

NORTHERN BEACHES SECONDARY COLLEGE

MANLY CAMPUS



Record of School Achievement Assessment Guidelines

(Including Year 11 Accelerant Subjects)

2024

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YEAR 8..... Ms Koo
YEAR 9..... Ms Woodward and Ms Anderson
YEAR 10Ms Lindsay
YEAR 11..... Ms Herft
YEAR 12 Ms Chandra
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SCHOOL COUNSELLOR.....Ms McTernan | Ms Wiseman | Mr Poole

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NSW Record of School Achievement

Stage 5 Record of School Achievement

Eligible students who leave school before receiving their Higher School Certificate (HSC) receive the NSW Record of School Achievement (RoSA). The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC.

Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

To receive the RoSA, students are required to study courses in Years 7 – 10 in English, Mathematics, Science, Human Society and its Environment, and Personal Development, Health and Physical Education. At some time during Years 7 – 10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English. Students are awarded a grade for each of these courses studied in Years 9 and 10.

Students only receive their RoSA when they leave school. Most students at this school sit for the HSC so they will then receive their HSC Record of Achievement including the examination mark and the Record of School Achievement for Year 11. Grades are also recorded for any 100 or 200hr electives studied. Grading student achievement is the process of assigning a letter (A, B, C, D, E) based on the NESA Course Performance Descriptors to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

Course Performance Descriptors

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 process 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.

Students only receive their RoSA when they leave school. Typically, all students at this school sit for the HSC so they will then receive their HSC Record of Achievement and the Record of School Achievement for Year 11s and Stage 5.

HIGHER SCHOOL CERTIFICATE

Record of Achievement



This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

STAGE 5 COURSES

Year	Course	Result
Board Developed Courses		
2014	English (200)	A
	Mathematics (200)	A3
	Science (200)	B
	Australian Geography (100)	B
	Australian History (100)	A
	French (200)	A
	Latin (200)	A
	Personal Development, Health and P.E. (200)	B
Board Endorsed Courses		
2014	Christian Studies (100)	A
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed



Student Number: 96312972

Issued by NESA without alteration or enclose on 22 August 2017 at Sydney, NSW, Australia

D. Melville

Chief Executive Officer
NSW Education Standards Authority

Stage 5 Record of School Achievement Assessment Guidelines

The school assessment is intended to provide an indication of a student's grade attainment based on:

- a wide range of syllabus objectives.
- measures and observation obtained throughout the course.

The assessments are intended to measure students' achievement relative to syllabus outcomes.

Reporting to Students and Parents

As each assessment task is completed, students will receive full and detailed information regarding their performance in a task. School reports will be issued in July and December.

NBSC Manly Campus Assessment Policy and Process

Definition of Assessment

An Assessment Mark is the mark determined for each student studying a Board-developed or Board-endorsed course which represents a measure of the student's achievement relative to other students and the NESA Course Performance Descriptors by the end of the course. The Assessment Mark is derived from the results of a number of tasks, tests and formal examinations.

Maximum Number of Tasks

Each faculty translates its course requirements into student tasks. The majority of subjects have 4 assessment tasks. Examinations are included in the total number of assessment tasks.

Assessment Calendar of Tasks

So that students can be informed well in advance of their obligations an assessment calendar has been developed. See page 36.

Timing of Assessment Tasks

Course guidelines set out the approximate timing for each task. Your class teacher will advise you of the precise timing at least two weeks before the task is to be administered, and will at the same time inform you of the nature of the task and the outcomes to be assessed.

It is the student's responsibility to be alert to the notification of the tasks. In case of absences from school, students will need to check with their teachers immediately upon their return and be ready to complete the missed task immediately.

Students should only have two tasks per day to complete at school. Tasks set as assignments and projects may form an additional task for a specific day.

Changes to the Assessment Calendar

If unforeseen exceptional circumstances arise, the class teacher, in consultation with the Head Teacher and Deputy Principal, may change the date of the assessment task with due written notice to students involved.

Feedback

When the assessment task is returned to the student, teachers will supply the mark or grade awarded, written comments indicating what the student has achieved, and what they could do to improve this result.

Student Responsibilities

Students must demonstrate they are serious candidates for the RoSA through their regular attendance to classes and their satisfactory preparation of, and performance in, assessment tasks. They must present themselves on time at the place specified for each assessment task or hand in each assessment task at the time specified.

Students who are absent from an assessment task must obtain a medical certificate for that day and notify the school prior to the task taking place. (See rules and procedures for assessment tasks).

Course Requirements

To have satisfactorily completed a course, students should:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieve some or all of the course outcomes.

The Principal may determine that as a result of absence or unsatisfactory performance, the course completion criteria may not be met. Due warning will be given to students whose attendance or performance is unsatisfactory.

To be eligible for the NESA Stage 5 Record of School Achievement (RoSA), students must complete all tasks, not only those scheduled in the Assessment Policy.

‘N’ Determination

Students who have not complied with the student responsibilities and course requirements cannot be regarded as having satisfactorily completed the course.

Should this occur the Principal will notify NESA that the student should be issued with an “N” determination. This could mean the non-award of the Stage 5 Record of School Achievement. A copy of the Official Warning NESA Non-completion of a course is included (Appendix 2). The process used at Manly Campus is outlined in Appendix 3.

Students taught by parents

Where students are taught by a parent, assessment tasks will be double marked.

Rules and Procedures for Assessment Tasks

At NBSC Manly Campus the following policies towards missed tasks have been determined. You are expected to be aware of and complete all tasks scheduled in the school assessment period.

Rules:

- Students who fail to submit a take-home Assessment Task by the due date and time must be given zero if they have no valid reason.
- Students who fail to attend an Assessment Task which is to be completed at school are given zero if they have no valid reason.
- Student who fail to submit a take-home Assessment Task by the due date and time, but who have a valid reason (such as sickness or approved leave) may be allocated an extension of time. These students are eligible for the full mark allocated to the task. For sickness, a doctor's certificate notification to the school is essential. Technology failure is not an acceptable excuse for missing an assessment task due date.
- Students who fail to attend an Assessment Task which is to be completed at school, but who have a valid reason (e.g. sickness) may be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give an estimate mark. These students are eligible for the full mark allocated to the task. For sickness, a doctor's certificate is essential.
- If a student submits a task which is deemed to be absolutely a non-serious attempt by the teacher, then a zero mark may be awarded.
- If a student misses lessons (truants) in order to complete or prepare for a task on the day an assessment task is due they may be awarded zero for that task.
- All assessment tasks must be submitted with a cover sheet with a completed declaration *of all my own work statement* (see Appendix 4).
- **Malpractice** – A zero mark may be recorded for tasks where malpractice is involved. Malpractice is defined as failing to comply with the assessment policy for Northern Beaches Secondary College Manly Campus or dishonesty through cheating or plagiarising in Assessment Tasks or exams. **Plagiarising** is the theft of someone else's work. This includes copying the work of another person directly and intermingling it with your own work or simply presenting something that you didn't write as your own. Cutting and pasting chunks of text from the internet and presenting this as your own work is one example.
- All students have the responsibility to protect their intellectual property (their own work). Students who are found to have knowingly allowed their work to be copied or who have given their work to another student may also receive zero marks for that task.
- Submitting work generated by an Artificial Intelligence App or Bot as your own work constitutes malpractice. Even where students have written their own responses and run these through AI, this is unethical and will be treated as malpractice. This also includes, but is not limited to, using AI to format any part of the submitted response, including bibliographies.

All work that is derived from another source must be cited at the point where another's ideas have been used, and in the Bibliography. If the marker or your teacher suspects that you have plagiarised or used AI writing tools to compose your response, it is your responsibility to prove that your assessment is all your own work, as per NESA guidelines (ACE 9023).

It is the responsibility of the student to keep records of all drafting and electronic version histories. These must be presented if the work presents as AI generated through anti plagiarism software. In the case of suspected malpractice, a student may receive a mark of zero for the task in question or be required to present this evidence to the faculty Head Teacher or Deputy Principal.

Procedures:

- **Where a student is going to be absent from any assessment task**, the student or parent/caregiver must contact the Head Teacher or class teacher before the task takes place. If unexpectedly absent on the day of the task, the student must phone the school and inform the Head Teacher of the course.
 - Students who are absent from any assessment task must submit an Illness and Misadventure form with a written explanation for their absence; A doctor's certificate must be attached. See Appendix 1 Illness and Misadventure form.
 - The Illness and Misadventure form must be handed in on the morning of the students first day of return to school, otherwise a zero mark may be recorded for the task. If the Head Teacher decides that the student should do the original or substitute task, the student may be required to sit for the task immediately.
 - Assessment tasks must be handed to the teacher on the morning of the students first day of return to school.
- **Where a student requests an extension for an assessment task** an Illness and Misadventure form must be completed and handed to the Deputy Principal.

Student Engagement Program and Learning Advisers

The Student Engagement Program supports students through mentoring and assistance with time management, organisation and motivation techniques. Learning Advisers work with students individually and in small groups to help them identify SMART goals and strategies to effectively supplement classroom and home learning.

You can access the Student Engagement Program in the following way:

- if your learning concerns are specific to a certain subject, discuss needs with your classroom teacher who will advise if further assistance from a Learning Adviser is appropriate
- if your learning concerns are more general, contact your Year Adviser who may recommend you see a Learning Adviser
- come to the Learning Hub in the Library and speak directly to a Learning Adviser.

If students are feeling overwhelmed with work, they can see their classroom teacher, Ms Brien or Ms Larsen.

If they feel like they'd like some additional support regarding their wellbeing, direct them to their Year Adviser, or to book an appointment with the School Counsellor.

Year 10 Commerce

Outcomes

A student:

- 5.1 Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts.
- 5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts.
- 5.3 Examines the role of law in society.
- 5.4 Analyses key factors affecting commercial and legal decisions.
- 5.5 Evaluates options for solving commercial and legal problems and issues.
- 5.6 Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues.
- 5.7 Researches and assesses commercial and legal information using a variety of sources.
- 5.8 Explains commercial and legal information using a variety of forms.
- 5.9 Works independently and collaboratively to meet individual and collective goals within specified timelines.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed	Component/ Mode
Term 1 Week 9	30	Written Report	5.2, 5.5, 5.6, 5.9	Employment and Work Futures
Term 3 Week 4	35	Group Presentation	5.7, 5.8, 5.9, 5.3	Our Economy
Term 4 Week 2	35	Exam	5.3, 5.4, 5.7, 5.1	Economic and Business Environment + Running a Business
Total	100			

Year 10 Design and Technology

Outcomes

A student:

- DT5-1 Analyses and applies a range of design concepts and processes.
- DT5-2 Applies and justifies an appropriate process of design when developing design ideas and solutions.
- DT5-3 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments.
- DT5-4 Analyses the work and responsibilities of designers and the factors affecting their work.
- DT5-5 Evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design.
- DT5-6 Develops and evaluates creative, innovative and enterprising design ideas and solutions.
- DT5-7 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
- DT5-8 Selects and applies management strategies when developing design solutions.
- DT5-9 Applies risk management practices and works safely in developing quality design solutions.
- DT5-10 Selects and uses a range of technologies competently in the development and management of quality design solutions.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed	Component / Mode
Term 2 Week 4	50	Design Project 1 “Pitch, Practical and Report”	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	Design Processes
Term 4 Week 3	50	Design Project 2 and report	DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	Design Processes
Total	100			

Year 10 Drama

Note: Each task consists of two parts – workshop and written

Outcomes

A student:

- 5.3.3 Analyses and evaluates the contribution of individuals and groups to processes and performances.
- 5.2.2 Selects and uses performance spaces, theatre conventions and production elements appropriate to audience and purpose.
- 5.1.2 Contributes, selects, develops and structures ideas in improvisation and play building.
- 5.1.3 Explores, structures and refines ideas using dramatic forms and techniques.
- 5.1.4 Devises, interprets and enacts drama using scripted and unscripted material or text.
- 5.3.1 Responds to, reflects on and evaluates elements of drama and performance styles.
- 5.2.3 Analyses the contemporary and historical contexts of drama.

Date Due	Description of the Task	Outcomes to be assessed
Term 1 Week 11	Group Performance	5.1.2 5.1.3 5.2.1 5.3.3
Term 2 Week 10	Monologue and Reflection	5.1.1 5.2.3 5.3.1
Term 3 Week 9	Design Project	5.1.4 5.2.2 5.3.2

Year 10 Engineering Technology

Outcomes

A student:

- IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.
- IND5-2 Applies design principles in the modification, development and production of projects.
- IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- IND5-4 Selects, justifies and uses a range of relevant and associated materials for specific applications.
- IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- IND5-6 Identifies and participates in collaborative work practices in the learning environment.
- IND5-7 Applies and transfers skills, processes and materials to a variety of contexts and projects.
- IND5-8 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- IND5-9 Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- IND5-10 Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed	Component / Mode
Term 2 Week 10	30	Project with report	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Control Systems
Term 3 Week 10	30	Project with report	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Renewable energy/ Control Systems
Term 4 Week 5	40	Project with report	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Mini Major Design ProjectRenewable Energy
Total	100			

Year 10 English

Outcomes

A student:

1. Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
2. Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.
3. Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts describing and explaining their effects on meaning.
4. Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
5. Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas, ideas and arguments to respond to and compose texts in a range of contexts.
6. Investigates the relationships between and among texts.
7. Understands and evaluates the diverse ways texts can represent personal and public worlds.
8. Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
9. Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Date Due	Description of the Task	Outcomes to be assessed	Component / Mode
Term 1 Week 11	Critical Response	3, 5, 6, 7	Close Study (Film Study)
Term 2 Week 10	Creative Composition Examination	1, 3, 5, 9	Area of Study
Term 4 Week 3	Recorded Speech	1, 2, 4, 8	Interpretation of Shakespeare

Year 10 French

Outcomes

Interacting

A student:

ML5-INT-01 Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.

Understanding Texts

A student:

ML5-UND-01 Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.

Creating Texts

A student:

ML5-CRT-01 Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

Year 10 French Assessment Schedule

Date Due	Weighting %	Description of the Task	Outcomes to be assessed
Term 1 Week 10	35	Interacting and Understanding Texts	ML5-INT-01 ML5-UND-01
Term 3 Week 6	35	Interacting and Creating Texts	ML5-INT-01 ML5-CRT-01
Term 4 Week 3	30	Creating Texts	ML5-CRT-01
Total	100		

Year 10 Geography

Outcomes

A student:

GE5-1 Explains the diverse features and characteristics of a range of places and environments.

GE5-2 Processes and influences that form and transform places and environments.

GE5-3 Analyses the effect of interactions and connections between people, places and environments.

GE5-4 Accounts for perspectives of people and organisations on a range of geographical issues.

GE5-5 Assesses management strategies for places and environments for their sustainability.

GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing.

GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.

GE5-8 Communicates geographical information to a range of audiences using a variety of strategies.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed	Component / Mode
Term 1 Week 9	20	Skills-based in-class test	5-2, 5-7, 5-8	Environmental Change & Management
Term 2 Week 9	40	Investigative Report	5-2, 5-4, 5-5, 5-7, 5-8	Environmental Change & Management
Term 4 Week 3	40	Examination	5-1, 5-2, 5-6, 5-8	Human Wellbeing
Total	100			

Year 10 History

Outcomes

A student:

- HT5.1 Explains and assesses the historical forces and factors that shaped the modern world and Australia.
- HT5.2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.
- HT5.3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
- HT5.4 Explains and analyses the causes and effects of events and developments in the modern world and Australia.
- HT5.5 Identifies and evaluates the usefulness of sources in the historical inquiry process.
- HT5.6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.
- HT5.7 Explains different contexts, perspectives and interpretations of the modern world and Australia.
- HT5.8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
- HT5.9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HT5.10 Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Due Date	Weighting %	Description of the Task	Outcomes to be assessed	Component/Mode
Term 1 Week 10	35	Examination	HT5.5, 5.6, 5.1, 5.8	Core-Depth Study: Rights and Freedoms
Term 3 Week 6	35	Investigative Project or Essay	HT5.5, 5.6, 5.1, 5.8 HT5.3, 5.8 5.7, 5.10	Depth Study: Vietnam / The Holocaust
Term 4 Week 2	30	Research Task	HT5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Depth Study: The Globalising World - Popular Culture
Total	100			

Year 10 History Elective

Outcomes

A student:

- HTE5-1 Applies an understanding of history, heritage, archaeology and the methods of historical inquiry.
- HTE5-2 Examines the ways in which historical meanings can be constructed through a range of media.
- HTE5-3 Sequences major historical events or heritage features, to show an understanding of continuity, change and causation.
- HTE5-4 Explains the importance of key features of past societies or periods, including groups and personalities.
- HTE5-5 Evaluates the contribution of cultural groups, sites and/or family to our shared heritage.
- HTE5-6 Identifies and evaluates the usefulness of historical sources in an historical inquiry process.
- HTE5-7 Explains different contexts, perspectives and interpretations of the past.
- HTE5-8 Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
- HTE5-9 Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HTE5-10 Selects and uses appropriate forms to communicate effectively about the past for different audiences.

Due Date	Weighting %	Description of the Task	Outcomes to be assessed	Period
Term 2 Week 2	30	Project	HTE5.9, HT E5.6 HTE5.5	Medieval
Term 3 Week 3	35	Project	HTE5.8, HTE5.4 HTE5.7	Ancient
Term 4 Week 3	35	Essay	HTE5.2, HTE5.3 HTE5.10	Modern
Total	100			

Year 10 Independent Learning Project (ILP)

Outcomes

A student:

Innovate

IFF5I.1.1 Poses questions to investigate complex issues.

IFF5I.1.2 Draws parallels between known and new ideas to create new ways of achieving goals.

IFF5I.2.1 Generates a range of ideas and evaluate their utility.

IFF5I.2.2 Successfully navigates constraints when implementing ideas.

Literate

IFF5L.1.1 Selects and cites the most appropriate information for a task or purpose.

IFF5L.2.1 Selects and composes appropriate texts that inform, persuade, or communicate imaginative ideas. Where appropriate, use multimodal resources, data representation, references, and literary techniques.

IFF5L.2.2 Communicates information, sequencing selected content and multimodal elements for accuracy and their impact on the audience.

IFF5L.2.3 Evaluates whether an intended goal or purpose was achieved through communication.

Critical

IFF5C.1.1 Explains responses to different information sources.

IFF5C.2.3 Combines ideas in a variety of ways and from a range of sources.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed
Term 1 Week 7	25	Assessment 1: Project pitch, and process journal check	IFF5I.1.1 IFF5I.2.1 IFF5L.1.1 IFF5L.2.2
Term 2 Week 7	25	Assessment 2: Project progress meeting, and process journal check	IFF5C.1.1 IFF5I.2.2 IFF5L.1.2
Term 3 Week 10	50	Assessment 3: Exhibition of final product Final process journal submission (including reflection statement)	IFF5C.2.3 IFF5L.2.3 IFF5L.2.1 IFF5L.2.2
Total	100%		

Year 10 Information and Software Technology

Outcomes

A student:

- 5.1.1 Selects and justifies the application of appropriate software programs to a range of tasks.
- 5.1.2 Selects, maintains and appropriately uses hardware for a range of tasks.
- 5.2.1 Describes and applies problem-solving processes when creating solutions.
- 5.2.2 Designs, produces and evaluates appropriate solutions to a range of challenging problems.
- 5.2.3 Critically analyses decision making processes in a range of information and software solutions.
- 5.3.1 Justifies responsible practices and ethical use of information and software technology.
- 5.3.2 Acquires and manipulates data and information in an ethical manner.
- 5.4.1 Analyses the effects of past, current and emerging information and software technologies on the individual and society.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed	Component / Mode
Term 1 Week 7	20	Research Task	5.3.1 5.3.2	CT 5, O8 Software Development
Term 2 Week 3	40	Software Project Software Solution—design, produce and evaluate	5.2.1 5.2.2 5.2.3	CT 1 O8 Software Development O4 Digital Media
Term 3 Week 8	40	Digital Presentation Virtual Tour Project	5.2.1 5.2.2 5.2.3	CT 7, CT 1 O2 Authoring and Multimedia
Total	100			

Year 10 Japanese

Outcomes

Interacting

A student:

ML5-INT-01 Exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language.

Understanding Texts

A student:

ML5-UND-01 Analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding.

Creating Texts

A student:

ML5-CRT-01 Creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed
Term 1 Week 9	35	Understanding Texts	ML5-UND-01
Term 3 Week 8	35	Interacting and Creating Texts	ML5-INT-01 ML5-CRT-01
Term 4 Week 3	30	Creating Texts	ML5-CRT-01
Total	100		

Year 10 Mathematics

In Year 10, students complete the last topics of the Stage 5 syllabus. These topics develop a variety of techniques in the areas of algebra, co-ordinate geometry and probability especially to consolidate those learnt in Year 9. In addition, students complete three topics which extend their mathematical appreciation and also form a basis for their Year 11 studies. The work completed is critical for laying the foundation to successful HSC studies.

Details of all topics covered in Stages 4 and 5 can be referenced on the [NESA website](#).

Assessments conducted in relation to the Year 10 curriculum are internal to the school. They lead to the award of a Grade in the range A10 to E2.

The Year 10 Assessment Schedule for Mathematics is as follows:

Date Due	Weighting %	Description of the Task	Outcomes to be assessed		Component / Mode
Term 1 Week 8	25	Indices and Surds Algebraic expressions and equations.	MA5.2-6NA MA5.2-8NA MA5.3-7NA	MA5.1-6NA MA5.1-5NA MA5.3-6NA	Class Test
Term 2 Week 5	25	Trigonometry, Probability	MA5.2-13MG MA5.3-15MG	MA5.2-17SP	Class Test
Term 4 Week 4	50	Measurement Quadratic Expression/ Equations Single Variable and Bivariate Statistics Non-Linear Relationships Function Notation, Geometrical Figures and Trigonometry	MA5.1-9MG MA5.1-8MG MA5.2-11MG MA5.3-13.MG MA5.2-12MG MA5.3-14MG MA5.3-5NA MA5.2-6NA MA5.3-5NA MA5.2-8NA MA5.3-7NA MA5.1-7NA MA5.2-10NA MA5.3-9NA	MA5.1-10MG MA5.1-11MG MA5.2-13MG MA5.2-14MG MA5.3-15MG MA5.3-16MG MA5.3-17MG MA5.2-5NA MA5.3-4NA MA5.3-12NA MA5.1-12SP MA5.2-15SP MA5.3-18SP MA5.2-16SP MA5.3-19SP	2 hour examination
Total	100				

The three assessments are used in part to advise students on their subject selections for Year 11.

Year 10 Music

Outcomes

A student:

- 5.1 Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
- 5.2 Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
- 5.4 Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 Notates own compositions, applying forms of notation appropriate to the music selected for study.
- 5.6 Uses different forms of technology in the composition process.
- 5.7 Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
- 5.8 Demonstrates an understanding of musical concepts through aural identification, discrimination, memorization and notation in the music selected for study.
- 5.9 Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study.
- 5.10 Demonstrates an understanding of the influence and impact of technology on music.
- 5.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform.
- 5.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

Date due	Weighting %	Description of the Task	Outcomes to be Assessed	Component
Term 2 Week 3	25	Common Task	5.7, 5.8, 5.9	Listening
Term 3 Week 6	45	Small Ensembles Task	5.2, 5.3 5.4, 5.5, 5.6 5.7	Performance Composition Listening
Term 4 Week 5	30	Australian Music Performance	5.1, 5.2, 5.3 5.7, 5.8, 5.9, 5.12	Performance Listening
Total	100			

Year 10 Personal Development, Health & Physical Education (PDHPE)

Outcomes

A student:

- PD5-2 Researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges.
- PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- PD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9 Assesses and applies self-management skills to effectively manage complex situations.
- PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed	Component Mode
Term 3 Week 7	25	Case Study: Planning a Road Trip	PD5-7	Health, Wellbeing and Relationships
Terms 1-4 Ongoing	50	Movement skills and performance class tasks (Rubrics)	PD5-4, PD5-5, PD5-11	Movement Skill and Performance
Terms 1-4	25	Class tasks (Rubrics)	PD5-2, PD5-3, PD5-7, PD5-8	Health, Wellbeing and Relationships
Total	100			

Year 10 Science

Outcomes

A student:

Values and Attitudes

- 1VA Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
- 2VA Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
- 3VA Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.

Skills

- 4WS Develops questions or hypotheses to be investigated scientifically.
- 5WS Produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
- 6WS Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
- 7WS Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
- 8WS Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
- 9WS Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.

Knowledge and Understanding

- 10PW Applies models, theories and laws to explain situations involving energy, force and motion.
- 11PW Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
- 12ES Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
- 13ES Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
- 14LW Analyses interactions between components and processes within biological systems.
- 15LW Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
- 16CW Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.

17CW Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

Date Due	Weighting %	Description of task	Outcomes Knowledge and understanding	Outcomes Working scientifically
Term 1 Week 9	20	Research	PW, ES, LW, CW outcomes subject to student choice (15%)	WS 7.1, 7.2, WS 8, WS 9 (5%)
Term 3 Week 7	40	Experimental design	PW, ES, LW, CW outcomes subject to student choice (5%)	WS 4, WS 5.1, 5.2, 5.3, WS 6, WS 7.1, 7.2, WS 8, WS 9 (35%)
Term 4 Week 4	40	Yearly exam	10, 11 PW 1-4, 12, 13 ES 1-3, 14, 15 LW 1-4, 16, 17 CW 1-4 (20%)	WS 4, WS 5.2, WS 7.1, 7.2, WS 8 (20%)
Total	100		40	60

Year 10 Visual Arts

Outcomes

A student:

- 5.1 Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks.
- 5.2 Makes artworks informed by their understanding of the function of and relationships between artist, artwork, world and audience.
- 5.3 Makes artworks informed by an understanding of how the frames affect meaning .
- 5.4 Investigates the world as a source of ideas, concepts and subject matter in the visual arts.
- 5.5 Makes informed choices to develop and extend concepts and different meanings in their artworks.
- 5.6 Demonstrates developing technical accomplishment and refinement in making artworks.
- 5.7 Applies their understanding of aspects of practice to critical and historical interpretations of art.
- 5.8 Uses their understanding of the function and relationships between artist, artwork, world and audience in critical and historical interpretations of art.
- 5.9 Demonstrates how the frames provide different interpretations of art.
- 5.10 Demonstrates how art criticism and art history construct meanings.

Date Due	Weighting %	Description of the Task	Outcomes to be assessed	Component / Mode
Term 2 Week 4	35	Artmaking and Art history/Criticism Task	5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	Artmaking Art History / Criticism
Term 3 Week 6	30	Body of Work	5.1,5.2, 5.4,5.6	Artmaking
Term 4 Week 5	35	Artmaking and Art history/Criticism Task	5.1, 5.2, 5.5, 5.6 5.7, 5.8, 5.10	Artmaking Art History / Criticism
Total	100			

Accelerated Subjects

Year 11 Biology

Year 11 Business Studies

Year 11 Design and Technology

Year 11 Mathematics

Year 11 Biology

(Year 10 Accelerated)

Outcomes:

Skills

A student:

BIO11/12-1 Questioning and predicting - develops and evaluates questions and hypotheses for scientific investigation

BIO11/12-2 Planning investigations - designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 Conducting investigations - conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12-4 Processing data and information - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12-5 Analysing data and information - analyses and evaluates primary and secondary data and information

BIO11/12-6 Problem solving - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12-7 Communicating - communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

A student:

- develops knowledge and understanding of the structure and function of organisms

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

- develops knowledge and understanding of the Earth's biodiversity and the effect of evolution.

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Values and Attitudes

A student:

- develops positive, informed values and attitudes towards biology
- recognises the importance and relevance of biology in their lives
- recognises the influence of economic, political and societal impacts on the development of scientific knowledge
- develops an appreciation of the influence of imagination and creativity in scientific research.

Year 11 Biology Assessment Schedule – see following page

Year 11 Biology Assessment Schedule

Component	Task 1	Task 2	Task 3	NESA Weighting
	Practical Investigation	Depth Study	Yearly Examination	
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9 and 10	
	Outcomes assessed BIO 11/12-1,2,3,7 BIO 11-9	Outcomes assessed BIO 11/12-1,4,5,6,7 BIO 11-10	Outcomes assessed BIO11/12-1,2,3,4,5,6,7 BIO 11-8,9,10,11	
Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Percentage Weighting	30	30	40	100

Year 11 Business Studies

(Year 10 Accelerated)

Outcomes:

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations.

Business Studies Assessment Schedule

Component	Task 1	Task 2	Task 3	NESA Weighting
Outcomes	Business Report	Business Plan	Yearly Examination	
	Term 1, Week 8	Term 3, Week 3	Term 3 Weeks 9, 10	
	P1, P2, P6, P8	P4, P7, P9, P10	P1-10	
Knowledge and understanding of content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research		20		20
Communication of business understanding in appropriate forms	10	5	5	20
Percentage Weighting	30	35	35	100

Year 11 Design and Technology

(Year 10 accelerated)

Outcomes:

A student:

- P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1 identifies design and production processes in domestic, community, industrial and commercial setting
- P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
- P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities
- P4.2 uses resources effectively and safely in the development and production of design solutions
- P4.3 evaluates the processes and outcomes of designing and producing
- P5.1 uses a variety of management techniques and tools to develop design projects
- P5.2 communicates ideas and solutions using a range of techniques
- P5.3 uses a variety of research methods to inform the development and modification of design ideas
- P6.1 Investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2 evaluates and uses computer based technologies in designing and producing.

Design and Technology Assessment Schedule

Component	Task 1	Task 2	Task 3	NESA Weighting
Nature of the Task	Designer Project Case Study	Design Project 2	Yearly Examination	
Timing	Term 1, Week 8	Term 3, Week 2	Term 3, Weeks 9, 10	
Outcomes	P1.1, P2.1,P2.2, P3.1, P4.1, P4.3, P6.1	P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1 – P6.2 All outcomes	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Percentage Weighting	30	40	30	100

Year 11 Mathematics Advanced

(Year 10 Accelerated)

The Mathematics Advanced course is a calculus based course focused on developing student awareness of Mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality.

The components and weightings for Year 11 are:

Problem-solving, reasoning and justification– 50%

This component involves the use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts.

Understanding, fluency and communication – 50%

This component is primarily concerned with the application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models.

Outcomes

A student:

- MA11-1 Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems.
- MA11-2 Uses the concepts of functions and relations to model, analyse and solve practical problems.
- MA11-3 Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.
- MA11-4 Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.
- MA11-5 Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 Provides reasoning to support conclusions which are appropriate to the context.

Year 11 Mathematics Advanced Assessment Schedule - see the following page

Year 11 Mathematics Advanced Assessment Schedule

Component	Task 1	Task 2	Task 3	NESA Weighting
	Term 1, Week 5-6 Mathematical Investigation	Term 2, Week 7 Extended in-class task	Yearly Examination Term 3, Weeks 9, 10	
Outcomes	MA11-1, MA11-2, MA11-7, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4	All outcomes	
Understanding, Fluency and Communicating	12	18	20	50
Problem Solving, Reasoning and Justification	13	17	20	50
Percentage Weighting	25	35	40	100

APPENDIX 1 - Illness/Misadventure/Extension Form/Appeal

NBSC Manly Campus

This form must be submitted to the Head Teacher IMMEDIATELY on return to school.

School Contact Phone Number: 9905 3982

Fax Number: 9905 7772

STUDENT NAME:

SUBJECT: TEACHER:.....

DATE OF SUBMISSION OF THIS FORM:

TASK YOU ARE SEEKING SPECIAL CONSIDERATION FOR:

.....

.....

DATE TASK IS DUE:.....

ARE YOU SEEKING SPECIAL CONSIDERATION FOR: (tick)

(a) ILLNESS **(b) MISADVENTURE** **(c) GENUINE REASON FOR EXTENSION**

(d) APPEAL

(Attach all necessary medical and other certificates)

PROVIDE DETAILS AND REASONS FOR THIS REQUEST:

.....

.....

.....

.....

STUDENTS SIGNATURE:

PARENT'S/CAREGIVER'S SIGNATURE:.....

Office Use Only

DECISION:

DATE DUE: SIGNATURE:.....

APPENDIX 2 - Official Warning Letter

Date:

Dear Parent/Guardian

Re: OFFICIAL WARNING: Non-completion of a Stage 5 Course

I am writing to advise that your son/daughter is in danger of not meeting
(student name)
the Course Completion on Criteria for the Stage 5 course:
(course name)

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the..... (e.g. 1st, 4th) **official warning** we have issued concerning
.....
(course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves 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 it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 10, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, has not satisfactorily met of the Course Completion Criteria.
(student name) indicate a), b) or c)

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order forto satisfy Course
(student name)

Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed / achieved.

Please discuss this matter with and contact the school if further information or
(student name)
clarification is needed.

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by
(student name)

Task Name(s) / Course Requirement(s) / Course Outcome	Original Due Date (if applicable)	Action Required by student	Revised date to be completed by (if applicable)

Please discuss this N Award Warning letter with your child and email
(Head Teacher of the subject)

to indicate that you have received this warning letter and understand the process.

Yours faithfully

.....
Head Teacher

.....
Principal

APPENDIX 3 – NBSC Manly Campus Process for N Awards

When **student** is not completing class tasks, assessment tasks or not meeting course outcomes due to frequent unexplained absences, the below procedure for N Awards is followed.

1. CLASS TEACHER:

- a. Speaks to student to ascertain reason for non-completion
- b. Ensure student understands to the task, has relevant resources and is given assistance if appropriate
- c. Liaises with Head Teacher
- d. Completes N Award warning letter in Sentral and sends PDF copy of N Award warning letter to the Head Teacher



2. HEAD TEACHER:

- a. Liaises with Deputy Principal
- b. Interviews student where appropriate
- c. Phone call to parents where appropriate
- d. Send email of PDF N Award warning letter to parent / caregiver and cc Deputy Principal
- e. Record communications on Sentral including return of acknowledgement email from parents



3a. PARENT / CAREGIVER:

- a. Emails acknowledgement of N Award warning letter to Head Teacher

3b. STUDENT:

- a. Liaises with classroom teacher to complete outstanding work and follows school requirements



4. CLASS TEACHER:

- a. Ensures student understands the task, has relevant resources and is given assistance if appropriate
- b. Liaises with Learning Advisor if necessary



5. LEARNING ADVISOR:

- a. Liaises with classroom teacher and student to assist in resolution of N Award



6. CLASS TEACHER:

- a. If work has been completed - enters completion on Sentral and notifies Head Teacher
- b. If work has not been completed - notifies Head Teacher



7. HEAD TEACHER:

- a. If work has been completed - notifies Deputy Principal
- b. If work has not been completed - phones parent / caregiver again, sends a follow-up N Award warning letter and notifies Deputy Principal

Only **one** N Award warning letter will be sent for each issue or task where a student is not meeting NESA requirements. When **two** N Award warning letters have been sent in one course (i.e. two different issues or tasks) intervention from the executive team will take place and the N Award process may begin.



NBSC Manly Campus

APPENDIX 4 - Assignment/Assessment Task Cover Sheet

Please attach this signed cover sheet to every assignment/assessment task you submit.

Surname:	Given Name:
Student number:	
Subject:	Due Date:
Teacher:	Task Title:
Teacher signature:	Date of submission:

All My Own Work

1. *Acknowledgement of Sources by compiling a bibliography*

One of the most important elements of good practice involves careful acknowledgement of the ideas of others used in your response. This acknowledgement should occur in your answer at the point where you use another's ideas (e.g. Jones, 2007, p.92, i.e. author's surname, date of publication, page) and in a bibliography at the conclusion of your response.

2. *Avoiding plagiarism*

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet;
- Using someone else's ideas or conclusions, even if you have put them in your own words;
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts.

DECLARATION:

I have read and understood the *All My Own Work* statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.

Student Initial /Confirmation: Date:

APPENDIX 5 – Reference List based on APA 7

Referencing for Assessment Tasks

When writing assignments that rely on knowledge from other sources, e.g websites, books, videos, journal and newspaper articles, it is important that we reference where this information came from. This includes all information that is not our own knowledge and is not considered public knowledge. This helps us to avoid accidentally plagiarising the work of others.

We do this in two ways when using the **APA Reference system**:

- A Reference List at the end
- In-text citations throughout our assignment

In-Text Citations

In-text citations are used to show that we are referring to the ideas of another source. We might do this by discussing an idea, summarising, paraphrasing or directly quoting. We use an author-date system for in-text referencing – meaning the author’s surname and date of publication are used. When quoting, we need to include the page number if possible.

- The current refugee crisis is the largest example of global displacement in history (**Yousafzai, 2021**).
- **McKernan (2014)** suggests that the purpose of parading wounded soldiers before the general public was to counter growing apathy towards the war.
- **Langton and Neale (2023, p.37)** state that First Nations Law is “constantly evolving in response to new needs and circumstances”.

Reference List

Your Reference List includes everything you used to write your assignment and is arranged alphabetically by author, then by date.

Books: <ul style="list-style-type: none"> • Author's surname, Initials. (Publication year). <i>Title in italics</i>, Name of publisher • Use & between authors if there are two e.g. McKernan, M. (2014). <i>Australians at home</i> , The Five Mile Press	Website: <ul style="list-style-type: none"> • Author/Organisation (Publication year or n.d. if no known year). <i>Title of webpage in italics</i>. Company/organisation name if different from author. <URL> e.g. World Health Organisation (2023). <i>Asthma</i> , https://www.who.int/news-room/fact-sheets/detail/asthma
Film: <ul style="list-style-type: none"> • Director/producer/writer (Year of release) <i>Title</i> [Format (e.g. television program, video recording, motion picture, etc)] Production company e.g. Gerwig, G. (Director). (2023) <i>Barbie</i> [Motion picture], Warner Bros.	Online News Article <ul style="list-style-type: none"> • Author, Initials. (Year, Month Day) <i>Title</i>. <i>Publication</i>. URL e.g. Kemp, E. (2023, July 25) Sam Kerr will be missed, but she is not the Matildas’ top scorer of late. <i>The Sydney Morning Herald</i> , https://www.smh.com.au/sport/soccer/sam-kerr-will-be-missed-but-she-is-not-the-matildas-top-scorer-of-late-20230724-p5dqse.html
Podcast: <ul style="list-style-type: none"> • Host. (Year, Month Day). <i>Title</i> [Type]. In <i>Title of podcast</i>. URL e.g. Jenner, G. (2023, May 5). Victorian bodybuilding [Podcast] In <i>You’re Dead to Me</i> . BBC Radio, https://www.bbc.co.uk/programmes/p0flh367	TV Program episode: <ul style="list-style-type: none"> • Presenter name. (Year, Month Day). <i>Title of episode</i>. [Type]. In <i>Program Title</i>. Channel. URL e.g. Breslin, P. (2023, July 7) Returning Boomerang [Television program]. In <i>First Weapons</i> . ABC. https://iview.abc.net.au/video/IP2101Q001S0

<p>YouTube or Other Social Media Video:</p> <ul style="list-style-type: none"> Channel name (Year, Month Day). <i>Title of video</i> [Type] Site name. URL e.g. Shakespeare's Globe. (2023, February 22). <i>What is a groundling</i>. [video] YouTube. https://www.youtube.com/watch?v=UT820GYuFFo 	<p>Government/Organisation Report:</p> <ul style="list-style-type: none"> Organisation name (Year). <i>Title of report</i>. URL e.g. NSW Department of Planning and Environment (2023). <i>Code of Practice for Injured Sick and Orphaned Koalas</i>. https://www.environment.nsw.gov.au/-/media/OEH/Corporate-Site/Documents/Animals-and-plants/Native-animals/code-of-practice-koalas-230250.pdf
<p>Books – 2 authors:</p> <ul style="list-style-type: none"> Author's surname, Initials. & Author 2 surname, Initial (Publication year). <i>Title</i>. Publisher Eg. Dalby, A. & Dalby, M. (2012). <i>The Shakespeare Cookbook</i>. The British Museum Press 	<p>Journal Article:</p> <ul style="list-style-type: none"> Surname, I. (Year). Title of the article. <i>Title of Journal</i>, volume number (issue number), page-page E.g. Fogarty, M. & Arnold, G. (2021). Are You Ready for It? Re-Evaluating Taylor Swift. <i>Contemporary Music Review</i>, 40 (1), 1-10
<p>Chapter/Short story in an edited Book:</p> <ul style="list-style-type: none"> Surname, I. (Year). Title of Chapter. In I. Editor (Ed.), <i>Title of book</i> (pp. xx-xx). Publisher Eg. Winch, T.J. (2021). Cloud Busting. In E. van Neerven (Ed.), <i>First Nations Stories Then and Now</i> (1-8). University of Queensland Press 	<p>Image online:</p> <p>Creator. (Year). Title. [Source type]. Location. (eg. URL) Eg. Voros, B. (2018). <i>Snow mountain under stars</i> [Photo]. Unsplash. https://unsplash.com/photos/phiFdC6IA4E</p>
<p>Song:</p> <ul style="list-style-type: none"> Creator. (Year). Title [Type]. On <i>Album</i>. Production; Distributor e.g. Beyonce. (2016). Hold Up [Song]. On <i>Lemonade</i>. Parkwood; Columbia. 	<p>Website – No date or no author</p> <ul style="list-style-type: none"> No date – Author/Organisation. (n.d.) <i>Title</i>. URL No Author – <i>Title</i>. (date). URL e.g. UNESCO. (n.d.). <i>Uluru-Kata Tjuta National Park</i>. https://whc.unesco.org/en/list/447/
<p>Australian Bureau of Statistics</p> <ul style="list-style-type: none"> Australian Bureau of Statistics. (Year). <i>Report title</i>. URL E.g. Australian Bureau of Statistics. (2017). <i>2071.0 - Census of Population and Housing: Reflecting Australia - Stories from the Census, 2016: Religion in Australia</i>. https://www.abs.gov.au/ausstats/abs@.nsf/Lookup/by+Subject/2071.0~2016~Main+Features~Religion+Data+Summary~70 	

APPENDIX 6 - School Based Calendar of Assessment Schedule Guidelines Year 10 2024

The scheduled weeks for assessment task may not be changed without approval.

Term Week	Assessment Tasks		Week Beginning
T1 W1	30/1/24 and 31/1/24 Pupil Free	First day of Term 1 for students is Thursday 1 February 2024 PDHPE T1-4 ongoing	30 January 2024
T1 W2			5 February 2024
T1 W3			12 February 2024
T1 W4			19 February 2024
T1 W5	Mathematics Advanced Accelerated		26 February 2024
T1 W6	Mathematics Advanced Accelerated		4 March 2024
T1 W7	ILP, Information Software Technology		11 March 2024
T1 W8	Business Studies Accelerated, Design and Technology Accelerated, Mathematics		18 March 2024
T1 W9	Biology Accelerated Practical Task, Commerce, Geography, Japanese, Science		25 March 2024
T1 W10	French, History		1 April 2024
T1 W11	Drama, English		8 April 2024
School Holidays			
T2 W1	29/4/24 Pupil Free	First day of Term 2 for students is Tuesday 30 April 2024 PDHPE T1-4 ongoing	29 April 2024
T2 W2	History Elective		6 May 2024
T2 W3	Information Software Technology, Music		13 May 2024
T2 W4	Design and Technology		20 May 2024
T2 W5	Mathematics		27 May 2024
T2 W6	Visual Arts		3 June 2024
T2 W7	ILP, Mathematics Advanced Accelerated		10 June 2024
T2 W8			17 June 2024
T2 W9	Biology Accelerated Depth Study, Geography		24 June 2024
T2 W10	Drama, English, Engineering Studies		1 July 2024
School Holidays			
T3 W1	22/7/24 Pupil Free	First day of Term 3 for students is Tuesday 23 July 2024 PDHPE T1-4 ongoing	22 July 2024
T3 W2	Design and Technology Accelerated		29 July 2024
T3 W3	Business Studies Accelerated, History Elective		5 August 2024
T3 W4	Commerce		12 August 2024
T3 W5			19 August 2024
T3 W6	French, History, Music, Visual Arts		26 August 2024
T3 W7	PDHPE, Science Experiment Design		2 September 2024
T3 W8	Information Software Technology, Japanese		9 September 2024
T3 W9 & W10	Biology Accelerated, Business Studies Accelerated, Design and Technology Accelerated, Drama, English, Engineering Studies, ILP, Mathematics Advanced Accelerated		16 September 2024 23 September 2024
School Holidays			
T4 W1	First day of Term 4 for students is Monday 14 October 2024 PDHPE T1-4 ongoing		14 October 2024
T4 W2	Commerce, History		21 October 2024
T4 W3	Design and Technology, English, French, Geography, History Elective, Japanese		28 October 2024
T4 W4	Mathematics, Science Yearly Examination		4 November 2024
T4 W5	Engineering Studies, Music, Visual Arts		11 November 2024
T4 W6			18 November 2024
T4 W7			25 November 2024
T4 W8			2 December 2024
T4 W9			9 December 2024
T4 W10			16 December 2024

