

MURWILLUMBAH HIGH SCHOOL



**INSPIRING EVERY STUDENT
EVERY DAY**

Year 10 Assessment Guide 2021

INFORMATION FOR YEAR 10 STUDENTS AND THEIR PARENTS

The Record of School Achievement (RoSA) is a credential you may receive if you leave before you complete Year 12.

It will be very important for you to read any information supplied by the NSW Educational Authority (NESA) or the school carefully. Keep all the information in a safe place.

The RoSA Portfolio of Results will comprise three parts:

- the RoSA Testamur
- a Record of Achievement showing results in each subject studied for the RoSA.
- your results in the external tests (if you choose to sit for them)

You should also be aiming for a set of good school reports, which you can proudly display.

This booklet is intended to provide you with clear information about NESA requirements and what Murwillumbah High School expects of you for the completion of Year 10.

Read this booklet carefully. Should you require further advice you could talk to Mrs Butler (Year 10 Student Adviser) and Ms Lawson (Careers Adviser), Mr Bristow or Mrs Bush (Deputy Principals).

More information about the Record of School Achievement can be found on the NESA website. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

PART A

1. How do I get a Record of School Achievement (RoSA)?

Before you can be eligible for a RoSA you must fulfill the following requirements;

- a. You must satisfactorily complete courses in English, Mathematics, Science and the mandatory Australian Geography, History, Civics and Citizenship Course.
- b. You must complete a minimum of 300 hours of PD/Health/PE, a minimum of 100 hours each of Music, Visual Arts and Language and 200 hours of Design and Technology.
- c. You must have a satisfactory attendance pattern.
- d. You must attend school up to the last day of attendance as determined by the Department of Education and Training.

2. How do I “satisfactorily complete” a course?

You will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that you have:

- a. followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
- b. applied yourself 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.

This means that

- a. You must attend lessons in that course for the required number of hours, bringing the correct equipment and books.
- b. You must make a genuine effort in all class activities and homework.
- c. You must make a serious attempt at all your assessment tasks.

3. What happens if I am in danger of being unsatisfactory (N-Determination)?

If at any time it appears that you are at risk of receiving an N-Determination in any course, the Principal (or delegate) must warn you as soon as possible and advise your parent or guardian (if you are under 18 years of age) in writing. This warning should be given in time for the problem to be corrected.

If you have not complied with the above requirements, have received written warnings and have failed to correct the problem you will be regarded as not having satisfactorily completed the course. The Principal will apply the N-Determination if you do not make an effort to improve.

You could be in danger of receiving an N-Determination if;

- assessment tasks are not submitted.
- a genuine effort is not made to complete the course.
- course outcomes are not being achieved.

4. What happens if I get a N-Determination?

If you are given an N-Determination in **one or more mandatory courses** (English, Maths, Science, Australian Geography, History, Civics and Citizenship, PD/H/PE) you may not be eligible for a RoSA and may not be eligible to enter Year 11 courses. The N-Determination will be recorded as “NOT COMPLETED” on the Record of School Achievement.

If you are given an N-Determination in **an additional course** (electives), you retain eligibility for the RoSA provided that all requirements are met. The elective course will not be listed on the Record of School Achievement.

There is an appeal process. You will be advised of this process if an N-Determination is issued.

5. External Examinations

Numeracy and Literacy online testing will be available to students who choose to sit them. They will be supervised by teachers and the results will be on the RoSA transcript.

6. Half Yearly and Yearly Examinations

Formal exams will be conducted as part of the Assessment Program. These will consist of half yearly and yearly exams. Exam times will be identified in the school calendar.

You should set up an effective, consistent revision/study timetable at home well before the exams.

7. RoSA Assessment

At the conclusion of Year 10, grades will be awarded for each of your subjects which indicate your level of achievement. The grade you will receive is determined by how well you complete tasks that form each subject’s assessment policy.

Grades in each subject will be indicated by the letters A, B, C, D and E. The outcomes you achieve will be matched against a set of Performance Descriptors to decide which best describes your achievement.

Assessment will be a continuous process and it is important you complete tasks to the best of your ability.

8. What happens if.....

a. I miss an assessment task?

If you are absent for an assessment task because of illness or exceptional circumstances, **contact the school (02 6672 1566) on the morning your assessment task is due** and explain the reason for your absence. When you return you must report to the Deputy Principal with a satisfactory written explanation from your parent/guardian (a medical certificate or other official documentation where appropriate) and make arrangements to do the task as soon as possible. Report to the Head Teacher to organise a time to sit or hand in the task. If you DO NOT complete your obligation at the designated time then a ZERO mark will be awarded.

b. I hand in a task late?

Deadlines for the submission of assessment assignments (or similar work) must be met. In all instances **you are strongly advised to hand in work by the due date**, even if it is incomplete. Late submissions will incur a ZERO mark.

c. I need an extension of time?

Extensions can only be granted by the Deputy Principal in consultation with the Head Teacher of the relevant faculty. An extension will be given only when you can prove a case of "extreme" difficulty in meeting an assessment deadline. Application must be made prior to the due date.

d. I cheat or plagiarise in my assessment task?

If the Head Teacher confirms that you cheated in any assessment task or plagiarised then a ZERO award will be made.

Plagiarism is the direct use of material from a published document (books, magazines, the internet, brochures and other student's work) or text without the acknowledgement of the source.

When researching assignments, you should be aware that if you plagiarise you will be awarded zero.

e. I am suspended

You must arrange for the task to be submitted to the school on the due date indicating the teacher to whom the task must be delivered. Late submission will incur the penalties outlined in point b.

For an in-class task, you must make contact with the Head Teacher who will advise whether you will be required to;

- i. attend school for the duration of the task. You will be advised of the scheduled time, location and supervision details:

OR

- ii. sit for an alternate task on the first day at school following your suspension.

9. Will I be notified of assessment tasks?

You will be given reasonable notice of pending assessment tasks. It is considered reasonable that the minimum notice required be two school weeks.

The assessment schedule for each course is printed in this booklet so you are aware of what will be expected of you as you work toward completing Year 10.

Use the student portal to be organised, ensuring tasks are presented on time.

If you participate in a special event and this interferes with you;

- i. attending an assessment activity, i.e. examination or in-class activity
OR
- ii. meeting an assessment deadline
OR
- iii. adequately preparing for an assessment activity
then you may be eligible for an extension. It will be up to the Deputy Principal in consultation with the Head Teacher to determine this.

It is your responsibility to inform Head Teachers well in advance of any events which may fall into this category.

10. The RoSA Grading System

Course Performance Descriptors are a tool to assist teachers across the state in making sound and consistent judgments about overall student achievement. They are a series of statements which describe the main features of typical students' performances at the end of the course.

The table following is a set of General Performance Descriptors from which NESAs subject specialists have developed specific Course Performance Descriptors. Course Performance Descriptors include knowledge and skills specific to the subject to which they have been assigned.

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.

11. School Assessment

Another series of assessments that are very important to you are the School Assessments. These assessment marks form the basis of your school report and are additional to the specific NESA RoSA tasks.

Some assessment tasks that are used to obtain your RoSA grade in each subject are also used to determine your school assessment. Others may not be used.

It is essential for you to understand that you must continue to work at a satisfactory level in Term 4 to ensure that your Yearly School Report is of good quality.

12. When do I get my RoSA and external test results is I elect to sit for them?

Students are eligible for a RoSA and any relevant external test results from NESA when they leave School after completing Year 10 up until they complete the HSC. Students apply directly to NESA for a RoSA to be issued. Students must meet NESA Minimum Standards requirements to access the HSC by the HSC year.

13. Who do I see for more information?

Mrs Butler	Year 10 Student Adviser
Ms Lawson	Careers Adviser
Mr Bristow	Deputy Principal
Mrs Bush	Deputy Principal

AGRICULTURAL TECHNOLOGY

(200 hour course)

The aim of Agricultural Technology is to develop the student's knowledge and understanding of agricultural enterprises and the practices and skills required in producing plant and animal products. Students develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

Students will develop:

- 1) Knowledge and understanding of agriculture as a dynamic and interactive system that uses plants and animals to produce food, fibre and other derivatives,
- 2) Knowledge and understanding of the local and global interaction of agriculture with Australia's economy, culture and society.
- 3) Knowledge of and skills in the effective and responsible production and marketing of agricultural products.
- 4) An understanding of sustainable and ethical practices that support productive and profitable agriculture.
- 5) Skills in problem solving including investigating, collecting, analysing, interpreting and communicating information in agricultural contexts.
- 6) Knowledge and skills in implementing co-operative and safe working practices in agricultural contexts

Year 10 Agriculture Assessment Schedule

Students in 10 are required to study:	Assessment	Outcomes	Date	Weighting
1. Farm Safety	Practical report	AG5-3, AG5-13, AG5-14	Term 1	25
2. Beef	Research Assignment	AG5-1, AG5-2, AG5-4, AG5-5, AG5-10	Term 2	25
3.	Semester 1 Exam	AG5-6, AG5-7	Term 2	50
	Total			100%
4. Agricultural Enterprise	Research Task	AG5-8, AG5-9, AG5-10	Term 3	30
5. Agricultural Practical	Practical Task	AG5-11, AG5-12	Term 4	30
6. Exam	Semester 2 Exam	AG5-8, AG5-9, AG5-10, AG5-11, AG5-12	Term 4	40
	Total	AG5-3, AG5-13, AG5-14		100%

ENGLISH

In English, assessment of and for learning will provide evidence of student learning in response to:

- Spoken texts
- Print texts
- Visual texts
- Media, multimedia and digital texts

Assessment of student learning will be based on knowledge and skills in the areas of:

- Speaking
- Listening
- Reading
- Writing
- Viewing and representing

Assessment Schedule

	TIME FRAME	TASK	ASSESSMENT AREA	WEIGHTING %
Semester 1 Assessment Schedule	Term 1	Poetry Unit "Imagery" <i>Listening Task</i>	Viewing Listening Writing	20
	Term 2	Satire & Visual Literacy "Telling the Truth" <i>Multimodal Presentation</i>	Viewing Representing Speaking	20
	Term 2	Film Unit "Global Identity" <i>Persuasive Essay</i>	Viewing Writing	20
Semester 2 Assessment Schedule	Term 3	Drama Unit "Conflict in Shakespeare" <i>Writing portfolio</i>	Reading Writing	25
	Term 4	Novel Unit "Perspective" <i>Personal Essay</i>	Reading Writing	15
	Yearly Assessment			100

FOOD TECHNOLOGY

(100 hour course)

The Australian food industry is growing in importance, providing numerous employment opportunities and increasing the relevance of Food Technology for the individual and society. There are increasing community concerns about food issues, including hygiene and safety, nutritional claims and the nutritional quality of food, sustainable food sourcing, and the environmental impact of food-production processes. Students explore food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices.

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe work practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

Assessment Schedule

Year 9/10 Course Name: FOOD TECHNOLOGY				
Task No.	Outcomes	Nature of Task	Weight	When
1	FT5-1, FT5-5, FT5-10	Food Trends: Freak shake	20%	Term 1
2	FT5-1, FT5-13, FT5-2	Food Service and Catering: Non-alcoholic Beverages / Café Service and Menu Design	25%	Term 2
3	FT5-11, FT5-7, FT5-8, FT5-9	Food for Special Occasions: Themed Decorated Cake and Folio	25%	Term 3
4	FT5-2, FT5-3, FT5-13	Yearly Exam	15%	Term 4
5	FT5-1, FT5-2, FT5-10	Practical Skills	15%	Ongoing

GEOGRAPHY

The study of Geography prepares students for adult life by developing an informed perspective on local and global issues. In doing so, it forms a basis for active participation in community life and a commitment towards ensuring that the environment is appreciated, enhanced and respected.

The mandatory Australian Geography component is studied during Years 9 and 10 and adapts four key themes:

- Sustainable Biomes
- Changing Places
- Environmental Change and Management
- Human Wellbeing

Geography thus enables students to understand and respond to changes taking place in environments and communities both in Australia and overseas. Students are encouraged to accept community responsibilities and have positive attitudes about the presentation, conservation and improvement of the Australian environment.

Assessment Schedule

TOPIC	TASK	WEIGHTING	DUE DATE
Environmental Change and Management –	Coastal Essay (in class task)	50%	Term 1
Human Wellbeing	Wellbeing Essay (in class task)	50%	Term 2

HISTORY

History is based on an inquiry approach which is intended to enable students to develop skills in investigation, critical thinking, problem-posing, problem-solving and communication. History is about the interaction over time of individuals and groups and the political, social and economic circumstances which arise from and influence this interaction.

The mandatory Australian History is studied during Years 9 and 10. The Year 10 topics are:

- The Holocaust
- Changing Rights and Freedoms
- Migration from 1945 to the present

Assessment Schedule

TOPIC	TASK	WEIGHTING	DUE DATE
Holocaust	Research Essay	50%	Term 3
Rights and Freedoms (1945-Present)	Source analysis – Stolen Generation	50%	Term 4

INDUSTRIAL TECHNOLOGY (TIMBER)

(100 hour course)

Task Number	Task 1	Task 2	Task 3	Task 4	Task 5
Nature of Task	Design Folio Assignment	Half Yearly Exam	Practical Project Work – Semester One	Yearly Exam	Design and Practical Work – Semester Two
Weighting	10%	10%	20%	20%	40%
Timing	Term 1	Term 2	Term 2	Term 4	Term 4

MATHEMATICS

The Mathematics Stage 5 Syllabus aims to develop mathematical skills and confidence in students appropriate to their level of development. The course builds on skills and knowledge from the Mathematics Stage 4 course. Students will develop knowledge, understanding and skills in: Working Mathematically, Number and Algebra, Measurement and Geometry and Statistics and Probability. The Mathematics course is studied at three levels – 5.1, 5.2 and 5.3. The 5.1 course is designed for students who need more time to develop mathematical skills and provides opportunities for students to experience some of the applications of mathematics to their lives. The 5.2 course is designed for students who are still developing a more abstract approach to mathematical thinking and therefore the number of new concepts and level of difficulty is less than the 5.3 course. The 5.3 course is the most abstract of the three courses, it does not repeat material from the 7-8 course, rather it requires students to develop sound reasoning abilities and solve more sophisticated problems.

Students will be assessed on the basis of tests conducted within their own course. Their final grade for the course will be calculated using their test results in conjunction with guidelines supplied by the NSW Education Standards Authority (NESA).

Assessment Schedule (for all courses)

Students will be assessed within their own course (5.1, 5.2, and 5.3) by assignments and exams.

<u>TIME FRAME</u>	<u>TASK</u>	<u>WEIGHTING %</u>
Term 1	Assignment	20
Term 2	Exam	30
Term 3	Assignment	20
Term 4	Exam	30
Yearly Total		100

A grade will be awarded each semester to each outcome assessed during the semester.

A10-A9	Outstanding
B8-B7	High
C6-C5	Sound
D4-D3	Basic
E2	Limited

At the conclusion of the course the school will submit one (overall) assessment grade for each student to NESA. This grade will be determined by analysing the pattern of results achieved in each of the strands throughout the year and identifying where the student best fits in relation to the Course Performance Descriptors.

MUSIC

(200 hour course)

The study of Music aims:

1. To develop in students the ability to perform as a means of:
 - improving self-expression
 - communicating
 - expanding musical skills
 - improving ensemble techniques
 - interpreting musical symbols
2. To develop the ability to create through:
 - improvising
 - composing
 - arranging
3. To develop aural awareness through a wide range of musical experiences.
4. To develop through listening, analysing and discussing an understanding of:
 - music as an art form
 - music in social, cultural and historical contexts
 - musical literacy
5. To develop a set of values about music.

ASSESSMENT SCHEDULE

<u>TIME FRAME</u>	<u>TASK</u>	<u>ASSESSMENT AREA</u>	<u>WEIGHTING</u> %
Term 1	Written Response to Listening	Aural	10
	Individual/Group performance	Performance	10
	Written submissions	Composition	10
Term 2	Half Yearly	Performance, Aural Composition	20
Term 3	Research Assignment	Musicology	20
Term 4	Specialisation – in consultation with teacher	Yearly Performance	15
Term 4	Yearly Exam	Aural, Composition	15
Total			100

PD/HEALTH/PE

Personal Development, Health and Physical Education is concerned with developing the knowledge and skills and fostering attitudes that will empower students to adopt healthy lifestyles. It enables and encourages students to make informed decisions related to health, physical activity, lifestyle and life planning. Participation in regular and varied physical activity is an inherent component of the PDHPE program to ensure optimal structural growth and efficient functioning of the body. Movement and performance opportunities assist with the development of self-awareness, aesthetic appreciation, problem solving and interpersonal skills.

ASSESSMENT SCHEDULE

Time Frame	Task	Assessment Area	Weighting %
Term 1	Practical Units	Knowledge & Understanding Application Skills	35
	Booklet/ Online/ Classwork	Organisation & Presentation Knowledge & Understanding	5
	Assignment, presentation	Organisation & Presentation Knowledge & Understanding	10
Term 2	Practical Units	Knowledge & Understanding Application Skills	35
	Booklet	Organisation & Presentation Knowledge & Understanding	5
	Assignment, presentation	Organisation & Presentation Knowledge & Understanding	10
		Semester 1 Total	100
Time Frame	Task	Assessment Area	Weighting %
Term 3	Practical Units	Knowledge & Understanding Application Skills	35
	Booklet	Organisation & Presentation Knowledge & Understanding	5
	Assignment, presentation	Organisation & Presentation Knowledge & Understanding	10
Term 4	Practical Units	Knowledge & Understanding Application Skills	35
	Booklet	Organisation & Presentation Knowledge & Understanding	5
	Assignment, presentation	Organisation & Presentation Knowledge & Understanding	10
		Semester 2 Total	100

PHYSICAL ACTIVITY & SPORT STUDIES

(200 hour course)

The course meets the needs of students with genuine interest in physical activity and the human body. It provides the students with the opportunity to identify the importance of exercise, the role of sport and recreation in society and its relationship to human movement. It will also encourage students towards lifelong participation in sporting, recreational, social and leisure activities.

Assessment Schedule

Time Frame	Task	Assessment Area	Weighting %
Term 1	Practical Units	Knowledge & Understanding Application of Skills	30
	Theory and bookwork	Organisation & Presentation Knowledge & Understanding	20
Term 2	Practical Units	Knowledge & Understanding Application of Skills	30
	Theory, Bookwork, Assignment	Organisation & Presentation Knowledge & Understanding	20
Semester 1			100
Term 3	Practical Units Peer Teaching	Knowledge & Understanding Application of Skills	30
	Coaching	Organisation & Presentation Knowledge & Understanding	15
Term 4	Practical Units	Knowledge & Understanding Application of Skills	30
	Theory and bookwork	Organisation & Presentation Knowledge & Understanding	25
Semester 2			100

SCIENCE

The study of Science encourages the acquisition of skills, knowledge and attitudes which relate to the principles, laws and theories that explain the universe. Access to basic scientific and technological ideas is important if individuals are to develop an awareness of the relationship between science and society. It is also important to draw students' attention to scientific aspects of their environment.

Ranking of students to award grades for Science in their ROSA will be based on assessment in four areas of the Science Stage 5 syllabus. These areas are:

- Knowledge
- Application and problem solving
- Practical skills
- Communication

Assessment Schedule

Semester	Term	Task	Assessment	Outcome	Weighting
One	1	1	Physics Portfolio <ul style="list-style-type: none"> ● Research task ● Practical Task ● Class work 	WS4 – 9 10PW 11PW	25
	2	2	Chemistry Portfolio <ul style="list-style-type: none"> ● Research task ● Practical Task ● Class work 	WS4 – 9 16CW 17CW	25
Total					50
Two	3	3	Biology Portfolio <ul style="list-style-type: none"> ● Research task ● Practical Task ● Class work 	WS4 – 9 14LW 15LW	25
	4	4	Independent Research Project <ul style="list-style-type: none"> ● Individual or group project to be determined by student 	WS4 -- 9	25
Total					100

VISUAL ARTS

(200 hour course)

The study of Art provides various approaches to understanding how images and objects are identified, created, categorized, interpreted, valued and made use of as works within the Visual Arts by individuals, societies and cultures. It is concerned with developing student's abilities to make and study images and objects which have a range of meanings and purposes.

Art Making involves learning to give form to images and objects to represent ideas, experiences and understandings. This is the practical strand of the course.

Study of Images and Objects involves:

Critical study involves developing understanding about the meaning of works within the context of the present and establishing criteria for making judgments about their value.

Historical study involves investigating and interpreting works within their historical context and determining their place and relationship to other works.

ASSESSMENT SCHEDULE

TIME FRAME	TASK DESCRIPTION	ASSESSMENT AREA	WEIGHTING
Term 1	1. Artmaking – Portfolio Task 1 (including VA process diary)	MAKING	20
Term 2	2. Half Yearly Exam/ Writing task	HISTORICAL & CRITICAL STUDY	20
	3. Artmaking – Portfolio Task 2 for Exhibition (including VA process diary)	MAKING	10
Term 3	(Formative progress marks and feedback)	MAKING	
Term 4	4. Artmaking – Portfolio Task 3 (including Process Diary)	MAKING	30
	5. Yearly Exam	HISTORICAL & CRITICAL STUDY	20
Contact Person: Ms Cooke			100

PERSONAL STUDY PLAN

It's only a matter of time.....and how well you use it!

Time is precious. Year 10 students need to be very well organised. If you plan your time wisely, and stick to your plan, you will be surprised how much you can fit into a week.

A Study Timetable allows you to get the most out of your time. It includes a balance of regular commitments, fun and study.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Before School							
9.00 to 3.30	School	School	School	School	School		
3.30 to 4.00							
4.00 to 5.00							
5.00 to 6.00							
6.00 to 7.00							
7.00 to 8.00							
8.00 to 9.00							
9.00 to 10.00							
10.00 to 11.00							

TERM 1 – 2021				TERM 2 - 2021			
WEEK	TASK	DUE DATE	HANDED IN	WEEK	TASK	DUE DATE	HANDED IN
1				1			
2				2			
3				3			
4				4			
5				5			
6				6			
7				7			
8				8			
9				9			
10				10			
11							
TERM 3 – 2021				TERM 4 –2021			
WEEK	TASK	DUE DATE	HANDED IN	WEEK	TASK	DUE DATE	HANDED IN
1				1			
2				2			
3				3			
4				4			
5				5	Yearly Exams		
6				6			
7				7			
8				8			
9				9			
10				10			