

YEAR 10 ASSESSMENT INFORMATION

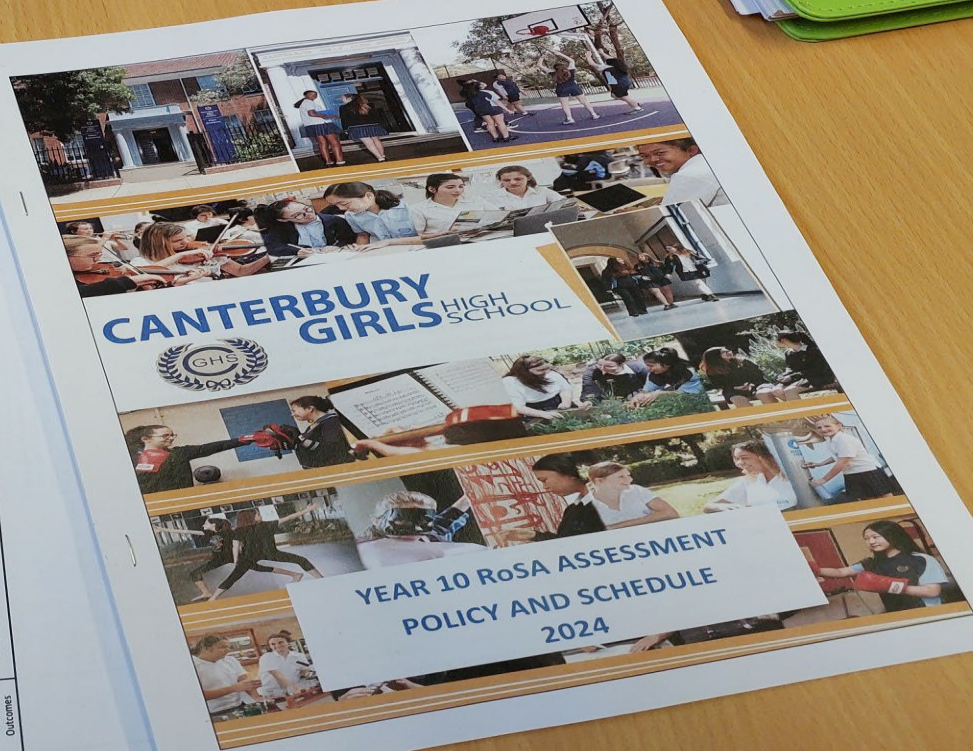
2024

Year 10 Commerce (Elective)

2024 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Core: Law, Society and Political Involvement	Core: Law, Society and Political Involvement Students develop an understanding of how laws affect individuals and groups and engage in participatory processes in the democratic process. They understand economic, social, legal and political systems and learn how strategies are used to resolve contentious legal and political issues.	Core: The Economic and Business Environment Students develop an understanding of the major economic events or developments affecting Australian consumers and businesses.	Option: Running a Business Students investigate how entrepreneurial attributes and disposition contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.	Option: Running a Business (continued) Students investigate how entrepreneurial attributes and disposition contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.
Content				
Assessment	Examination - 30% Week 10	Research Assignment and oral presentation 35% Week 10		Year 10A, 10B Week 4
Syllabus Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

Full descriptions of course outcomes can be accessed on the network Subject document through GHS.



RECORD OF SCHOOL ACHIEVEMENT (RoSA)

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 the recommended hours in courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- ❖ complied with all requirements imposed by NESA and
- ❖ completed Year 10.

ISSUANCE OF ROSA DOCUMENTATION BY NESAS

- ❖ The formal RoSA credential will be awarded to eligible students when they leave school. Schools will be required to notify NESAS of eligible students leaving school at the end of Year 10, 2024.
- ❖ The RoSA will be provided by NESAS 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.

NESA CONFIRMATION OF ENTRY

In the next few weeks, students will be required to sign a Confirmation of Entry document for NESA.

This document contains

- The courses you study for RoSA
- Your official name
- Address
- Email (det email not personal email)

Check all entries and sign the document.

SCHOOL RESPONSIBILITIES

Issuing Assessment Schedules showing the proposed assessable tasks in all courses. The Assessment Schedules will give the task name and week for completion.

Assessment Advice will be given for each specific task. Details of the task will be given by class teachers.

The school must provide written assessment advice 2 weeks before the due date of:

- ❖ assessment components and weighting
- ❖ the nature of each assessment task
- ❖ duration and time of each task
- ❖ course outcomes being assessed

ASSESSMENT SCHEDULES

ENGLISH

MANDATORY

Assessment schedule provides an overview of the tasks, rough time, nature of the task and weighting to determine grade.

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHT
Writing in Focus Areas	Term 1 Week 7	Response to Texts Studied in Relation to Focus Area (In-Class)	20%
Comparative Text Study	Term 2 Week 4	Speech Comparing and Contrasting Studied Texts (Hand-In and In-Class)	20%
Literature Essay	Term 3 Week 8	Essay Analysing Text Set For Close Study (In-Class)	20%
Yearly Exam	Term 4 Week 3-4	Reading/Creative Writing (In-class)	40%
TOTAL			100%

SCOPE AND SEQUENCE

Year 10 English

Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
Content	<p>Focus Area - Power Students explore representations of the concept "Power" in a close study of a substantial prose text and related texts.</p>	<p>Comparative Text Study Students analyse the values and ideas communicated to a new audience in the adaptation/ transformation of a text from an earlier publication or performance.</p>	<p>Close Text Study Students closely examine a prose or drama text and analyse how its form, features and language create meaning.</p>	<p>Portfolio of Writing This unit extends student knowledge of styles, forms, features and structures of texts. Students analyse and compose a range of texts..</p>
Assessment	<p>Essay Explaining how "Power" has been represented in set text</p>	<p>Speech Comparing studied texts</p>	<p>Essay Analysing studied text</p>	<p>Yearly Examination Reading Comprehension Original Narrative Composition</p>
<p>Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</p>				
Syllabus Outcomes	EN5-2A, EN5-4B, EN5-6C, EN5-7D	EN5-3B, EN5-4B, EN5-6C	EN5-1A, EN5-3B, EN5-8D	EN5-2A, EN5-3B, EN5-7D



About our school

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[Student and Parent Sentral Portal](#) 

[Student Calendar](#) 

DUE DATES

Stage 4/5 Assessments					Print	Export	Preferences		
Term 1, 2022					D	W	WL	M	T
	Mar 7	Mar 8	Mar 9	Mar 10	Mar 11				
W6			Year 7 Maths - Task 1 ☐ 10 PASS Task 1 08:40am	Year 7 Maths - Task 1 ☐					
	Mar 14	Mar 15	Mar 16	Mar 17	Mar 18				
W7		Year 8 Maths - Task 1 ☐ Year 10 Maths - Task 1 ☐	Year 9 Maths - Task 1 ☐	Year 10 Science Task 20% (I/C) 9 Child Studies Task 1	9 PDHPE task 1				
	Mar 21	Mar 22	Mar 23	Mar 24	Mar 25				
W8	10GEOG 30% HI/IC	7A 7M French task 1 10COMM 30% HI		8 Chinese task 1	9Hist HI 50% Year 10 Chinese task 1 10 Child Studies task 1				
	Mar 28	Mar 29	Mar 30	Mar 31	Apr 1				
W9	Yr 9 Music Assess Performance 8 French task 1 Year 10 Music Assess IC/Hi 20% 7Hist 50% HI/IC 8 Hist 50% HI	Yr 10 Drama Assess 20% 7A PDHPE task 1 01:20am 7A PDHPE Task 1 01:20am	10 PDHPE task 1 7P PDHPE task 1 08:40am 7P PDHPE Task 1 08:50am	Yr 9 VA Assess IC/Hi Yr 9 PDM Assess Nature IC/Hi 7H PDHPE task 1 08:40am	10 Food Tech task 1 25% Practical & Hand in ☐ 7M 7E Task 1 01:50am 7M & 7E task 1 02am				

Use the assessment calendar to check assessment due dates

Stage 5 - Years 9 and 10

← Notes and curriculum guides

Stage 4 - Years 7 and 8

Stage 5 - Years 9 and 10

Stage 6 - Years 11 and 12

2024 Year 9

Year Adviser: Ms Wang and Mr Mullin

- **Google Classroom Codes** (to be updated)
- **Equipment Requirements 2024**
- **Scope and Sequence 2024**
- **RoSA Subject Selection Guide Year 9 2023**
- **RoSA Subject Selection Guide Year 9 2024**
- **Lateness to School** (to be updated)

2024 Year 10

Year Adviser: Ms Cheung and Mr Nolan

- **Google Classroom Codes** (to be updated)
- **Scope and Sequence 2024**
- **Equipment Requirements 2024**
- **Assessment Policy Booklet 2024**

ROSA GRADES

The school awards each student who completes a RoSA course a grade to represent that student's achievement using the following process.

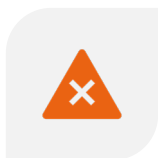
- ❖ Establish an assessment program that consists of a number of assessment activities that cover the full range of outcomes.
- ❖ Determine a mark based on their assessment using the weightings of each activity.
- ❖ determine the order of merit for the group.
- ❖ Use course performance descriptors to relate the order of merit to grades awarded.
- ❖ Review the grade awarded to each student to make sure that no anomaly has occurred.

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.

STUDENT OBLIGATIONS

- ❖ Attend all lessons (your attendance should never fall below 90%)
- ❖ Applying yourself to all your work to the best of your ability.
- ❖ Follow the schools code of conduct
- ❖ Make a serious attempt in both assessment and non-assessment tasks i.e. Class work and homework form part of the overall assessment (diligence)
- ❖ **Hand in all assessment tasks on the day and time they are due to avoid penalties**
- ❖ **Notify your teachers, in advance where possible, of anything which will stop you from completing a set task by the due date and apply for illness/misadventure.** E.g. work placement, an illness or family reason etc.
- ❖ **Provide suitable evidence for missed tasks (e.g. Doctor's Certificate) and complete an Illness/Misadventure form.**

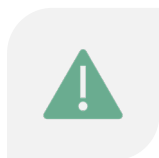
WHAT HAPPENS IF STUDENTS DON'T MEET THEIR OBLIGATIONS? THE N WARNING PROCESS



THE SCHOOL ISSUES **WARNING LETTERS** TO STUDENTS WHO ARE IN DANGER OF NOT MEETING COURSE COMPLETION CRITERIA.



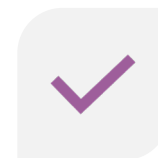
ADVICE AND TIME IS GIVEN SO THE PROBLEM CAN BE CORRECTED AND CONSEQUENCES OF NOT MEETING COURSE COMPLETION CRITERIA IS OUTLINED.



2 or more WARNING LETTERS WITHOUT ANY ATTEMPT TO "MITIGATE" OR CORRECT THE ISSUES IS AN EXAMPLE OF NOT MEETING THE REQUIREMENTS FOR SATISFACTORY COMPLETION OF A COURSE.



THIS WILL RESULT IN THE PRINCIPAL ISSUING A '**N**' **DETERMINATION** IN THAT SUBJECT.



TO BE ELIGIBLE TO GO ON TO YEAR 11, STUDENTS MUST SATISFACTORYLY MEET RoSA REQUIREMENTS



ALL STUDENTS HAVE THE RIGHT TO APPEAL AGAINST THE 'N' DETERMINATION VIA THE NESA SCHOOLS ONLINE WEBSITE.

COMPLETION OF ASSESSMENT TASKS

Minimum requirement for RoSA courses is that you make a genuine attempt of assessment tasks that contribute **in excess of 50%** of available marks in the course.

You must also complete **non-assessable tasks worth more than 50%** of the available marks to be considered to have satisfactorily completed a course.

Failure to comply with the assessment requirements in any course will mean students do not get a RoSA grade.

ILLNESS/MISADVENTURE

A mark of 0 will be given if a student:

- ❖ fails to submit an assessable task by the specified date
- ❖ misses scheduled classes or arrives late on an assessable task day without a valid reason
- ❖ misses scheduled classes to complete tasks or study for a test
- ❖ does not attend a mandatory Field study or Practical Assessment
- ❖ Has been found guilty of malpractice

Students who supply a **Medical /Misadventure Certificate (page 38)** with a completed **Illness/Misadventure form (page 39)** giving acceptable reasons will be awarded a mark.

These forms must be handed to the teacher, Head Teacher or the Deputy Principal, **on the morning of the first day of the student's return to school.**

UNABLE TO COMPLETE OR HAND IN AN ASSESSMENT TASK

Call	Call the school and communicate with Head Teacher or DP on the day of absence (earlier if possible)
Follow	Follow Illness/Misadventure procedures Email hand in tasks
Complete	Complete relevant official school forms
Get	Get supporting documentation e.g. Medical/ Misadventure certificate that covers the period of absence
Submit	Submit forms on the first day of return (at the latest) and negotiate with Head Teacher
Support	Illness/Misadventure applications will be granted if students follow procedure, have appropriate supporting documentation and have a valid reason

ONLY USE CORRECT DOCUMENTATION



Canterbury Girls High School Illness/Misadventure Appeal

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:

DP consults P; DP gives copy to HT; HT informs teacher and student of school response; DP enters in Sentral; DP gives original to SAM for student file and a copy to be mailed to Parent/caregiver



ATTACHMENT 1

STUDENT MEDICAL/MISADVENTURE CERTIFICATE

Purpose of this certificate

This form is used by students to apply for illness/misadventure in exams 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 exams	<input type="checkbox"/>	From ____/____/____ to ____/____/____

Additional Comments:

.....

.....

Signature of practitioner: Date:



POINTS TO REMEMBER

I/M is required if a student:

- ❖ Is unable to sit a task on the due date
- ❖ misses lessons on the day a task is due
- ❖ is absent the day before a task is due

Hand in tasks must still be submitted electronically

Extensions

- will only be granted in exceptional circumstances with a completed I/M application
- will not be granted without seeing what work the student has done towards the task
- Extensions due to short term illness or disruption will not be granted if a student has been given ample notice

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 verified by evidence:

- ❖ approved leave by the Principal;
- ❖ special leave e.g. to attend a funeral, an appearance at Court – verified by relevant persons e.g. parents, police.
- ❖ Work placement
- ❖ Participation in School Spectacular

Students must still submit any assessment tasks electronically

ILLNESS/MISADVENTURE DOES NOT COVER:

All students receive at least 2 weeks written notice of assessment dates

- ❖ difficulties in preparation
- ❖ Technology issues including printers
- ❖ alleged deficiencies in tuition
- ❖ family holiday, celebrations, commitments
- ❖ loss of study time prior to the formal study vacation
- ❖ misreading the assessment advice or examination timetable
- ❖ misreading of examination instructions, and
- ❖ long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period.

MALPRACTICE

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks

Malpractice is any activity that allows students to gain an unfair advantage over other students.

MALPRACTICE INCLUDES, BUT IS NOT LIMITED TO:

- ❖ **copying** someone else's work in part or in whole, and presenting it as their own
- ❖ using material directly from books, journals, CDs or the internet **without reference to the source**
- ❖ building on the ideas of another person without reference to the source
- ❖ buying, stealing or borrowing another person's work and presenting it as their own
- ❖ submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- ❖ using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- ❖ paying someone to write or prepare material
- ❖ **breaching school examination rules**
- ❖ **using non-approved aids** during an assessment task
- ❖ Giving **false explanations** to explain work not handed in by the due date
- ❖ assisting another student to engage in malpractice.

ASSESSMENT TASK PLANNER

Your student should use this template to plan their assessment and ensure that they meet the deadlines

Your student should implement a study program to help them achieve their best in the RoSA

2024 Calendar

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

MINIMUM STANDARDS TESTS

The minimum standard test was implemented to ensure students have the literacy and numeracy skills for life after school and focus on skills needed for everyday tasks e.g. writing a letter for a job application or understanding a mobile phone plan.

Students need to achieve level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Students will have **several opportunities** to meet the minimum standard and need to meet the HSC minimum standard in reading, writing and numeracy once only.

There are three 45 minute online tests:

1. an adaptive, multiple choice reading test
2. an adaptive, multiple choice numeracy test
3. a test for writing based on a written or visual prompt

Will be notified of test window

DISABILITY PROVISIONS

- ❖ Support with in school assessments is given to students who have special needs, including examinations. Examples of provisions available include: use of a writer, extension of test time, rest breaks, separate examination supervision etc.
- ❖ CGHS is committed to ensuring all students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability.
- ❖ Any student with a known disability receives a **Student Support Plan** developed in consultation with a member of the school's Student Services Team, the student and parent. The Plan contains information relating to any disability provisions which should be enacted in relation to the student's assessment program.
- ❖ CGHS assesses and accommodates students' disability provisions needs and, when necessary, submits applications for the HSC examinations on their behalf

PROVISIONS

Provision	Disability/condition/symptom
Extra Time to Write	Impaired written output due to a physical or cognitive disability
Individual Supervision	Condition that causes disruption to others, e.g. Tourette's syndrome
Reader	Reading disability (YARC Level 2), Irlen syndrome/Scotopic sensitivity
Rest Breaks	Anxiety disorder, fatigue, concentration difficulties (ADHD)
Small group supervision	Social anxiety disorder, hearing impairment
Writer	Pain, impaired written output

WHAT IS NEEDED FOR THE APPLICATION

- ❖ NESAs medical, vision or hearing form(s) need(s) to be completed by a qualified health professional relevant to the condition(s). This can include a GP with a history of a relationship with the student. The health professional's comments must include the impact on the student's ability to access and respond to questions in an exam situation.
- ❖ NESAs Teacher comments forms, completed by each of the student's teachers
- ❖ Functional evidence i.e. the impact of the disability in an examination situation such as, writing samples or testing results.
- ❖ Completed Student Declaration.
- ❖ Completed Principal Declaration.

Please note: Diagnosis and professional recommendation alone will not mean provisions are approved.

SOME IMPORTANT EVENTS

- ❖ End of Term 2 – Subject Selection Evening for Year 11, 2025
- ❖ Term 4 week 3/4 –Examination period (TBC)
- ❖ Term 4 week 6-10 – CGHS program of work including ABW, preparation for Year 11, mandatory Careers programs and mandatory AMOW and Work Experience ([more info in term 4](#))

Advice:

- ❖ make sure you know about N warnings and Illness/Misadventure processes
- ❖ Use the Assessment Hand book, especially the calendar
- ❖ Read emails daily
- ❖ Check newsletter and website for important information (Notes & Curriculum Guide / Stage 5 / Year 10)
- ❖ Communicate with your YA regularly – Ms Cheung and Mr Nolan
- ❖ Read Careers Adviser emails and Newsletters
- ❖ Avoid absences and lateness and keep attendance above 90% (higher if you want to be prepared for Year 11)