

**NORTHERN BEACHES SECONDARY COLLEGE**

**MANLY CAMPUS**



# **Record of School Achievement Assessment Guidelines**

**(Including Year 11 Mathematics Advanced  
for Year 10 Accelerants)**

# **2022**

### **CONTACT INFORMATION**

138 Abbott Road, North Curl Curl, NSW, 2099  
(02) 9905 3982  
nbscmanlys-h.school@det.nsw.edu.au

### **SCHOOL EXECUTIVE**

PRINCIPAL.....Ms O’Sullivan  
DEPUTY PRINCIPAL (Years 8, 10, 12)..... Mr Newcomb  
DEPUTY PRINCIPAL (Years 7, 9, 11)..... Ms Carolan

### **HEAD TEACHERS**

ADMINISTRATION..... Ms Farrow  
ENGLISH.....Ms Munro  
CAPA..... Ms Blundell  
HSIE..... Mr Sinclair  
LANGUAGES..... Ms Walker  
PDHPE..... Ms Walker  
MATHEMATICS..... Mr Harris  
SCIENCE ..... Ms Maggs  
STUDENT ENGAGEMENT..... Ms Brien  
TAS.....Mr Forsyth  
TEACHING & LEARNING..... Ms Campbell  
TECHNOLOGY ..... Mr Goykovic  
WELLBEING..... Ms Herft

### **YEAR ADVISERS FOR 2022**

YEAR 7..... Ms Prideaux-Remin  
YEAR 8..... Ms Grace  
YEAR 9..... Ms Herft  
YEAR 10 ..... Ms Chandra  
YEAR 11 ..... Mr Goykovic  
YEAR 12 ..... Mr Crooks  
**LEARNING ADVISER**..... Ms Brien / Ms Larsen  
**SCHOOL COUNSELLOR**..... Ms Musik / Ms Moss

## Table of Contents

NSW Record of School Achievement.....	1
Stage 5 Record of School Achievement Assessment Guidelines .....	3
NBSC Manly Campus Assessment Policy and Process .....	3
Rules and Procedures for Assessment Tasks.....	5
Student Engagement Program and Learning Advisers.....	6
Year 10 Commerce.....	7
Year 10 Dance.....	8
Year 10 Design and Technology.....	9
Year 10 Drama .....	10
Year 10 Engineering Technology.....	11
Year 10 English .....	12
Year 10 French .....	13
Year 10 Geography.....	14
Year 10 History .....	15
Year 10 History Elective.....	16
Year 10 Independent Learning Project (ILP) .....	17
Year 10 Information & Software Technology.....	18
Year 10 Japanese.....	19
Year 10 Mathematics .....	20
Year 11 Mathematics Advanced .....	21
Year 10 Music.....	22
Year 10 Personal Development, Health & Physical Education (PDHPE).....	23
Year 10 Physical Activity and Sports Studies (PASS) .....	24
Year 10 Science .....	25
Year 10 Textiles Technology.....	27
Year 10 Visual Arts .....	28
APPENDIX 1 - Illness/Misadventure/Extension Form/Appeal.....	29
APPENDIX 2 - Official Warning Letter.....	30
APPENDIX 3 – NBSC Manly Campus Process for N Awards .....	32
APPENDIX 4 - Assignment/Assessment Task Cover Sheet.....	33

APPENDIX 5 - Bibliography based on the Harvard system .....	34
APPENDIX 6 - School Based Calendar of Assessment Schedule Guidelines Year 10 2022 .....	36

# 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. All 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



NSW  
EDUCATION  
STANDARDS  
AUTHORITY

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
<b>Board Developed Courses</b>		
2014	English (200)	A
	Mathematics (200)	A
	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
<b>Board Endorsed Courses</b>		
2014	Christian Studies (100)	A
<b>Years 7 to 10 Mandatory Curriculum Requirements</b>		
	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 NSWES without alteration or abridgement on 22 August 2017 at Sydney, NSW, NSW Education Standards Authority, Australia

## 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 Board of Studies 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 will 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.

## 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

- 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.

<b>Date Due</b>	<b>Weighting %</b>	<b>Description of the Task</b>	<b>Outcomes to be assessed</b>	<b>Component/ Mode</b>
Term 1 Week 9	30	Project	5.2, 5.5, 5.6, 5.9	Employment and Work Futures
Term 3 Week 2	35	Project	5.7, 5.8, 5.9, 5.3	Economic and Business Environment
Term 4 Week 4/5	35	Exam Period	5.3, 5.4, 5.7, 5.1	Our Economy
<b>Total</b>	<b>100</b>			

## Year 10 Dance

### Outcomes

- 5.1.1 Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
- 5.1.2 Demonstrates enhanced dance technique by manipulating aspects of the elements of dance.
- 5.1.3 Demonstrates an understanding and application of aspects of performance quality and interpretation through performance.
- 5.2.1 Explores the elements of dance as the basis of the communication of ideas.
- 5.2.2 Composes and structures dance movement that communicates an idea.
- 5.3.1 Describes and analyses dance as the communication of ideas within a context.
- 5.3.2 Identifies and analyses the link between their performances and compositions and dance works of art.
- 5.3.3 Applies understandings and experiences drawn from their own work and dance works of art.
- 5.4.1 Contributes to lifelong learning.

Due Date	Weighting %	Description of the Task	Outcomes to be assessed	Component/Mode
Term 1 Week 9	35	Composition and appreciation response	5.2.1, 5.2.2, 5.3.1, 5.3.2	Composition and appreciation
Term 2 Week 10	30	Dance film	5.1.2, 5.1.3, 5.2.2, 5.3.1, 5.3.2, 5.3.3	Dance and technology, performance, composition and appreciation
Term 3 Week 10	35	Performance and research task	5.1.1, 5.1.2, 5.1.3, 5.4.1	Performance
<b>Total</b>	<b>100</b>			

## Year 10 Design and Technology

### Outcomes

- 5.1.1 Analyses and applies a range of design concepts and processes.
- 5.1.2 Applies and justifies an appropriate process of design when developing design ideas and solutions.
- 5.2.1 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments.
- 5.3.1 Analyses the work and responsibilities of designers and the factors affecting their work.
- 5.3.2 Evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design.
- 5.4.1 Develops and evaluates innovative, enterprising and creative design ideas and solutions.
- 5.5.1 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
- 5.6.1 Selects and applies management strategies when developing design solutions.
- 5.6.2 Applies risk management practices and works safely in developing quality design solutions.
- 5.6.3 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 1 Week 10	20	Impacts Research Task Report	5.2.1 5.3.2	Impacts of Technology
Term 2 Week 2	30	Design Project 1	5.1.1, 5.1.2, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3	Design Processes / Holistic Approach
Term 3 Week 10	20	Designer Task Research Report	5.2.1 5.3.1	Activity of Designers
Term 4 Week 3	30	Design Project 2	5.1.1, 5.1.2, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.6.2, 5.6.3	Design Processes / Holistic Approach
<b>Total</b>	<b>100</b>			

## Year 10 Drama

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

### Outcomes

- 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 playbuilding.
- 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.

<b>Date Due</b>	<b>Weighting %</b>	<b>Description of the Task</b>	<b>Outcomes to be assessed</b>
Term 1 Week 10	35%	Monologue and reflection	5.1.1 5.2.1 5.3.1
Term 2 Week 7	30%	Design Project	5.1.4 5.2.2 5.3.2
Term 3 Week 10	35%	Group Performance	5.1.2 5.1.3 5.2.3 5.3.3

## Year 10 Engineering Technology

### Outcomes

- 5.1.1 Identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes.
- 5.1.2 Applies OHS practices to hand tools, machine tools, equipment and processes.
- 5.2.1 Applies design principles in the modification, development and production of projects.
- 5.2.2 Identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
- 5.3.1 Justifies the use of a range of relevant and associated materials.
- 5.3.2 Selects and uses appropriate materials for specific applications.
- 5.4.1 Selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
- 5.4.2 Works cooperatively with others in the achievement of common goals.
- 5.5.1 Applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
- 5.6.1 Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
- 5.7.1 Describes, analyses and uses a range of current, new and emerging technologies and their various applications.
- 5.7.2 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 1 Week 10	25	Research Task and Project	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.2	Control Systems
Term 2 Week 10	30	Project with report	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Control Systems
Term 3 Week 1	20	Class Test	5.2.1, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.2	Renewable energy/ Control Systems
Term 4 Week 5	25	Project with report	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Mini Major Design Project Renewable Energy
<b>Total</b>	<b>100</b>			

# Year 10 English

## Outcomes

1. A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
2. A student 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. A student 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. A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
5. A student 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. A student investigates the relationships between and among texts.
7. A student understands and evaluates the diverse ways texts can represent personal and public worlds.
8. A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
9. A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

<b>Date Due</b>	<b>Description of the Task</b>	<b>Outcomes to be assessed</b>	<b>Component / Mode</b>
Term 1 Week 11	Critical Response	3, 5, 6, 7	Close Study (Film Study)
Term 2 Week 8	Creative Composition and Reflection Statement	1, 3, 5, 9	Area of Study
Term 3 Week 10	Vlog	1, 2, 4, 8	Interpretation of Shakespeare

# Year 10 French

## Objectives and Outcomes

### Communicating Strand

#### Interacting

**LFR5-1C** A student manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

#### Accessing and responding

**LFR5-2C** A student identifies and interprets information in a range of texts

**LFR5-3C** A student evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

#### Composing

**LFR5-4C** A student experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences

### Understanding Strand

#### Systems of language

**LFR5-5U** A student demonstrates how French pronunciation and intonation are used to convey meaning

**LFR5-6U** A student analyses the function of complex French grammatical structures to extend meaning

**LFR5-7U** A student analyses linguistic, structural and cultural features in a range of texts

#### The role of language

**LFR5-8U** A student explains and reflects on the interrelationship between language, culture and identity

Date Due	Weighting %	Description of the Task	Outcomes to be assessed
Term 1 Week 8	30	Responding to spoken and written texts in French; composing short texts in French	LFR5-2C LFR5-3C LFR5-4C LFR5-6U LFR5-7U
Term 3 Week 1	10	Production of short film in groups	LFR5-4C LFR5-8U
Term 3 Week 7	20	Interacting in spoken French	LFR5-1C LFR5-5U
Term 4 Week 3	40	Responding to spoken and written texts in French; composing short texts in French	LFR5-2C LFR5-3C LFR5-4C LFR5-6U LFR5-7U
<b>Total</b>	<b>100</b>		

## Year 10 Geography

### Outcomes

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.

<b>Date Due</b>	<b>Weighting %</b>	<b>Description of the Task</b>	<b>Outcomes to be assessed</b>	<b>Component / Mode</b>
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 4	40	Examination	5-1, 5-2, 5-6, 5-8	Human Wellbeing
<b>Total</b>	<b>100</b>			

# Year 10 History

## Outcomes

- 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 2 Week 1	35	Investigative Project or Essay	HT5.3, 5.8 5.7, 5.10	Depth Study: Vietnam / The Holocaust
Term 3 Week 6	35	Examination	HT5.5, 5.6, 5.1, 5.8	Core-Depth Study: Rights and Freedoms
Term 4 Week 4	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
<b>Total</b>	<b>100</b>			

## Year 10 History Elective

### Outcomes

- HTE5-1** A student applies an understanding of history, heritage, archaeology and the methods of historical inquiry.
- HTE5-2** A student examines the ways in which historical meanings can be constructed through a range of media.
- HTE5-3** A student sequences major historical events or heritage features, to show an understanding of continuity, change and causation.
- HTE5-4** A student explains the importance of key features of past societies or periods, including groups and personalities.
- HTE5-5** A student evaluates the contribution of cultural groups, sites and/or family to our shared heritage.
- HTE5-6** A student identifies and evaluates the usefulness of historical sources in an historical inquiry process.
- HTE5-7** A student explains different contexts, perspectives and interpretations of the past.
- HTE5-8** A student selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
- HTE5-9** A student applies a range of relevant historical terms and concepts when communicating an understanding of the past.
- HTE5-10** A student 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	Component/Mode
Term 1 Week 10	30	Project	HTE5.9, HT E5.6 HTE5.5	The Tudors
Term 3 Week 2	35	Project	HTE5.8, HTE5.4 HTE5.7	Bronze Age Greece and the Trojan Wars
Term 4 Week 2	35	Project	HTE5.2, HTE5.3 HTE5.10	The French Revolution
<b>Total</b>	<b>100</b>			

## Year 10 Independent Learning Project (ILP)

### Outcomes

1. Develops a higher-order question to investigate a concept.
2. Demonstrates critical and creative thinking skills in the design and completion of an independent project.
3. Demonstrates consistent effort and progress in the management of an independent project.
4. Displays evidence of design and skill development in the design and completion of an independent project.
5. Displays evidence of ongoing evaluation and modification of design to achieve the intended outcome.
6. Produces a product that provides a solution to a student-developed question.
7. Evaluates the effectiveness of the process and the success of the final product in meeting the intended purpose.

<b>Date Due</b>	<b>Weighting %</b>	<b>Description of the Task</b>	<b>Outcomes to be assessed</b>
Term 1 Week 7	25	<u>Assessment 1:</u> Project pitch, and process journal check	1, 2, 3
Term 2 Week 7	25	<u>Assessment 2:</u> Project progress meeting, and process journal check	3, 4, 5
Term 3 Week 8	50	<u>Assessment 3:</u> Exhibition of final product Final process journal submission (including reflection statement)	2, 3, 6, 7
<b>Total</b>	<b>100%</b>		

## Year 10 Information & Software Technology

### Outcomes

- 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	15	Research Task	5.3.1 5.3.2	CT 5, O8 Software Development
Term 2 Week 3	35	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 6	15	Research Task	5.4.1	CT 2 O2 Authoring and Multimedia – Emerging Technology
Term 3 Week 8	35	Digital Presentation Virtual Tour Project	5.2.1 5.2.2 5.2.3	CT 7, CT 1 O2 Authoring and Multimedia
Term 4 Week 9	Extension Project	AI or DM Project Development and Implementation	5.2.1 5.2.2 5.2.3	CT7, CT1 O2 Authoring and Multimedia – Emerging Technology O4 Digital Media O8 Software Development
<b>Total</b>	<b>100</b>			

# Year 10 Japanese

## Objectives and Outcomes

### Communicating strand

#### Interacting

**LJA5-1C** A student manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

#### Accessing and responding

**LJA5-2C** A student identifies and interprets information in a range of texts

**LJA5-3C** A student evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

#### Composing

**LJA5-4C** A student experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

### Understanding strand

#### Systems of language

**LJA5-5U** A student demonstrates how Japanese pronunciation and intonation are used to convey meaning

**LJA5-6U** A student demonstrates understanding of how Japanese writing conventions are used to convey meaning

**LJA5-7U** A student analyses the function of complex Japanese grammatical structures to extend meaning

**LJA5-8U** A student analyses linguistic, structural and cultural features in a range of texts

#### The role of language and culture

**LJA5-9U** A student explains and reflects on the interrelationship between language, culture and identity

Date Due	Weighting %	Description of the Task	Outcomes to be assessed
Term 1 Week 9	30	Respond to Listening text Respond to Reading text Composing	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U
Term 3 Week 1	10	PBL Short Film Creating	LJA5-9U, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U
Term 3 Week 8	20	Interacting	LJA5-1C, LJA5-5U
Term 4 Week 3	40	Respond to Listening text Respond to Reading text Composing	LJA5-2C, LJA5-3C, LJA5-4C, LJA5-6U, LJA5-7U, LJA5-8U
<b>Total</b>	<b>100</b>		

## 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 Board of Studies website:

[www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)

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 2 Week 5	35	Indices and Surds Probability Algebraic expressions and equations.	MA5.1-13SP MA5.2-17SP	MA5.1-5NA MA5.2-7NA MA5.3-6NA MA5.2-6NA MA5.3-5NA MA5.2-8NA MA5.1-6NA MA5.2-9NA MA5.3-8NA	90 minute examination
Term 3 Week 4-6	15	Problem solving strategies and their application, Use of mathematical ideas to analyse and solve problems	MA5.3-1WM		Research Task/ Investigation.
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
<b>Total</b>	<b>100</b>				

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

## Information for Year 10 Accelerated Mathematics

### Year 11 Mathematics Advanced

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.

<b>Date due</b>	<b>Weighting</b>	<b>Description of Task</b>	<b>Outcomes to be Assessed</b>
Term 1, Week 9	35	Extended in-class task	MA11-1, MA11-2, MA11-3, MA11-4
Term 2, Week 3-5	25	Mathematical Investigation	MA11-1, MA11-2, MA11-4, MA11-7, MA11-8, MA11-9
Term 3 Week 9 /10	40	Final Examinations	All outcomes
<b>Total</b>	<b>100</b>		

## Year 10 Music

### Outcomes

- 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.

<b>Date due</b>	<b>Weighting %</b>	<b>Description of the Task</b>	<b>Outcomes to be Assessed</b>	<b>Component</b>
Term 1 Week 8	25	Radio play	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9 5.10, 5.12	Performance Composition
Term 2 Week 3	20	Common Task	5.7, 5.8, 5.9	Listening
Term 3 Week 6	25	Small Ensembles Task	5.1, 5.3 5.4, 5.5, 5.6 5.11, 5.12	Performance Composition
Term 4 Week 5	30	Australian Music Performance	5.1, 5.2, 5.3 5.7, 5.8, 5.9	Performance Listening
<b>Total</b>	<b>100</b>			

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

### Outcomes

**PD5-1** Assesses their own and others' capacity to reflect on and respond positively to challenges.

**PD5-2** Researches and appraises the effectiveness of health information and support services available in the community.

**PD5-4** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.

**PD5-6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.

**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 1 & 2 Ongoing	25	Rubric: Community Audit, personal fitness program & difference and diversity analysis	PD5-7, PD5-8	Healthy, Safe and Active Lifestyles
Term 1 & 2 Ongoing	25	Rubric: Movement skills and fitness	PD5-4, PD5-11	Movement Skill and Performance
Term 3 Week 8, and ongoing	25	Safety plan and complexity of health rubric	PD5-2, PD5-6, PD5-8	Health, Wellbeing and Relationships
Term 3 & 4 Ongoing	25	Practical Assessment Rubric	PD5-5	Movement Skill and Performance
<b>Total</b>	<b>100</b>			

## Year 10 Physical Activity and Sports Studies (PASS)

This course enhances your capacity to participate affectively in physical activity and sport, leading to improved quality of life for themselves and others. You are introduced to valuable and marketable skills in organisation, enterprise, leadership and communication. The course promotes learning through a strong focus on movement challenging students beyond what is offered in PD/H/PE. You are provided with the opportunity to investigate civic responsibility and ethics as they relate to a range of physical activity and sport issues.

### Overview of Year 10 course content

- Enhancing participation and performance
- Physical activity and sport in society

### Assessment Schedule – Semesters 1 and 2

Students will complete the following common tasks throughout the year in PASS.

Due Date	Weighting %	Description of the Task	Outcomes to be assessed
Term 1 in class	25	Exercise Programming	PASS5-8 PASS5-7
Term 1 and 2, in class	25	Enhancing Performance Strategies and Techniques	PASS5-5 PASS5-7 PASS5-8
Term 3 Week 9	25	Technology in Sport	PASS5-6 PASS5-10
Terms 3 and 4, in class	25	Lifestyle, leisure and Recreation	PASS5-5 PASS5-7 PASS5-9
<b>Total</b>	<b>100</b>		

# Year 10 Science

## Student Outcomes

### 1. Values and Attitudes

A student:

- 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

### 2. Skills

A student:

- 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

### 3. Knowledge and Understanding

A student:

- 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

<b>Date Due</b>	<b>Weighting %</b>	<b>Description of task</b>	<b>Outcomes Knowledge &amp; understanding</b>	<b>Outcomes Working scientifically</b>
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 5	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 6	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%)
<b>Total</b>	<b>100</b>		<b>40</b>	<b>60</b>

# Year 10 Textiles Technology

## Outcomes

- 5.1.1 justifies the selection of textile materials for specific end uses
- 5.1.2 explains the properties and performance of a range of textile items
- 5.2.1 explains the creative process of design used in the work of textile designers
- 5.2.2 generates and develops textile design ideas
- 5.2.3 investigates and applies methods of colouration and decoration for a range of textile items
- 5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- 5.3.2 evaluates the impact of textiles production and use on the individual consumer and society
- 5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work
- 5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- 5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- 5.5.3 demonstrates competence in the production of textile projects to completion
- 5.6.1 evaluates textile items to determine quality in their design and construction

## Areas of Study

1. Design
2. Properties and Performance of Textiles
3. Textiles and Society

Date Due	Weighting %	Description of the Task	Outcomes to be assessed	Focus Areas
Term 1 Week 10	15	Textile Designer Research Task	5.2.1 5.3.2 5.6.1	Design & Textiles and Society
Term 2 Week 5	35	Design Task with Supporting Documentation	5.1.1 5.1.2 5.2.2 5.2.3 5.4.1 5.5.1 5.5.2 5.5.3 5.6.1	Design, Properties and Performance of Textiles
Term 3 Week 5	35	Influence of Cultures on Textile Design Research Task	5.3.1 5.3.2.	Design & Textiles and Society
Term 4 Week 4	15	Design Task with Supporting Documentation	5.1.1 5.1.2 5.2.2 5.2.3 5.4.1 5.5.1 5.5.2 5.5.3 5.6.1	Design, Properties and Performance of Textiles
<b>Total</b>	<b>100</b>			

## Year 10 Visual Arts

### Outcomes

- 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

<b>Date Due</b>	<b>Weighting %</b>	<b>Description of the Task</b>	<b>Outcomes to be assessed</b>	<b>Component / Mode</b>
Term 1 Week 11	15	Research task	5.7, 5.8, 5.9	Art History / Criticism
Term 2 Week 4	30	Hybrid Design Body of Work	5.1, 5.3, 5.4, 5.5, 5.6	Art-making
Term 3 Week 8	30	Still Life Portfolio and Exhibition Task	5.1, 5.2, 5.3, 5.7, 5.8, 5.10	Art-making Art History / Criticism
Term 4 Week 5	25	Body of Work	5.1, 5.2, 5.4, 5.5, 5.6	Art-making
<b>Total</b>	<b>100</b>			

# 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 Board of Studies, Teaching and Educational Standards 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. 1<sup>st</sup>, 4<sup>th</sup>) **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 for .....to 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.

<b>Surname:</b>	<b>Given Name:</b>
<b>Student number:</b>	
<b>Subject:</b>	<b>Due Date:</b>
<b>Teacher:</b>	<b>Task Title:</b>
<b>Teacher signature:</b>	<b>Date of submission:</b>

#### 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 - Bibliography based on the Harvard system

A bibliography is a list of resources used by you while doing a task. It is placed at the end of the task, is arranged alphabetically by author, then by date.

<p><b>Books:</b></p> <ul style="list-style-type: none"> <li>• author's surname (comma) and initials (full stop)</li> <li>• date of publication (comma)</li> <li>• Title of book (in italics) (comma) name of publisher (colon) Place of publication (full stop)</li> </ul> <p>e.g. James, J.P. 2006. <i>How to list books in a bibliography</i>, Souvent Press: Paddington.</p>	<p><b>Reference books:</b></p> <ul style="list-style-type: none"> <li>• Section (comma)</li> <li>• Year, (comma) Edition, (comma)</li> <li>• Title of book, (italics) (comma)</li> <li>• Publisher, (colon) Place of publication. (full stop)</li> </ul> <p>e.g. Study of Atoms, 2007. <i>Encyclopaedia Britannica</i>, Vol. 97. World Book Pty. Ltd.: N.Y., pp.1007-1009.</p>
<p><b>CD ROMS</b></p> <ul style="list-style-type: none"> <li>• Subject (in quotation marks) (comma)</li> <li>• Year (comma)</li> <li>• Title of CD ROM (italics) (full stop)</li> <li>• CD ROM [in square brackets] (full stop)</li> <li>• Publisher (colon)</li> <li>• Place of publication (full stop)</li> </ul> <p>e.g. 'Sausages', 2004, <i>Carnivore Nutrition</i>. [CD ROM]. Meat Media: N.Y.</p>	<p><b>Email</b></p> <ul style="list-style-type: none"> <li>• Author's surname (comma) initials (full stop)</li> <li>• Year (comma)</li> <li>• Email (comma)</li> <li>• Day and month of email (comma)</li> <li>• Email address (full stop)</li> </ul> <p>e.g. Samson, P. 2003, email, 12 June, <a href="mailto:psamson32@strong.com.au">psamson32@strong.com.au</a></p>

<p><b>Interviews/guest speaker</b></p> <ul style="list-style-type: none"> <li>• Surname of interviewee/speaker (comma) initials (full stop)</li> <li>• Month and year of interview/speech (comma)</li> <li>• Title of interview/speech (italics)comma)</li> <li>• Interviewer's name</li> <li>• Type of interview e.g. recording, transcript, video [in square brackets]</li> <li>• Place of interview (full stop)</li> </ul> <p>e.g. Jason, Z. Sept 2007, <i>Listening with Attention</i>, interviewed by J. Jones [video recording of interview] Sydney Entertainment Centre.</p>	<p><b>Journals/Newspapers/Magazines</b></p> <ul style="list-style-type: none"> <li>• Author's name (comma) initials (full stop)</li> <li>• Year (full stop)</li> <li>• Title of the article (in single quotation marks) (comma)</li> <li>• Title of the journal/newspaper/magazine (italics) (comma)</li> <li>• Volume (comma) number (comma) month/season (comma) OR date of publication for Newspapers</li> <li>• Page numbers of article (full stop)</li> </ul> <p>e.g. Barrington, X. 1999, 'There's no more to learn' <i>Australian School Leavers</i>, Vol 2, No. 1, October, pp2-4.</p>
<p><b>Internet Website</b></p> <ul style="list-style-type: none"> <li>• Author – person or organisation responsible for site (full stop)</li> <li>• Date of last site update (comma)</li> <li>• Title (italics) (comma)</li> <li>• URL</li> <li>• (Date of viewing of site (comma), year) (full stop)</li> </ul> <p>e.g. PDHEALTH. 2004, <i>Health Issues</i>, <a href="http://www.PDHEALTH.org/teenage_health/health_issues.html">http://www.PDHEALTH.org/teenage_health/health_issues.html</a></p> <p>(viewed 17 August, 2009)</p> <p>e.g. Department of Finance and Administration. 2001, Department of Finance and Administration, Canberra, <a href="http://www.finance.gov.au">http://www.finance.gov.au</a>. (viewed 7 August, 2001).</p>	<p><b>Videos/Films/DVDs/Television</b></p> <ul style="list-style-type: none"> <li>• Title (italics)</li> <li>• Date of release (full stop)</li> <li>• Format (e.g. motion picture, video recording) (comma)</li> <li>• Name of supplier (comma)</li> <li>• Place of publication (full stop)</li> </ul> <p>e.g. <i>South Seas Adventure</i> 1998. (Motion picture), Eaglewine, Hollywood: Prand releases.</p> <p>e.g. <i>Media Watch</i>, 2009. (DVD recording), Melbourne: ABC Television, 31 October.</p>

## APPENDIX 6 - School Based Calendar of Assessment Schedule Guidelines Year 10 2022

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

Week	Term 1	Term 2	Term 3	Term 4
1	<ul style="list-style-type: none"> <li>♦ PDHPE ongoing</li> <li>♦ PASS ongoing</li> </ul>	<ul style="list-style-type: none"> <li>♦ History</li> <li>♦ PDHPE ongoing</li> <li>♦ PASS ongoing</li> </ul>	<ul style="list-style-type: none"> <li>♦ Engineering Technology</li> <li>♦ French</li> <li>♦ Japanese</li> <li>♦ PDHPE ongoing</li> <li>♦ PASS ongoing</li> </ul>	<ul style="list-style-type: none"> <li>♦ PDHPE ongoing</li> <li>♦ PASS ongoing</li> </ul>
2		<ul style="list-style-type: none"> <li>♦ Design and Technology</li> </ul>	<ul style="list-style-type: none"> <li>♦ Commerce</li> <li>♦ History Elective</li> </ul>	<ul style="list-style-type: none"> <li>♦ History Elective</li> </ul>
3		<ul style="list-style-type: none"> <li>♦ Information &amp; Software Technology</li> <li>♦ Y11 Mathematics Advanced (for Y10 accel)</li> <li>♦ Music</li> </ul>		<ul style="list-style-type: none"> <li>♦ Design and Technology</li> <li>♦ French</li> <li>♦ Japanese</li> </ul>
4		<ul style="list-style-type: none"> <li>♦ Y11 Mathematics Advanced (for Y10 accel)</li> <li>♦ Visual Arts</li> </ul>	<ul style="list-style-type: none"> <li>♦ Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>♦ Commerce</li> <li>♦ Geography</li> <li>♦ History</li> <li>♦ Mathematics</li> <li>♦ Textiles Technology</li> </ul>
5		<ul style="list-style-type: none"> <li>♦ Mathematics</li> <li>♦ Y11 Mathematics Advanced (for Y10 accel)</li> <li>♦ Textiles Technology</li> </ul>	<ul style="list-style-type: none"> <li>♦ Mathematics</li> <li>♦ Science</li> <li>♦ Textiles Technology</li> </ul>	<ul style="list-style-type: none"> <li>♦ Commerce</li> <li>♦ Engineering Technology</li> <li>♦ Music</li> <li>♦ Visual Arts</li> </ul>
6			<ul style="list-style-type: none"> <li>♦ History</li> <li>♦ Information &amp; Software Technology</li> <li>♦ Mathematics</li> <li>♦ Music</li> </ul>	<ul style="list-style-type: none"> <li>♦ Science</li> </ul>
7	<ul style="list-style-type: none"> <li>♦ Independent Learning Project</li> <li>♦ Information &amp; Software Technology</li> </ul>	<ul style="list-style-type: none"> <li>♦ Drama</li> <li>♦ Independent Learning Project</li> </ul>	<ul style="list-style-type: none"> <li>♦ French</li> </ul>	
8	<ul style="list-style-type: none"> <li>♦ Music</li> <li>♦ French</li> </ul>	<ul style="list-style-type: none"> <li>♦ English</li> </ul>	<ul style="list-style-type: none"> <li>♦ Independent Learning Project</li> <li>♦ Information &amp; Software Technology</li> <li>♦ Japanese</li> <li>♦ PDHPE</li> <li>♦ Visual Arts</li> </ul>	
9	<ul style="list-style-type: none"> <li>♦ Commerce</li> <li>♦ Dance</li> <li>♦ Geography</li> <li>♦ Japanese</li> <li>♦ Y11 Mathematics Advanced (for Y10 accel)</li> <li>♦ Science</li> </ul>	<ul style="list-style-type: none"> <li>♦ Geography</li> </ul>	<ul style="list-style-type: none"> <li>♦ Y11 Mathematics Advanced</li> <li>♦ PASS</li> </ul>	<ul style="list-style-type: none"> <li>♦ Information &amp; Software Technology</li> </ul>
10	<ul style="list-style-type: none"> <li>♦ Design and Technology</li> <li>♦ Drama</li> <li>♦ English</li> <li>♦ Engineering Technology</li> <li>♦ History Elective</li> <li>♦ Textiles Technology</li> </ul>	<ul style="list-style-type: none"> <li>♦ Dance</li> <li>♦ Engineering Technology</li> </ul>	<ul style="list-style-type: none"> <li>♦ Dance</li> <li>♦ Design and Technology</li> <li>♦ Drama</li> <li>♦ English</li> <li>♦ Y11 Mathematics Advanced</li> </ul>	
11	<ul style="list-style-type: none"> <li>♦ Visual Arts</li> </ul>			