



Kanahooka High School

School Based Assessment Policy

Year 10 2024





KANAHOOKA HIGH SCHOOL

Principal: Ms C Toohy Business Manager: Mrs S Richards

Deputy Principals: Ms J Burns Miss K Dunn Ms N Howes Mr A Kalsow

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Aims

This document aims to provide information relating to the assessment of NESA recognised courses at Kanahooka High School relevant to attaining the Record of School Achievement (RoSA).

Specific processes outlined include:

- Eligibility requirements for the ROSA
- Assessment schedules
- Adjustments for students with a disability
- Absence from an assessment task
- Late submission of tasks
- Illness/misadventure procedures
- Malpractice
- Invalid or unreliable tasks
- Student appeals
- Non-completion (N) determination
- Procedures for marking
- Procedures for recording student performance
- Procedures for feedback to students

About the Record of School Achievement (ROSA)

The ROSA is awarded to eligible students who leave school after the completion of Year 10, having met the mandatory curriculum requirements. The ROSA contains a student's record of achievement, which includes:

- Completed mandatory curriculum requirements
- Grades for satisfactorily completed Year 10 courses
- Grades for any satisfactorily completed Preliminary and HSC courses (Years 11 and 12)

Eligibility requirements for the Record of School Achievement (ROSA)

To be eligible for the award of the ROSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- attended a government school, an accredited an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- participated in, and satisfactorily completed the mandatory curriculum requirements for Years 7–10, and
- complied with any other regulations or requirements mandated by the Minister or NESA.



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Students not eligible for the Record of School Achievement (ROSA)

Students who leave school before finishing Year 10 are not eligible for a ROSA. If students leave after Year 10 and still don't meet RoSA requirements, they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the ROSA for courses satisfactorily completed.

Schools may nominate students leaving school after Year 10 who are ineligible for the award of the RoSA, for a Transcript of Study. Nominated students may download a Transcript of Study in Students Online from the end of Year 10.

The Transcript of Study outlines a student's:

- completed 7-10 mandatory curriculum requirements
- results for completed Stage 5 and/or Stage 6 courses, and
- current enrolments in courses not yet completed.

To be eligible for a Transcript of Study, a student must:

- have completed a minimum of one course of study, and
- be nominated as a school leaver after Year 10

What is assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. At Kanahooka High School, assessment is used to:

- Assist student learning and evaluate and improve teaching and learning programs.
- Provide information on student learning and progress in a course in relation to the syllabus outcomes.
- Provide evidence of satisfactory completion of a course
- Report on the achievement of each student throughout, or at the end of a course.

In the context of the Record of School Achievement (ROSA), school-based assessment provides a summative measure of a student's achievement in relation to course outcomes. This includes:

- A wide range of syllabus outcomes
- Multiple measures and observations made throughout the course rather than a single assessment event.

Assessment Summary

Assessment tasks are conducted throughout Years 9 and 10, each with a weighting determined by the school within the Assessment and Reporting requirements of each course as outlined by NESA. Each formal assessment task enables teachers to collect information about the students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance, highlighting their strengths and where they could make improvements. In summary, assessment:

- is an essential and integrated part of teaching and learning.
- reflects a belief that all students can improve.
- involves setting learning goals with students.
- helps students know and recognise the standards for which they are aiming.
- involves students in self-assessment and peer assessment.
- provides feedback to help students understand the next steps in learning and plan how to achieve them.
- involves teachers, students, and parents in reflecting on assessment data.



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Types of Assessment

There are many types of assessment used by teachers to assess a student's skill, understanding, development or progress within a course. The table below highlights some commonly used types of assessment.

Note: this list is not exhaustive, and teachers use many other types of assessment not outlined below.

Formal Written Examination	A task such as a Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement against a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Only one formal written examination can contribute to a formal assessment schedule.
Tests of limited scope	A test which includes a small number of content areas or topics or modules. These tests continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.
Class Work	A range of activities such as video/novel reports, ICT research or homework activities.
Oral Presentations	Prepared speeches and/or seminars presented to the class and/or teacher.
Fieldwork / Excursion Reports	Reports including sketches, worksheets, or surveys which are to be completed during an excursion and/or an in-class task based on excursions or fieldwork.
Assignments	Research or investigation into a topic following specific guidelines. This may be assigned as an individual or group task.
Design Projects	Projects designed and provided to meet a specific problem.
Portfolios	Documentation records accompanying work produced from a design project.
Practical Work	A range of practical learning experiences completing either in class and/or at home.
First-Hand Investigations	Problem solving and/or investigative tasks such as those involved in using the scientific method.
Body of Work (Visual Arts)	A selection of one or more artworks that demonstrate the process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
Diary, Journals, Logbooks	A series of documents showing reflection on learning processes or development of a product.
Performance	Musical or drama performance showcasing course specific skills and understanding.



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School Responsibilities

The school develops two key documents which outline assessment practices:

- **Student Assessment Booklet** – a basic snapshot overview of task due dates and information. This document contains information directing students to the School Assessment Policy. This document is distributed to students at the commencement of each academic year.
- **School-Based Assessment Policy** – this document provides an in-depth outline of the school's policy and procedures relating to student assessment. This document is published via the Student Portal, Parent Portal and on the school website at the commencement of each academic year. A hardcopy is available on request from the school.

For each course the school has developed an assessment program which:

- Outlines the requirements for satisfactory completion of the course.
- States the number and type of tasks to be completed during the semester/year.
- Lists the schedule of tasks.
- States the weighting of each task (where applicable).
- Clearly states date of completion or due date of task.
- Each assessment goes through a checking process through course teachers and Head Teachers for each subject.

For each assessment task students will be given a notification typically at least two weeks in advance of the task indicating the issue date, due date, weighting, outcomes being assessed, specific task description, samples/exemplars (or benchmark for success) and marking criteria. This will typically be a written notification; however, teachers may do so via electronic means.

It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Student Assessment Booklet or School-Based Assessment Policy. If uncertain about a task, students should promptly communicate directly with their course teacher or Head Teacher.

Feedback, either written or verbal, will be provided to each student using the marking criteria for the task and at times annotation to student work, indicating what the student did well and how they can improve. Feedback will be given in a timely manner to ensure relevance and explicit improvement.



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Student responsibilities to successfully complete an RoSA course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA as per the relevant syllabus;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

Students who have not met the above requirements cannot be regarded as having satisfactorily completed a course. Courses deemed not to have been completed satisfactorily (meaning, an 'N' Determination has been given by the Principal) will not appear on the Record of School Achievement.

Kanahooka High School expects all students to have attendance above 95%. In circumstances of poor attendance, principals may determine that, as a result of absence, the course completion criteria may not be met. Students whose attendance falls below 95% place their educational progress at risk. Absences will be regarded seriously by principals who must give students early warning of the consequences of such absences.

In such circumstances, warning letters relating to the student's non-completion of course requirements may be sent. N-Warning letters issued may lead to an interview with the student's parents or guardians.



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Non-completion of course requirements

N-Warnings

Students who are in danger of not completing course requirements will be issued a formal warning in writing called an N-Warning. This is a formal notification to the student, parents/carers outlining the steps the student must take to rectify the concern. This letter will specify the tasks required to be completed by the student in a specified time frame. For formal assessment tasks, this is typically two weeks from the original task due date. Parents/carers are requested to return their written acknowledgement of the notification to the school.

If the concern is not resolved by the specified date on the first N-Warning letter, a second follow-up letter will be issued.

Letters will be sent to the last advised postal address. It is the responsibility of the parent/carer to notify the school of any changes to address or contact details. NESAs will not find it an acceptable reason/excuse that letters were not received, if contact details provided to the school were not updated by the parent/carer.

N-Determination

Where students fail to rectify concerns notified via an N-Warning, it may be determined that a student has not satisfactorily completed a course.

Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades.

In the event that this occurs, the principal will advise the student and parent/carer in writing of the decision and their right to appeal. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.



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School attendance

A principal may determine that, due to absence, course completion criteria may not be met.

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

English: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Mathematics: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Science: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: Our syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies: Our Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: Two hundred hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.

Personal Development, Health and Physical Education: Our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.



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Adjustments for students with disability

For students with an identified or diagnosed long or short-term disability, the school provides, in line with procedures and provisions approved by NESA for the external HSC examinations, access to provisions. These provisions are designed to (as far as possible) remove a student's barrier or disadvantage when accessing course work and assessments.

If assessed as eligible, students may be given provisions such as:

- readers and/or writers.
- time to rest.
- time to take medication.
- increased font/work size.
- separate supervision.
- adjustments to the physical environment (e.g., special furniture or lighting).

Eligibility

Any student with a disability recognised in the Commonwealth Disability Standards for Education 2005 can apply for disability provisions. The definition of 'disability' in the Disability Discrimination Act 1992 includes:

- physical
- intellectual
- psychiatric
- sensory
- neurological, and
- learning disabilities, as well as
- physical disfigurement, and
- the presence in the body of disease-causing organisms.

Disability provisions apply only where the disability needs a practical arrangement to reduce disadvantage in assessment, access to course work, or under an examination situation.

Where a student has a condition that may or may not occur during an examination, such as migraines or asthma, the occurrence of an episode during an examination is covered by illness/misadventure, not disability provisions. Also, disability provisions cannot compensate students for difficulties in undertaking a course or for lost preparation time.

However, if there are identifiable factors known to contribute to or trigger a particular condition, an application can be submitted on this basis; for example, separate supervision in a room with natural light if bright lighting frequently results in a migraine.



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Application process

Students who wish to apply for disability provisions must first contact the Head Teacher - Learning Support/Wellbeing. Other staff able to support students through this process are: Deputy Principals, a member of the Learning Support Team, or faculty Head Teachers. Parents/carers who believe their child may be eligible for disability provisions are encouraged to contact the school promptly.

Adjustments to school-based assessments and course work have no set due date. However, students, parents and carers must commence this process in a timely manner, typically at least two weeks prior to the due date of an assessment task, or at the commencement of a course or year. Provisions for emergencies (e.g. a broken arm or hand) may be sought up to the day of the assessment task.

For all applications, evidence must be included indicating the precise nature of the disability and the consequent effect on examination performance. This may include documentation such as:

- a formal, detailed diagnosis of the disability
- medical certificates or reports
- documentation indicating a reasonable history of the student's difficulty and needs (including previous and current in-school support)

Documentation must be no older than 12 months in nature and must be specific, e.g. relate clearly and specifically the impact the disability has on learning/performance in assessment tasks/exams.

Determining adjustments to school-based assessment and course work

After applying for provisions via the Head Teacher – Learning Support/Wellbeing and if the application is approved, adjustments to school-based assessments and/or course work may be made. It is important to note that these adjustments will only be made if it is deemed that the student is subject to an unfair disadvantage directly due to the disability.

The Head Teacher -Learning Support/Wellbeing and the faculty Head Teacher will determine the most reasonable adjustments based on the submitted application. The Deputy Principal and course teacher will also be consulted, along with the student and parent/carer.

Adjustments made will ensure that students with a disability will be able to access and complete assessment tasks and course work without any restriction to the full range of grades or marks.



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Illness and misadventure procedures

Illness or misadventure is defined as:

- Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's ability to complete and/or submit an assessment task.
- Misadventure – that is, any other event beyond the student's control which allegedly affected the student's ability to complete and/or submit an assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by flood, etc.).

Unacceptable grounds for illness or misadventure:

- Attendance at a non-school approved related sporting or cultural event, or family holiday, or clashes with external commitments.
- Alleged inadequacies or long-term matters relating to loss of preparation or study time or facilities.
- Disabilities for which disability adjustments have already been made (unless an unforeseen episode occurs preventing submission).
- Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition preventing submission.
- Matters avoidable by the student (e.g. misreading of timetable, misinterpretation of task, failure to back up work on a regular basis on several devices, choosing to do other things not related to the task, etc.).
- Computer malfunction, disruption or corruption of technology such as a damaged thumb drive, etc.

Application for illness and misadventure process:

Students who fail to complete, submit or meet assessment task requirements due to illness or misadventure should follow the steps below:

1. Speak directly to the teacher and/or Head Teacher of the course/class as soon as possible and collect an Illness/Misadventure form. This must occur on the first day the student returns to school.
2. Complete the Illness/Misadventure form and submit to the Head Teacher of that course within 3 days of their first day of return to school. Where possible, provide supporting documentation (examples listed below). In the event the Head Teacher is not available, this must be provided to the student's Deputy Principal.
3. The Head Teacher will submit the application to the school's Assessment Review Committee. This committee will determine and advise the Head Teacher of the next steps.

If a valid reason is provided and the application approved, the Assessment Review Committee will decide whether:

- An extension of time may be granted.
- A mark be awarded based on a substitute task.
- An estimate mark may be issued where it is not feasible for the student to complete the original or a substitute task. This may include formal examinations and will be determined by the Assessment Review Committee.

Supporting documentation may include:

- Medical certificate or other health professional documentation.
- Counsellor or police officer statement.
- Application for leave approved by the principal.

Note: The Assessment Review Committee will consist of a Deputy Principal, Head Teacher Learning Support/Wellbeing, and the Head Teacher of the course. In the event these staff are unavailable, the principal may adjust the make-up of the committee.



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Absence from an assessment task

Absent from an assessment task: not present on the day of completion (in-class tasks) or not present on the day of submission and unable to submit via other methods.

For all absences from an assessment task, a zero-mark and an N-Warning letter will be issued. The student may be able to resolve this through the Illness/Misadventure procedures.

Students who are not eligible to apply for illness or misadventure must follow the steps below:

1. Where possible, submit the task immediately.
2. If not able to submit the task, discuss with the teacher and/or Head Teacher of the course/class to arrange to complete the task (in-class tasks) as soon as possible. This may include making contact with the school via phone or email if absent from school.

If a student is absent for the period prior to an assessment task and is unable to submit an assessment task, they must follow the illness and misadventure process (if eligible).

Students who are absent from an assessment task due to attendance at a school related activity such as an excursion, incursion or work placement, must contact the subject teacher or Head Teacher of that course to make arrangements at least three days before the assessment task due date. In this event, the teacher and Head Teacher determine the most appropriate course of action. This may include:

- Submission of the task before the due date.
- Completion of a 'Request for an Extension' form.
- Reasonable arrangements for the task to be submitted on the due date via other means.

Note: it is the responsibility of the student to be aware of upcoming assessment task due dates and other activities which may conflict, and to initiate processes to make reasonable arrangements.

Applications for extension

In the event that a student is aware in advance that they are unable to submit an assessment task by the due date with a valid reason, they may apply for an extension. To do this, the student must complete the 'Request for an Extension' form before the due date. They must supply relevant supporting documentation to the Head Teacher.



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Late submission of tasks

Submission of tasks

The way each task must be submitted will be specified by the course/class teacher on the assessment task notification. If not specified, students may submit the task in any way, as long as it is on or before the due date.

Late submissions

A late submission is one that is defined as: any task which is submitted after the specified due date.

Common examples:

- A task is due in-class on Friday 1 December for Ancient History. Ancient History is during period 2 that day. Any tasks submitted after period 2, are considered a late submission.
- A task is due on Tuesday 6 March. There is no specified time for submission. All tasks submitted on Tuesday 6 March are accepted. Any task submitted after 11.59pm that day is considered a late submission.

For all late submissions of an assessment task, a zero-mark and an N-Warning letter will be issued. The student may be able to resolve this through the Illness/Misadventure procedures.

The Deputy Principal may grant special considerations to individual students regarding late submission of an assessment task. Teachers or Head Teachers must discuss with the relevant Deputy Principal if they identify students whom they believe may benefit from special considerations.



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Malpractice

Malpractice is defined as any activity that allows students to gain an unfair advantage over other students. It includes but is not limited to:

- Copying someone else's work in part or whole, and presenting it as their own
- Using material directly from other sources without reference to that source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aids during an assessment task
- Providing false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Using any generative or other artificial intelligence technologies to synthesise work in part or whole, and presenting it as their own.

If students are found to have partaken in any form of malpractice, a zero-mark will be awarded. An N-warning will also be issued, and students are required to resubmit the task free of malpractice.

Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include, but is not limited to:

- Completing multiple choice questions only in a task or examination
- Repeating the question as the answer
- Malpractice in some or all of the task
- Inappropriate/offensive comments or diagrams drawn in response to a question or section.

The penalty for a non-serious or non-attempt will be determined by the Head Teacher in line with the procedures outlined for Malpractice.



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Invalid or unreliable tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid or unreliable. In these cases, students will be informed in writing by the Head Teacher of the course as soon as possible. One or more of the following may occur where appropriate:

- Only part of the task will be marked.
- The weighting of the task may be reduced and additional weighting added to a future task.
- A new task and due date will be issued.

Some examples of invalid or unreliable tasks include:

- Where a task has been inappropriately distributed or accessed by students before the scheduled date.
- Where marking guidelines for examinations are accessed by students before the examination.
- Where formal examination durations are not adhered to by exam supervisors.

Note: the results of assessment tasks that have been completed by students should NOT be discarded.

Student appeals

Grounds of appeal

A student has the right to appeal on the following grounds:

- Declined illness and misadventure application.
- Notification of malpractice.
- School-based assessment (mark awarded).

Additional information - School-based assessment appeals

All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on actual performance not potential performance.

Assessment results cannot and will not be modified to take into account possible effects of illness, misadventure or disability.

Students do, however, have the right to appeal an assessment result if evidence of a break down in process or procedure in the administration of the task or the marking processes can be supported with explicit independent evidence. (e.g. performance in a task and subsequent result does not correspond with marking guidelines).

Appeals must be supported by making clear reference/s to specific aspects of the breach of process or administration of the task or show how the result does not reflect the marking guidelines provided with the task. If at this point a result is to be changed the Head Teacher will inform the course teacher and student, supervisor and document reasons for the result change.

Any disputes over an individual task must be resolved within the school at the time and within the time frame specified by the school.



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General appeals process

For all appeals, students must follow the steps outlined below:

1. If wishing to pursue an appeal, the student must inform the Head Teacher of that course immediately upon return of the task. If the Head Teacher is unavailable, the student must immediately notify the Deputy Principal. The student will be provided with an 'Assessment Appeal Application' form.
2. Present a written application to the Head Teacher, providing any new evidence/support material and stating the explicit ground for the appeal within 3 school days of being notified of the original decision regarding illness/misadventure, task result, or malpractice. The Head Teacher will submit the application to the school's Assessment Review Committee.
3. The Assessment Review Committee will review the evidence and inform the student and Head Teacher of their decision verbally or in writing. Notes of any discussion/interview will be made and retained.
4. If the student, parent/caregiver is not satisfied with the decision of their appeal to the Assessment Review Committee, a final appeal can be made to the Principal. This appeal MUST be made within 3 school days of being informed of the committee's decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final.

Other types of appeal

Schools and students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of School Achievement on a number of bases. These may be summarised as follows:

- a. student appeals against 'N' determinations for non-completion of particular courses
- b. student appeals against assessment rankings in HSC courses
- c. student appeals against the withholding of Higher School Certificate and Record of School Achievement credentials by NESAC.

For more information, visit the following links from the Assessment Certification Examination (ACE) website:

- [Record of School Achievement and Higher School Certificate appeals](#)



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Procedures for marking

School-based assessment tasks are typically marked by the teacher of the course. Head Teachers may deem it appropriate for an alternative teacher, or group of teachers, to mark an assessment task for assessment moderation purposes.

Marking of assessment tasks uses a standards-referenced approach and may be supported by grade/band benchmarks or task exemplars.

All marking of assessment tasks is based on a student's actual performance, rather than their potential performance.

Typically, tasks will be marked, and feedback provided to students within two weeks of the due date. Unusually large tasks, cohorts or disruptions to regular teaching and learning may at times contribute to a slight delay in this process.

The final school-based assessment mark for each course is determined based on the marks assigned to each of the formal assessment tasks outlined in the assessment schedule. No other mark or task not stated on the formal assessment schedule for that course will be used to determine or contribute in any way to the final school-based assessment mark. This process may vary between courses but is typically achieved through a straightforward aggregation of assessment task marks for each student.

Procedures for recording student performance

Student marks and ranks are recorded centrally via the school's Sentral Markbook system. These are archived annually.

Course teachers are responsible for recording student assessment marks. The faculty Head Teacher (or delegate) is responsible for ensuring markbooks and calculations are configured correctly, and that markbooks are maintained.

Prior to submitting the final school-based assessment mark and rank to NESAs, faculty Head Teachers and course teachers will confirm individual task marks are entered and that calculations are performed correctly.

Procedures for feedback to students

Feedback to students on performance in school-based assessment tasks will be provided typically in a written form on the submitted task and/or the task marking criteria.

Feedback provided is specific to the course outcomes being assessed. Typically, for each student, an area of strength, area for improvement, and suggested actions for the student will be identified.

Students may receive additional feedback which provides strategies specific to the student's overall progress and achievement, attitude toward learning, work ethic and aspirations.



KANAHOOKA HIGH SCHOOL

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Assessment schedules

Prior to the commencement of a course, teachers develop an assessment schedule identifying formal opportunities for students to demonstrate their achievement at certain points in the course.

Assessment schedules provide an overview of mandatory components and weightings, and the number, type, timing and weighting of each task.

In Year 10, students study a range of courses:

- Mandatory courses are studied by all students.
- One only elective course – 100 hour will be studied by students. This course is selected by students in Year 9 to be studied the following year.
- One only elective course – 200 hour will be studied by students. This course is elected by students in Year 8 to be studied throughout the following two years (Year 9 and Year 10).

Mandatory courses

Stage 5 - Year 10 English Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 2, Week 1	Term 3, Week 2	Term 4, Week 1
Task Name	Conflict Novel Study	Shakespeare's <i>Macbeth</i>	Indigenous Poetry
Task Type	Multimodal Presentation	Writing Portfolio	In Class Examination
Outcomes	EN5-ECA-01, EN5-URC-01, EN5-URA-01	EN5-ECB-01, EN5-URB-01, EN5-URA-01	EN5-RVL-01, EN5-URA-01

OUTCOMES

<p>Reading, viewing and listening to texts</p> <p>EN5-RVL-01 - uses a range of personal, creative and critical strategies to interpret complex texts</p> <p>Understanding and responding to texts</p> <p>EN5-URA-01 - analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures</p> <p>EN5-URB-01 - evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes</p> <p>EN5-URC-01 - investigates and explains ways of valuing texts and the relationships between them</p>	<p>Expressing ideas and composing texts</p> <p>EN5-ECA-01 - crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning</p> <p>EN5-ECB-01 - uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>
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Stage 5 - Year 10 Mathematics 5.1 Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1, Week 7	Term 2, Week 3	Term 3, Week 7	Term 4, Week 4
Task Name	Task 1	Task 2	Task 3	Task 4
Task Type	Investigative Task	In Class Assessment	In Class Assessment	Investigative Task
Outcomes	MA5.1-9MG, MA5.1-8MG	MA5.1-5NA, MA5.1-13SP	MA5.1-6NA, MA4-17MG, MA4-18MG	MA5.1-10MG

OUTCOMES

<p>Communicating MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts</p> <p>Problem Solving MA5.1-2WM selects and uses appropriate strategies to solve problems</p> <p>Reasoning MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context</p> <p>Financial Mathematics MA5.1-4NA solves financial problems involving earning, spending and investing money</p> <p>Indices MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p> <p>Linear Relationships MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships</p> <p>Non-Linear Relationships MA5.1-7NA graphs simple non-linear relationships</p>	<p>Area and Surface Area MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms</p> <p>Numbers of Any Magnitude MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures</p> <p>Right-Angled Triangles (Trigonometry) MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression</p> <p>Properties of Geometrical Figures MA5.1-11MG describes and applies the properties of similar figures and scale drawings</p> <p>Single Variable Data Analysis MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media</p> <p>Probability MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events</p>
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Stage 5 - Year 10 Mathematics 5.2 Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1, Week 7	Term 2, Week 3	Term 3, Week 7	Term 4, Week 4
Task Name	Task 1	Task 2	Task 3	Task 4
Task Type	Investigative Task	In Class Assessment	In Class Assessment	Investigative Task
Outcomes	MA2-11MG, MA5.2-12MG	MA5.2-6NA, MA5.2-7NA	MA2-14MG, MA5.2-5NA, MA2-8NA, MA5.2-9NA	MA5.2-4NA, MA2-14MG

OUTCOMES

<p>Communicating MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions</p> <p>Problem Solving MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems</p> <p>Reasoning MA5.2-3WM constructs arguments to prove and justify results</p> <p>Financial Mathematics MA5.2-4NA solves financial problems involving compound interest</p> <p>Ratios and Rates MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion</p> <p>Algebraic Techniques MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions</p> <p>Indices MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices</p> <p>Equations MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques</p> <p>Linear Relationships MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships</p> <p>Non-Linear Relationships MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships</p>	<p>Area and Surface Area MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids</p> <p>Volume MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders</p> <p>Right-Angled Triangles (Trigonometry) MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings</p> <p>Properties of Geometrical Figures MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar</p> <p>Single Variable Data Analysis MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data</p> <p>Bivariate Data Analysis MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time</p> <p>Probability MA5.2-17SP describes and calculates probabilities in multi-step chance experiments</p>
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Stage 5 - Year 10 Mathematics 5.3 Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1, Week 7	Term 2, Week 3	Term 3, Week 7	Term 4, Week 4
Task Name	Task 1	Task 2	Task 3	Task 4
Task Type	Investigative Task	In Class Assessment	Investigative Task	In Class Assessment
Outcomes	MA5.3-13MG, MA5.3-14MG	MA5.3-6NA, MA5.2-17SP	MA5.3-5NA, MA5.3-7NA, MA5.3-8NA	MA5.3-15MG, MA5.3-16MG, MA5.3-17MG

OUTCOMES

<p>Communicating MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures</p> <p>Problem Solving MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently</p> <p>Reasoning MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs</p> <p>Ratios and Rates MA5.3-4NA draws, interprets and analyses graphs of physical phenomena</p> <p>Algebraic Techniques MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions</p> <p>Surds and Indices MA5.3-6NA performs operations with surds and indices</p> <p>Equations MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations</p> <p>Linear Relationships MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line</p> <p>Non-Linear Relationships MA5.3-9NA sketches and interprets a variety of nonlinear relationships</p> <p>Polynomials MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems</p>	<p>Logarithms MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms</p> <p>Functions and Other Graphs MA5.3-12NA uses function notation to describe and sketch functions</p> <p>Area and Surface Area MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids</p> <p>Volume MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids</p> <p>Trigonometry and Pythagoras' Theorem MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions</p> <p>Properties of Geometrical Figures MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals</p> <p>Circle Geometry MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems</p> <p>Single Variable Data Analysis MA5.3-18SP uses standard deviation to analyse data</p> <p>Bivariate Data Analysis MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes</p>
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Stage 5 - Year 10 Science Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1, Week 5	ORIGINAL: Term 2, Week 3 UPDATED: Term 2, Week 4	Term 3, Week 6	Term 4, Week 3
Task Name	Ethical Issues in Biotechnology	Semester One Examination (Genetics and Chemical Reactions)	Exploring Motion	Semester Two Examination (Earth Processes & Evolution, Motion & Chemical World)
Task Type	Evidence Based Argument	Examination	Practical Investigation	Examination
Outcomes	SC5-9WS, SC5-15LW	SC5-7WS, SC5-8WS, SC5-15LW, SC5-17CW	SC5-6WS, SC5-10PW	SC5-4WS, SC5-5WS, SC5-10PW, SC5-12ES, SC5-13ES, SC5-17CW

OUTCOMES

<p>Knowledge and Understanding</p> <p>SC5-10PW - applies models, theories and laws to explain situations involving energy, force and motion</p> <p>SC5-11PW - explains how scientific understanding about energy conservation, transfers and transformations is applied in systems</p> <p>SC5-12ES - 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</p> <p>SC5-13ES - 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</p> <p>SC5-14LW - analyses interactions between components and processes within biological systems</p> <p>SC5-15LW - explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society</p> <p>SC5-16CW - explains how models, theories and laws about matter have been refined as new scientific evidence becomes available</p> <p>SC5-17CW - 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</p>	<p>Working Scientifically</p> <p>SC5-4WS - develops questions or hypotheses to be investigated scientifically</p> <p>SC5-5WS - produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively</p> <p>SC5-6WS - undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively</p> <p>SC5-7WS - processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions</p> <p>SC5-8WS - applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems</p> <p>SC5-9WS - presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations</p>
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Stage 5 - Year 10 HSIE Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 1, Week 11	Term 2, Week 5	Term 3, Week 10
Task Name	Rights and Freedoms	The Holocaust	Environmental Change and Management
Task Type	Source Analysis	Research Task	Website
Outcomes	HT5-1, HT5-2	HT5-5, HT5-10	GE5-3, GE5-5, GE5-7, GE5-8

OUTCOMES

<p>GE5-1 - explains the diverse features and characteristics of a range of places and environments</p> <p>GE5-2 - explains processes and influences that form and transform places and environments</p> <p>GE5-3 - analyses the effect of interactions and connections between people, places and environments</p> <p>GE5-4 - accounts for perspectives of people and organisations on a range of geographical issues</p> <p>GE5-5 - assesses management strategies for places and environments for their sustainability</p> <p>GE5-6 - analyses differences in human wellbeing and ways to improve human wellbeing</p> <p>GE5-7 - acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry</p> <p>GE5-8 - communicates geographical information to a range of audiences using a variety of strategies</p>	<p>HT5-1 - explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>HT5-2 - sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia</p> <p>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</p> <p>HT5-4 - explains and analyses the causes and effects of events and developments in the modern world and Australia</p> <p>HT5-5 - identifies and evaluates the usefulness of sources in the historical inquiry process</p> <p>HT5-6 - uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p> <p>HT5-7 - explains different contexts, perspectives and interpretations of the modern world and Australia</p> <p>HT5-8 - selects and analyses a range of historical sources to locate information relevant to an historical inquiry</p> <p>HT5-9 - applies a range of relevant historical terms and concepts when communicating an understanding of the past</p> <p>HT5-10 - selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences</p>
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Stage 5 - Year 10 PDHPE Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9
Task Name	Respectful Relationships	Boom Assessment Task	Semester Two Examination
Task Type	Written Task and Practical Task	Practical Task	Examination
Outcomes	PD5-1, PD5-3, PD5-10	PD5-4, PD5-5	PD5-2, PD5-3, PD5-6, PD5-9

OUTCOMES

<p>PD5-1 - assesses their own and others' capacity to reflect on and respond positively to challenges</p> <p>PD5-2 - researches and appraises the effectiveness of health information and support services available in the community</p> <p>PD5-3 - analyses factors and strategies that enhance inclusivity, equality and respectful relationships</p> <p>PD5-4 - adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts</p> <p>PD5-5 - appraises and justifies choices of actions when solving complex movement challenges</p> <p>PD5-6 - critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity</p>	<p>PD5-7 - plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities</p> <p>PD5-8 - designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity</p> <p>PD5-9 - assesses and applies self-management skills to effectively manage complex situations</p> <p>PD5-10 - critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts</p> <p>PD5-11 - refines and applies movement skills and concepts to compose and perform innovative movement sequences</p>
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Elective courses – 100 hour

Stage 5 - Year 10 Music Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 2, Week 1	Term 3, Week 2	Term 4, Week 1
Task Name	Musicology	Introduction to Composition	Solo and Ensemble Performance
Task Type	Listening and Research	Composition	Performance and Practice Journal
Outcomes	5.7, 5.9	5.4, 5.6	5.1, 5.3

OUTCOMES

<p>5.1 - performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts</p> <p>5.2 - performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology</p> <p>5.3 - performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness</p> <p>5.4 - demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study</p> <p>5.5 - notates own compositions, applying forms of notation appropriate to the music selected for study</p> <p>5.6 - uses different forms of technology in the composition process</p> <p>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</p>	<p>5.8 - demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study</p> <p>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</p> <p>5.10 - demonstrates an understanding of the influence and impact of technology on music</p> <p>5.11 - demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform</p> <p>5.12 - demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences</p>
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Stage 5 – Year 10 Marine & Aquaculture Technology Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 1, Week 10	Term 3, Week 3	Term 4, Week 4
Task Name	Water Safety and Hazard Identification	Aquaculture Production Project	Invasive Species - Local Area Case Study
Task Type	Theory and Practical Task	Skills Task	Research Task
Outcomes	MAR5-11, MAR5-13, MAR5-14	MAR5-4, MAR5-9, MAR5-10	MAR5-1, MAR5-3

OUTCOMES

<p>MAR5-1: identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships</p> <p>MAR5-2: identifies, describes and evaluates the social and economic importance of marine ecosystems</p> <p>MAR5-3: identifies, describes and evaluates the effects humans have had on the marine environment</p> <p>MAR5-4: explains why aquaculture provides an economically sustainable source of food</p> <p>MAR5-5: assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment</p> <p>MAR5-6: evaluates the economic and environmental sustainability of aquacultural pursuits</p> <p>MAR5-7: identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment</p>	<p>MAR5-8: identifies, describes and evaluates policies for monitoring and conserving the marine environment</p> <p>MAR5-9: selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings</p> <p>MAR5-10: demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations</p> <p>MAR5-11: identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits</p> <p>MAR5-12: identifies and describes the roles of volunteer organisations, that assist in the protection and management of the marine environment.</p> <p>MAR5-13: collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information</p> <p>MAR5-14: recalls aspects of the marine environment using relevant conventions, terminology and symbols</p>
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Stage 5 - Year 10 Commerce Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 1, Week 10	Term 2, Week 10	Term 4, Week 2
Task Name	Build your own business	Law, Society and Political Involvement	Consumer and Financial decisions
Task Type	Group project	Research task	In class task
Outcomes	COM5-6, COM5-9	COM5-2, COM5-6, COM5-7	COM5-1, COM5-3

OUTCOMES

<p>COM5-1 - applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts</p> <p>COM5-2 - analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts</p> <p>COM5-3 - examines the role of law in society</p> <p>COM5-4 - analyses key factors affecting decisions</p>	<p>COM5-5 - evaluates options for solving problems and issues</p> <p>COM5-6 - develops and implements plans designed to achieve goals</p> <p>COM5-7 - researches and assesses information using a variety of sources</p> <p>COM5-8 - explains information using a variety of forms</p> <p>COM5-9 - works independently and collaboratively to meet individual and collective goals within specified timeframes</p>
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Stage 5 - Year 10 PASS 100 Hour Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5
Task Name	Enhancing Performance – Strategies and Tactics Assessment Task	Nutrition & Physical Activity Assessment Task	Frisbee Golf Assessment Task
Task Type	Practical & Written Task	Written Task	Practical Task
Outcomes	PASS5-4, PASS5-6, PASS5-8, PASS5-10	PASS5-1, PASS5-2, PASS5-3	PASS5-5, PASS5-7, PASS5-9

OUTCOMES

<p>PASS5-1 - discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS5-2 - analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS5-3 - discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>PASS5-4 - analyses physical activity and sport from personal, social and cultural perspectives</p> <p>PASS5-5 - demonstrates actions and strategies that contribute to active participation and skilful performance</p> <p>PASS5-6 - evaluates the characteristics of participation and quality performance in physical activity and sport</p>	<p>PASS5-7 - works collaboratively with others to enhance participation, enjoyment and performance</p> <p>PASS5-8 - displays management and planning skills to achieve personal and group goals</p> <p>PASS5-9 - performs movement skills with increasing proficiency</p> <p>PASS5-10 - analyses and appraises information, opinions and observations to inform physical activity and sport decisions</p>
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Stage 5 - Year 10 Child Studies 100 Hour Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, Week 3
Task Name	Play & the Developing Child	Semester One Examination	Food & Nutrition in Childhood	Semester Two Examination
Task Type	Practical Design Task	Examination	Practical Task	Examination
Outcomes	CS5-4, CS5-5, CS5-9	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9, CS5-11	CS5-2, CS5-5, CS5-11, CS5-12	CS5-2, CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10, CS5-11, CS5-12

OUTCOMES

<p>CS5-1 - identifies the characteristics of a child at each stage of growth and development</p> <p>CS5-2 - describes the factors that affect the health and wellbeing of the child</p> <p>CS5-3 - analyses the evolution of childhood experiences and parenting roles over time</p> <p>CS5-4 - plans and implements engaging activities when educating and caring for young children within a safe environment</p> <p>CS5-5 - evaluates strategies that promote the growth and development of children</p> <p>CS5-6 - describes a range of parenting practices for optimal growth and development</p> <p>CS5-7 - discusses the importance of positive relationships for the growth and development of children</p>	<p>CS5-8 - evaluates the role of community resources that promote and support the wellbeing of children and families</p> <p>CS5-9 - analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing</p> <p>CS5-10 - demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts</p> <p>CS5-11 - analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>CS5-12 - applies evaluation techniques when creating, discussing and assessing information related to child growth and development</p>
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Stage 5 - Year 10 Visual Arts Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task 4
Due Date	Term 2, Week 2	Term 2, Week 10	Term 3, Week 6	Term 4, Week 3
Task Name	Artmaking Task #1	Artmaking Task #2 Critical & Historical Task	Critical & Historical Task	Artmaking Task #3
Task Type	Practical	Practical and Written	Written Task	Practical
Outcomes	5.1, 5.3, 5.6	5.2, 5.4, 5.9	5.1, 5.6, 5.9	5.4, 5.5, 5.10

OUTCOMES

<p>Artmaking</p> <p>5.1 - develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks</p> <p>5.2 - makes artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience</p> <p>5.3 - makes artworks informed by an understanding of how the frames affect meaning</p> <p>5.4 - investigates the world as a source of ideas, concepts and subject matter in the visual art</p> <p>5.5 - makes informed choices to develop and extend concepts and different meanings in their artworks</p> <p>5.6 - demonstrates developing technical accomplishment and refinement in making artworks</p>	<p>Critical and historical studies</p> <p>5.7 - applies their understanding of aspects of practice to critical and historical interpretations of art</p> <p>5.8 - uses their understanding of the function of and relationships between artist - artwork - world - audience in critical and historical interpretations of art</p> <p>5.9 - demonstrates how the frames provide different interpretations of art</p> <p>5.10 - demonstrates how art criticism and art history construct meanings</p>
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KANAHOOKA HIGH SCHOOL

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Electives courses – 200 hour

Stage 5 - Year 10 Psychology Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10
Task Name	Psychology and Gender	Intelligence and Creativity	Personality and Self
Task Type	Group task	Presentation	Independent Research Project
Outcomes	PSY5-2, PSY5-3	PSY5-4, PSY5-8	PSY5-1, PSY5-7

OUTCOMES

<p>PSY5-1 explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories and approaches</p> <p>PSY5-2 explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches</p> <p>PSY5-3 describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour</p> <p>PSY5-4 explains a range of psychological theories and identifies the application of these theories to everyday life</p>	<p>PSY5-5 demonstrates an understanding of the importance of ethics in psychology, research and the interpretation of data</p> <p>PSY5-6 recognises the applications and influence of psychology in popular culture and its importance to social factors</p> <p>PSY5-7 examines suitable research methods including procedures and critical analysis when completing action based learning</p> <p>PSY5-8 communicates psychological information and ideas using appropriate written, oral and visual forms.</p>
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Stage 5 - Year 10 Japanese Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 2, Week 2	Term 2, Week 10	Term 3, Week 10
Task Name	Travel	Housing	School
Task Type	Speaking and Listening	Speaking and writing	Reading and Writing
Outcomes	LJA5-1C, LJA5-2C, LJA5-5U	LJA5-3C, LJA5-4C	LJA5-7U, LJA5-8U

OUTCOMES

<p>LJA5-1C - manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>LJA5-2C - identifies and interprets information in a range of texts</p> <p>LJA5-3C - evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>LJA5-4C - experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences</p>	<p>LJA5-5U - demonstrates how Japanese pronunciation and intonation are used to convey meaning</p> <p>LJA5-6U - demonstrates understanding of how Japanese writing conventions are used to convey meaning</p> <p>LJA5-7U - analyses the function of complex Japanese grammatical structures to extend meaning</p> <p>LJA5-8U - analyses linguistic, structural and cultural features in a range of texts</p> <p>LJA5-9U - explains and reflects on the interrelationship between language, culture and identity</p>
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KANAHOOKA HIGH SCHOOL

Principal: Ms C Toohey Business Manager: Mrs S Richards

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Stage 5 - Year 10 PASS 200 Hour Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 1, Week 10	Term 2, Week 8	Term 3, Week 5
Task Name	Enhancing Performance – Strategies and Tactics Assessment Task	Nutrition & Physical Activity Assessment Task	Frisbee Golf Assessment Task
Task Type	Practical & Written Task	Written Task	Practical Task
Outcomes	PASS5-4, PASS5-6, PASS5-8, PASS5-10	PASS5-1, PASS5-2, PASS5-3	PASS5-5, PASS5-7, PASS5-9

OUTCOMES

<p>PASS5-1 - discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS5-2 - analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS5-3 - discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>PASS5-4 - analyses physical activity and sport from personal, social and cultural perspectives</p> <p>PASS5-5 - demonstrates actions and strategies that contribute to active participation and skilful performance</p> <p>PASS5-6 - evaluates the characteristics of participation and quality performance in physical activity and sport</p>	<p>PASS5-7 - works collaboratively with others to enhance participation, enjoyment and performance</p> <p>PASS5-8 - displays management and planning skills to achieve personal and group goals</p> <p>PASS5-9 - performs movement skills with increasing proficiency</p> <p>PASS5-10 - analyses and appraises information, opinions and observations to inform physical activity and sport decisions</p>
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Stage 5 - Year 10 Child Studies 200 Hour Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1, Week 7	Term 2, Week 5	Term 3, Week 8	Term 4, Week 3
Task Name	Play & the Developing Child	Semester One Examination	Food & Nutrition in Childhood	Semester Two Examination
Task Type	Practical Design Task	Examination	Practical Task	Examination
Outcomes	CS5-4, CS5-5, CS5-9	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9, CS5-11	CS5-2, CS5-5, CS5-11, CS5-12	CS5-2, CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10, CS5-11, CS5-12

OUTCOMES

<p>CS5-1 - identifies the characteristics of a child at each stage of growth and development</p> <p>CS5-2 - describes the factors that affect the health and wellbeing of the child</p> <p>CS5-3 - analyses the evolution of childhood experiences and parenting roles over time</p> <p>CS5-4 - plans and implements engaging activities when educating and caring for young children within a safe environment</p> <p>CS5-5 - evaluates strategies that promote the growth and development of children</p> <p>CS5-6 - describes a range of parenting practices for optimal growth and development</p> <p>CS5-7 - discusses the importance of positive relationships for the growth and development of children</p>	<p>CS5-8 - evaluates the role of community resources that promote and support the wellbeing of children and families</p> <p>CS5-9 - analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing</p> <p>CS5-10 - demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts</p> <p>CS5-11 - analyses and compares information from a variety of sources to develop an understanding of child growth and development</p> <p>CS5-12 - applies evaluation techniques when creating, discussing and assessing information related to child growth and development</p>
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Stage 5 - Year 10 Food Technology Assessment Schedule 2024

	Task 1	Task 2	Task 3	Task 4
Due Date	Term 1, Week 10	Term 2, Week 4	Term 3, Week 10	Term 4, Week 3
Task Name	Food Equity	Food Product and Development	Food Trends	Food Service and Catering
Task Type	Research	Research and Practical	Research and Practical	Written
Outcomes	FT5-8, FT5-9, FT5-11, FT5-12	FT5-5, FT5-7, FT5-8, FT5-11, FT5-12	FT5-1, FT5-6, FT5-7, FT5-10	FT5-9, FT5-10

OUTCOMES

<p>FT5-1 - demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p>FT5-2 - identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p> <p>FT5-3 - describes the physical and chemical properties of a variety of foods</p> <p>FT5-4 - accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p>FT5-5 - applies appropriate methods of food processing, preparation and storage</p> <p>FT5-6 - describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p>FT5-7 - justifies food choices by analysing the factors that influence eating habits</p>	<p>FT5-8 - collects, evaluates and applies information from a variety of sources</p> <p>FT5-9 - communicates ideas and information using a range of media and appropriate terminology</p> <p>FT5-10 - selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p>FT5-11 - plans, prepares, presents and evaluates food solutions for specific purposes</p> <p>FT5-12 - examines the relationship between food, technology and society</p> <p>FT5-13 - evaluates the impact of activities related to food on the individual, society and the environment</p>
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Stage 5 – Year 10 Industrial Technology - Building and Construction Assessment Schedule 2024

	Task 1	Task 2	Task 3
Due Date	Term 1, Week 6	Term 2, Week 10	Term 3, Week 10
Task Name	Research Task 3D Printed Dwellings	Group Project 2 and Risk Assessment	Concreting Task and Folio
Task Type	Written (ICT)	Practical and Safe Work Method Statement	Practical and Evaluation
Outcomes	IND5-9, IND5-10	IND5-7, IND5-6, IND5-1	IND5-1, IND5-5, IND5-3

OUTCOMES

<p>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</p> <p>IND5-2 - applies design principles in the modification, development and production of projects</p> <p>IND5-3 - identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p>IND5-4 - selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p>IND5-5 - selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p>IND5-6 - identifies and participates in collaborative work practices in the learning environment</p>	<p>IND5-7 - applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p>IND5-8 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p>IND5-9 - describes, analyses and uses a range of current, new and emerging technologies and their various applications</p> <p>IND5-10 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>
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Form – Illness or misadventure for an assessment task

KANAHOOKA HIGH SCHOOL

ILLNESS OR MISADVENTURE FOR AN ASSESSMENT TASK

- If you are ill or an unforeseen event occurs when your assessment task is due or to be conducted on that day at school, **you need to complete the form and give it to your Head Teacher or class teacher.**
- You will need to do this as soon as you return to school.

APPLICATION FOR APPEAL ILLNESS / MISADVENTURE FOR AN ASSESSMENT TASK	
Student Name:	Subject: Task:
Class:	Date of Application:
Class Teacher:	Task Due Date:
Reason for consideration due to illness/misadventure:	
<p>I certify that the reason indicated above is a true and correct statement in every detail.</p> <p>Parent/Carer Signature:</p> <p>Date:/...../.....</p> <p>Return to Teacher</p>	
SCHOOL USE ONLY: Approved/Not Approved	Head Teacher: Date:



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Form – Extension of time for due dates



KANAHOOKA HIGH SCHOOL

EXTENSION OF TIME FOR DUE DATES

- If you are **unable to meet the due date** of an assessment task you can **ask for an extension**.
- You must **complete the form and give it to your teacher**.
- The form looks like this and is available from **your Head Teacher or class teacher**.
- You need to do this **BEFORE** the due date.

REQUEST FOR AN EXTENSION	
Student Name:	Subject: Task:
Class:	Date of Application:
Class Teacher:	Task Due Date:
Reason for late submission:	
<p>I certify that the reason indicated above is a true and correct statement in every detail.</p> <p>Parent/Carer Signature:</p> <p>Date:/...../.....</p> <p>Return to Teacher</p>	
SCHOOL USE ONLY: Approved/Not Approved	Head Teacher: Date:



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Form – Appeals on an assessment task results



KANAHOOKA HIGH SCHOOL APPEALS ON AN ASSESSMENT TASK RESULT

- If you disagree with the mark awarded for a task, you may appeal when the task is returned to you. **Speak to your teacher first.**
- Fill in the **APPEAL** form and give it to the Head Teacher. You will be notified of the outcome.

ASSESSMENT APPEAL APPLICATION	
To Head Teacher	
Student Name:	Course: Task:
Mark Awarded:	Date of Application:
Class Teacher:	Has the matter been discussed with the class teacher? Yes No
Reason for appeal:	
Outcome of appeal:	
Signature of Head Teacher:	
Student notified: Yes No	Date: