is NO maximum number of tasks that a student could be asked to undertake or hand in on a single day.

No assessable task will be set for submission on the last day of the term, although students may be required to complete practical tasks and hand in associated materials.

Electronic Presentation of Tasks

Unless otherwise specified, all tasks and assessments are to be submitted as a hard copy. Electronic presentation of a task must be at the discretion of the Head Teacher of the course. In the event of an electronic submission of a task, save a back-up copy of the task on a USB, Google drive, school network or other device.

In the event that a task is required to be presented electronically and there is a computer failure, the student must contact the Head Teacher immediately. In support of their claim, students **must** be able to present a back-up copy of the task at the first available opportunity and other supporting evidence showing progress made in relation to the task.

In the event of illness or misadventure preventing attendance, the task must be presented electronically by the due date and time. Students should complete an illness/misadventure application and provide a hard copy of the Assessment task on their first day of return

Late Submission of Tasks

If the task is a hand in assessment students must still submit via email or Google classroom.

If an assessable task has to be submitted and a student fails to do so by the specified date, a mark of 0 will be given, unless both the Illness/Misadventure Medical Certificate and Illness/Misadventure form is provided and given to the Head Teacher or the Deputy Principal, no later than on the morning of the first day of the student's return to school.

If a student fails to hand in an assessable task before a holiday period, a mark of 0 will be given unless evidence is provided. Parent/carer letters and Medical/Misadventure Certificates are necessary if medical reasons are given for late submission. They must be produced on the morning of the first day of the student's return and an Illness/Misadventure application completed. If a student misses scheduled classes or arrives late on an assessable task day without a valid reason, a mark of 0 will be given. Students cannot absent themselves from class to complete tasks. Students cannot absent themselves from class to prepare for tasks. This will result in a mark of 0 being given.

Non Submission of Assessment Tasks

A mark of 0 will be given for non-submission of an assessable task.

If a student does not submit or present for tasks totalling 50% of the final Assessment mark of a course neither the examination mark nor the assessment mark will be reported for that course.

Written notification will be given of each occurrence of a zero assessment mark.

Non Attendance at a Test, Exam, Field Study or Practical Assessment

If a valid reason is given for non-attendance (illness or approved leave) the task may be accepted as is, or the student may be issued with a substitute task, and assessed on their performance in that task. Failure to complete a substitute task will mean a zero mark will be given. If no valid reason for non-attendance is given, a mark of 0 will be awarded.

In exceptional circumstances, where the completion of a substitute task is not feasible, the student's final assessment mark will comprise only those completed assessment tasks marks, and then be converted to a mark out of 100 .

If a student is late for a test, practical or examination, no extra time will be given except in extraordinary circumstances and an Illness/Misadventure application has been lodged with the relevant Head Teacher.

If a student does not attend school on the day before an assessable task is due, the student must apply for Illness and/or Misadventure and show good cause for their absence. This application must be submitted on the first day of their return.

Non-Attendance prior to an Assessment Task

If a student misses scheduled classes before an assessable test, without a valid reason, a mark of 0 will be awarded. (This includes Extension classes scheduled outside normal periods).

If a student does not attend school on the day before an assessable task is due, the student must apply for illness and/or misadventure and show good cause for their absence. This application must be submitted on the first day of their return. Failure to show good cause for their absence prior to the due date is a form of malpractice and will result in an N warning and a mark of zero.

Valid Reasons for Late Submissions, Non Attendance, Lateness

Medical reasons i.e. illness verified by a medical certificate from a health professional.

Non-Medical Reasons: approved leave approved by the Principal; special leave e.g. to attend a funeral, an appearance at Court – verified by relevant persons e.g. parents/carers, police.

The authenticity of documentary evidence may be confirmed with the named provider. A parent/carer note in most instances is not sufficient.

Malpractice during an Examination or Assessment Task

Malpractice is any activity that allows students to gain an unfair advantage over other students. Examples of malpractice include but are not limited to cheating, non-serious attempt, copying another student's work, plagiarism, paying someone to write or prepare material, breaching school examination rules, using non-approved aids or materials during an assessment task or exam, giving false explanations to explain work not handed in by the due date, assisting another student to engage in malpractice or absence from school prior to a task without an appropriate reason.

If a student is found guilty of malpractice during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of 0 will be awarded and they may be entered onto NESA's Malpractice Register.

If a student submits a prepared task, which her teacher believes is not entirely the student's own work; the student may be required to reproduce the work under examination conditions. Failure to do so will result in a mark of 0 for more details.

Plagiarism

Plagiarism can be viewed as the product of poor examination preparation, research skills, lack of confidence or many other variables. Opportunities for plagiarism have spread with the increased access to the Internet. In the end, it is an act which can potentially give an unfair advantage to a student in terms of other candidates in the same course.

Plagiarism includes using work of another individual and presenting it as one's own. (Macquarie University, Plagiarism policy, 2003). The following examples would be classed as plagiarism:

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying, cutting and pasting text from an electronic source and submitting it as your own work
- Using the words of someone else and presenting them as your own (e.g. presenting an assessment task done by a current or ex-student as your own)
- Relying too much on other people's material i.e. repeated long quotations. (The Learning Centre, Avoiding Plagiarism, UNSW).
- A student submitting work that a **detecting program identifies as 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.

Strategies to avoid Plagiarism

- Make sure you understand the set question and the sub-components of the question. If you are not clear ask your teacher and make sure you do this when the question is given out, rather than leaving it too late to effectively complete the task.
- Plan your resources to thoroughly research the set question as quality investigation takes time, organisation and management.
- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the project/assignment then make sure you understand these before other resources/references are considered.
- Acknowledge all sources i.e. books, journals, web pages, letters, films, interviews, lectures, newspapers, etc. (This means a bibliography).
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thought about the material and understood it, stating clearly where you found the ideas.

Consequences of Plagiarism

Plagiarism is a form of malpractice and as such a zero will be awarded to any student for the work they are found guilty of actively plagiarising.

Illness/Misadventure

The following applies to the non-completion of assessment tasks due to illness and/or misadventure for Year 10:

1. All students are required to comply with the school's assessment policies as outlined in the assessment handbooks for RoSA students.
2. Students may be prevented from completing an assessment task on time, or completing an assessment to a standard commensurate with their ability, due to them experiencing illness/misadventure.
3. A student must lodge an Illness/Misadventure Appeal form in support of any assessment task not completed or adversely affected by illness and/or misadventure. Note: Illness/Misadventure does NOT cover:
 - difficulties in preparation
 - alleged deficiencies in tuition
 - family celebrations/commitments
 - loss of study time prior to the formal study vacation
 - misreading the examination timetable
 - misreading of examination instructions, and,
 - long-term illnesses or disability such as glandular fever, asthma, epilepsy, hearing and vision impairment etc. unless there is evidence of a sudden reoccurrence during the exam period.
4. To complete an Illness/Misadventure application (Attachment 2) you should:
 - a. Ring the School/Head Teacher or Deputy on the morning of the task, and let them know you are going to miss the assessment task and why.
 - b. Submit any hand in tasks electronically
 - c. Attend a doctor to complete the Illness/Misadventure medical certificate (Attachment 3).
 - d. Visit the relevant Head Teacher or Deputy Principal before school on the first day of return to school, submit a completed Illness/Misadventure form and be prepared to sit the examination or submit the hard copy task unless otherwise negotiated.
 - e. Completed Illness/Misadventure forms must be submitted along with the required supporting documentary evidence no more than five calendar days after the examination.
5. Student Medical / Misadventure Certificates must be completed using the form (Attachment 3)
 - Include the Practitioner's details and stamp
 - Include the date of the missed task
 - Include testimony and signature of the practitioner
 - Show the length of time the student will be unfit for school.
6. A decision as to whether the appeal will be upheld should be made within three working days by the Deputy Principal in consultation with the Head Teacher. The Deputy Principal will inform the student and their parents or carers of this decision.
7. If the appeal is upheld, a decision will be made as to whether to allow the student to re-sit/resubmit the assessment task, or to adjust the result in accordance with their performance in previously undertaken tasks.
8. If the appeal is not upheld, the existing assessment mark will remain for any task attempted; a zero allocated and a warning letter sent for any task not attempted.
9. Applications will be discreetly managed on a case by case basis – no blanket rule in the case of illness and misadventure can apply.

Assessment Schedules for Mandatory and Elective Courses

ENGLISH MANDATORY	19
GEOGRAPHY MANDATORY	20
HISTORY MANDATORY.....	21
MATHEMATICS: PATHWAYS 5.1/5.2 AND 5.2/5.3 MANDATORY.....	22
PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION MANDATORY.....	23
SCIENCE MANDATORY.....	24
CHILD STUDIES ELECTIVE.....	25
COMMERCE ELECTIVE	26
DRAMA ELECTIVE.....	27
FOOD TECHNOLOGY ELECTIVE.....	28
INDUSTRIAL TECHNOLOGY: MULTIMEDIA ELECTIVE.....	29
MUSIC ELECTIVE.....	30
PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) ELECTIVE.....	31
TEXTILES TECHNOLOGY ELECTIVE	32
VISUAL ARTS ELECTIVE	33

ENGLISH**MANDATORY**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHT
Voices of Social Struggle	Term 1 Week 6	Persuasive speech presented in class	15%
Growing up _____ in Canterbury	Term 2 Week 4	Short memoir composition and visual representation	20%
The banality of evil in Macbeth	Term 3 Week 3	Hand-in extended response	30%
From Innocence to Experience	Term 4 Week 2/3	EXAM BLOCK: Short answer questions and extended essay response	35%
		TOTAL	100%

GEOGRAPHY**MANDATORY**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Environmental Change and Management	Term 1 Week 7	Research Report (Hand-In and In-Class)	30%
Environmental Change and Management – Coastal Environments	Term 2 Week 7	RAP analysis and extended response (In-Class)	35%
All Topics	Term 4 Weeks 3-4	Yearly Examination	35%
TOTAL			100%

HISTORY**MANDATORY**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHT
Depth Study 6: School Developed Topic: The Holocaust	Term 1 Week 9-10	Digital Presentation (Hand-In)	30%
Depth Study: 5 The Globalising World (Migrant Experiences)	Term 2 Week 4-5	Research and Historical Report (Hand-In)	35%
All topics	Term 4 Weeks 3-4	Yearly Exam	35%
TOTAL			100%

MATHEMATICS: Pathways 5.1/5.2 and 5.2/5.3**MANDATORY**

Students follow one of three pathways in Years 9 and 10. By the end of Year 10, all students are expected to complete the Pathways 5.1 and 5.2. Students achieving learning outcomes in advance of the 5.2 Pathway will undertake the 5.3 Pathway.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1	Term 1 Week 7	Common Investigation or Assignment or Written Task	20%
Task 2	Term 2 Week 5	Examination (In-class)	30%
Task 3	Term 3 Week 7	Common Investigation or Assignment or Written Task	20%
Task 4	Term 4 Week 2-4	Examination	30%
TOTAL			100%

Notes:

- Students will be assessed and ranked within their Pathway.
- For Tasks 1 and 3, the Nature of the Task will be announced at least 2 weeks prior to the task's due date. The task may vary depending on Pathway studied.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**MANDATORY**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Mind Body Soul	Term 1 Week 9	Practical Participation & Data Analysis Report	25%
Community Action	Term 2 Week 3&5	Project-Based Learning Task (Hand-in and group project)	25%
Risk Taking	Term 3 Week 6	Road Safety Newspaper article (Hand-in)	20%
All Topics	Term 4 Week 3-4	Yearly Examination	30%
TOTAL			100%

SCIENCE**MANDATORY**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Rotation 1*</u> Journey to the Centre of the Earth	Term 1 Week 8	ICT Research and Digital Presentation	20%
<u>Rotation 2*</u> Don't Overreact	Term 2 Week 6	Report writing and Data Analysis	20%
<u>Rotation 3*</u> Crash Test Dummies	Term 3 Week 3	Collaborative design task	20%
<u>Rotation 4*</u> CSI of Life	Term 3 Week 9	Modelling	20%
<u>Rotation 5*</u> Open Ended Investigation (Major Research Task)	Term 4 Week 5	Investigation Report	20%
TOTAL			100%

Note:

- In addition, a Topic Test or Quiz at the end of each topic will be used to demonstrate the knowledge and understanding gained by each student after completing the topic and will contribute to their overall course mark.
- The topics in Year 10 listed above will be completed as units of work.
- The Assessment Tasks and Topic Tests will allow students to demonstrate their knowledge, understanding and skills in a variety of ways and give them several opportunities to achieve their personal best.

* Rotations: Students will rotate through each of the topics to access a specialist teacher for each topic. As a result each class completes the topics in a different order. The dates given are for when each rotation is expected to finish.

CHILD STUDIES**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Food and Nutrition in Childhood	Term 1 Week 8	Menu Analysis (Hand-In)	25%
Children and Culture	Term 2 Week 5	Culture Awareness Presentation (Hand-In)	25%
Childcare Services and Career Opportunities	Term 3 Week 8	Writing Task (In-Class)	25%
All Topics	Term 4 Week 4	Yearly Examination (In Class)	25%
TOTAL			100%

COMMERCE**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Law Society and Political Involvement	Term 1	Examination	30%
The Economic and Business Environment	Term 2	Research assignment and oral presentation (Hand-In and In-class)	35%
All topics	Term 4 Weeks 3-4	Yearly Exam	35%
TOTAL			100%

DRAMA**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Theatre History	Term 1 Week 9	Performance – present logbook (Hand-In & In Class)	20%
Australian Theatre Study	Term 2 Week 6	Performance – present logbook (Hand-In & In Class)	30%
Verbatim Theatre	Term 3 Week 8	Performance and Written response (Hand-In & In Class)	30%
Playbuilding and Performance	Term 4 Week 4	Performance Yearly Examination (In Class)	20%
TOTAL			100%

FOOD TECHNOLOGY**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Food for Specific Needs	Term 1 Week 9	Research and Practical Task	25%
Food Product Development	Term 2 Week 4-6	Research Marketing Task	25%
Food Service and Catering	Term 3 Week 9	Research and Practical Task	25%
Revision and Yearly Examination	Term 4 Week 3	Yearly Examination for Topics 1, 2 and 3	25%
TOTAL			100%

INDUSTRIAL TECHNOLOGY: MULTIMEDIA**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Workplace Communication & Video Production	Term 1 Week 8	Project: TV commercial (Hand-in)	15%
Industry Study	Term 2 Week 6	Industrial Study Report	20%
Multimedia Industries	Term 3 Week 7	Advertising Campaign (Hand-in)	25%
All Topics	Term 4 Week 4	Major Multimedia Project	40%
TOTAL			100%

MUSIC**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Popular Music	Term 1 Week 9	Performance 10% Listening Task 15% (In-Class & hand in)	25%
Music for Small Ensembles	Term 2 Week 9	Composition 15% Listening Exam 10% (In-Class)	25%
Baroque Music	Term 3 Week 10	Composition 10% (In-Class & hand in)	10%
Yearly Exam	Term 4 Week 4	Performance 30% Listening 10% (In-Class)	40%
TOTAL			100%

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Nutrition and Physical Activity	Term 1 Week 6	Nutritional Plan and Analysis (Hand in)	25%
Coaching	Term 2 Week 6	Designing/Delivering a coaching session to primary school students.	25%
Physical Fitness	Term 3 Week 8	Personal Training Program Design (hand-in) Run a Fitness Program (In-class)	25%
All Topics	Term 4 Week 4	Yearly Examination	25%
TOTAL			100%

TEXTILES TECHNOLOGY**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Innovations in Fabric, Yarn and Fibre Manufacture	Term 1 Week 9	Properties and Performance Investigation and Report (Hand-in)	10%
Costume Design – Recycle and Reuse	Term 2 Week 5	Project 1: Documentation and Textiles Item (Hand-in)	20%
Cultural Study	Term 3 Week 5	Research Task (Hand-in)	10%
Major Project Task	Term 4 Week 4	Project 2: Documentation and Textiles Item (Hand-in)	40%
All Topics	Term 4 Week 3-4	Yearly Examination	20%
TOTAL			100%

VISUAL ARTS**ELECTIVE**

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Postmodern Me Art Theory & Making	Term 1 Week 5	Body of Work – Progress 10% Historical Critical Study 20 % (Hand-in)	30%
Postmodern Me Art making	Term 2 Week 10	Final Painting - Postmodern (Hand-in)	30%
Art Theory	Term 3 Week 8	Written Examination (In Class)	20%
Art Making	Term 4 Week 3	Body of Work and Process Diary (Hand-in)	20%
TOTAL			100%

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment 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 (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	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 the relationships 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 features of
Predict	Suggest what may happen based on available information
Propose	Put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Useful Websites For Study: General Curriculum

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/leaving-school/record-of-school-achievement
All stage 5 syllabus documents can be found here	https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5
Discover resources to support your child for life after school — from further study to choosing a career.	https://education.nsw.gov.au/parents-and-carers/pathways-after-school?schoolYear=main-education%3Ayear-level%2Fyear-10

Media Sites

Media Publication	Link
ABC News Australia's most trusted source of local, national and world news. Comprehensive, independent, in-depth analysis, the latest business, sport, weather and more.	www.abc.net.au/news/
The Sydney Morning Herald Breaking news from Sydney, Australia and the world. Features the latest business, sport, entertainment, travel, lifestyle, and technology news.	www.smh.com.au
The Australian (requires paid subscription; or subscription accessed via State Library) The Australian National and International News with in-depth Business News and Political coverage including Lifestyle, Arts and Sports and more online at The Australian.	www.theaustralian.com.au/
SBS Australia Australia's multicultural and multilingual broadcaster. Includes news, sport, entertainment, documentary, film, food, radio and television schedule with program information.	www.sbs.com.au
International Business Times International Business Times (IBTimes) is a growing digital global news publication that delivers international business news to an audience of over 7 million in the U.S. and 13 million people worldwide every month through its network of digital publishing platforms.	www.ibtimes.com.au/
Online Newspapers Thousands of newspapers from around the world, at your fingertips.	www.onlinenewspapers.com

Public Library Access to Online Databases

One of the advantages of joining your local Public Library is that you get:

- free access to a number of online databases to assist with research
- Homework Assistance programs
- HSC support programs.

Public Library membership is free and open to everyone. If you are under the age of 18 you need:

- parent or guardian’s signature on a permission form
- photo ID
- proof of current address

Application and permission forms are available from the Library section of the relevant Council website (see details below) or in person at the Library.

Library	Link
<p>The State Library of NSW Phone: 9273 1414</p>	<p>www.sl.nsw.gov.au In order to use the online databases you need to join the State Library and be issued with a Library Card – this is free but takes a few days to process.</p> <ol style="list-style-type: none"> 1. Log in to the State Library website – see URL above. 2. Select the “Using the Library” tab from the top menu bar. 3. Select “Search our collections”. 4. Select “Electronic Resources”. 5. Click on the “access to databases from home link” 6. Click on the “apply online” link if you haven’t already joined the Library 7. Log in to the required database and search for the information you need.
<p>Canterbury-Bankstown Council Libraries</p> <p>Phone: 9789 9405 Branches: Campsie, Earlwood, Lakemba, Bankstown, Padstow, Greenacre, and Riverwood.</p>	<p>www.cbcity.nsw.gov.au/community/library-knowledge-centres</p>
<p>Inner West Council Libraries</p> <p>Branches: Marrickville, Dulwich Hill, Stanmore, Ashfield, Haberfield and St. Peters / Sydenham.</p>	<p>https://www.innerwest.nsw.gov.au/explore/libraries</p>

Sample Warning Letter

Attachment 1



Dear <Name of Parent/Guardian>

OFFICIAL WARNING – Non-completion of a ROSA Course

I am writing to advise you that your son/daughter <Insert student name> is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in <Insert course name>.

Delete ONE of the following:

This course is mandatory for the award of the Record of School Achievement.

This course is a Stage 5 elective course that is credentialed on the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, the NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the NESA; and
- (b) applied him/herself 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the NESA that the student has not satisfactorily completed the course.

<Student first name> is not currently meeting one or more of these requirements. In particular, they <Insert brief description of the problem(s)>.

Official warning

The NESA requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. *Delete the following if first warning. Otherwise delete/complete as appropriate.*

A first warning was sent to you on <Insert date>. Previous warnings were sent to you on <Insert dates>.

Opportunity to correct the problem

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

<i>Task or course requirement</i>	<i>Action required by student</i>	<i>Date for completion</i>

Action by parent/guardian

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely,

Class Teacher/Head Teacher

Principal

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Acknowledgement of Official Warning

I have received the letter dated <Insert date> advising me that <Insert name> is in danger of not meeting the course requirements for <Insert course name>, and am aware that this is the <first/second/third> official warning.

I am aware that this <is/is not> a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student’s transcript of results as ‘Not Completed’, and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____



Canterbury Girls High School Illness/Misadventure Appeal

Attachment 2

To be completed by a student who is unable to attend/submit an assessment task on due date or who believes their performance in the task has been adversely affected due to illness or misadventure. **This form must be submitted to the Deputy Principal the first day back at school immediately after the assessment task. If the Deputy Principal is absent this must be submitted to the Head Teacher.**

Name:

Year:

Subject/course:

Head Teacher:

Teacher:

Assessment Title:

Date of Notification:

Due Date:

Date appeal submitted:

Either (tick option): Task missed/not submitted

Task sat for

Seeking special consideration because of: Illness

Misadventure

Details of appeal:

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

(Attach all necessary medical and other certificates and letter from parent/caregiver)

Student Name: Signature: Date:

Parent/Caregiver Name: Signature: Date:

Head Teacher Recommendation:

Head Teacher Name:Signature:

HT to present appeal to Deputy Principal

School Response:

Deputy Principal Name:

Signature:

Principal Name:

Signature:



Student Medical/Misadventure Certificate

Purpose of this Certificate

This form is used by students to apply for illness/misadventure in examinations or other assessable work in their studies at Canterbury Girls High School. Approval of applications is granted to students who are legitimately disadvantaged in their assessment due to factors beyond their control. To enable the validity of applications to be evaluated, this form should be completed by a doctor, dentist, or other appropriate authority (e.g. police officer, solicitor).

STUDENT NAME _____

I agree to Canterbury Girls High School requesting verification of the information provided on this certificate, if required.

Student Signature _____ Contact No: _____

Parent /Guardian Signature _____ Contact No: _____

PRACTITIONER DETAILS (to be completed by the doctor, dentist or other relevant authority)

NAME _____

ADDRESS _____

PHONE _____

Stamp of practitioner or organisation

I, _____, certify that I have seen _____ on ____/____/____.

In my opinion, the student has a medical condition or is experiencing matters which did/will affect their studies as follows:

	Tick as applicable	Provide applicable dates
Unable to attend classes	<input type="checkbox"/>	From ____/____/____ to ____/____/____
Unable to undertake private study	<input type="checkbox"/>	From ____/____/____ to ____/____/____
Unable to sit examinations	<input type="checkbox"/>	From ____/____/____ to ____/____/____

Additional Comments:

Signature of Practitioner _____ Date _____

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