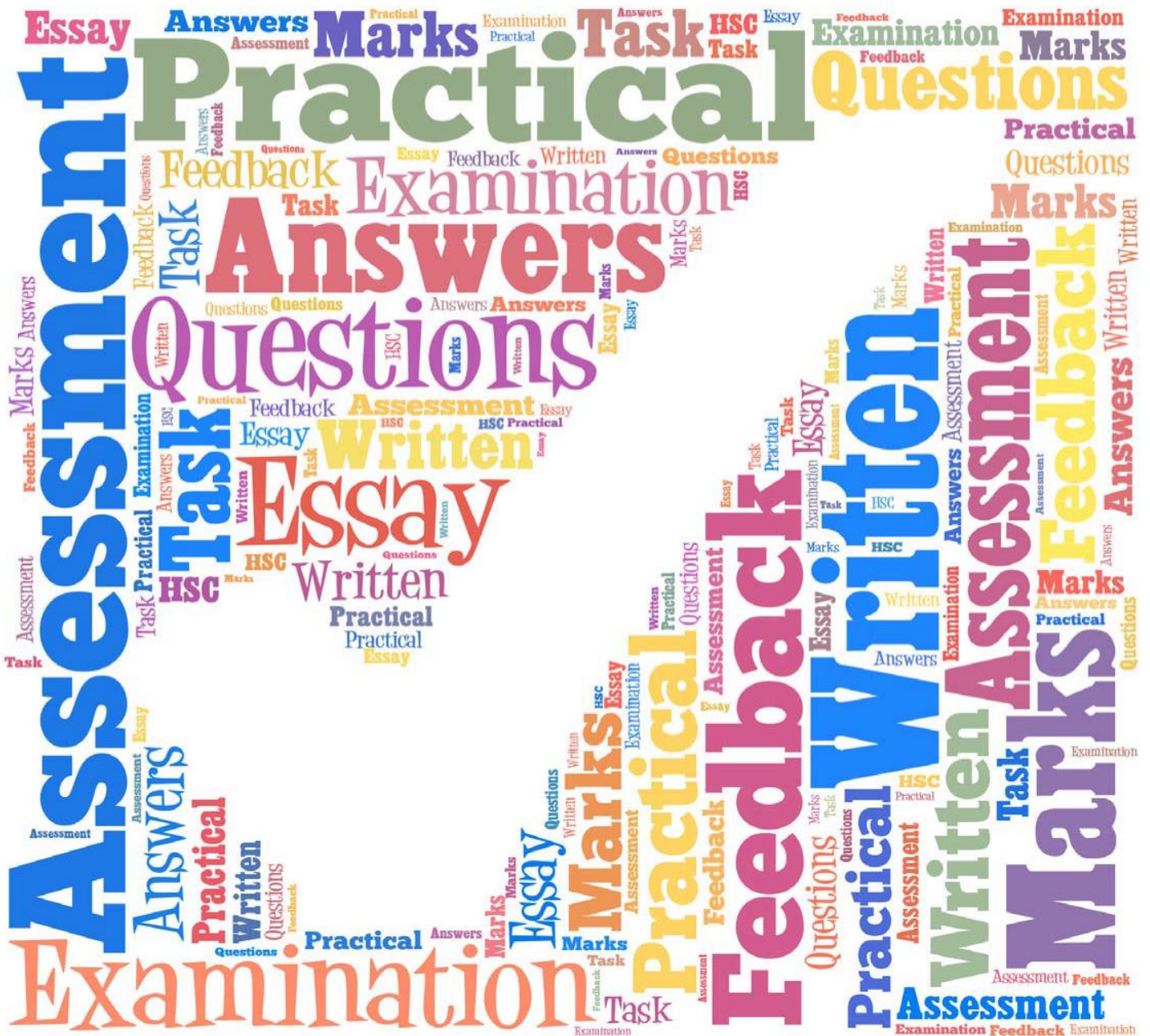


Narooma High School 2024 Assessment Book



Together We Soar

through Respect, Responsibility and Support

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NAROOMA HIGH SCHOOL – YEAR 10

1. What is the purpose of this booklet?

To provide information about:

- School assessment of your progress in Year 10
- Your rights and responsibilities under this system.

2. What is an assessment mark?

- An assessment mark represents your achievement of outcomes listed in the syllabus for each course studied.

3. What is the purpose of assessment marks?

- To allow a wide range of subject skills and knowledge to be assessed in meeting outcomes.
- To measure skills that are not easily measured by a written examination.

4. Are non-assessable tasks important?

- Yes! You must satisfy all the requirements of a syllabus – this includes all in-class and homework tasks set by your teachers, which is evidence of meeting outcomes.
- Failure to complete non-assessable tasks may mean that the Board of Studies requirements for completing a Stage 5 course are not satisfied.

5. How will assessment marks be compiled?

- Each Faculty, using NESA guidelines, has developed procedures for compiling an assessment mark by the end of each course.
- Assessment schedules for each subject specify the nature of each task, weighting in the final assessment for that task and the timing of each task.
- The assessment schedule for each subject is included in this booklet.

6. When will assessment take place?

- Assessment will take place throughout the entire year.

7. How will I be notified of impending assessment tasks?

- You will receive notice of every assessment task typically two weeks before the date, depending that the task is due of every assessment task.
- Notice will be given in a standardised format across all subjects. It will include information regarding task number, task weight, outcomes, due date and time, assessment criteria, marking scheme and clearly outlined expectations.
- If you are absent on the day the class is notified of an assessment task, it is your responsibility to inform your teacher immediately on your return to school. They will then issue you with the task, which you will be expected to complete by the original due date.

8. How will results be reported back to students?

- Meaningful feedback will be given on the outcomes being assessed. You will be awarded a mark/grade for each assessment task completed.

9. When should an assessment task be submitted?

- Take-home tasks must be submitted on or before the due date and time stated on the assessment notification.
- In-class tasks must be completed at the time and date stated on the assessment notification.
- Students must attend all timetabled classes and will not be granted leave of absence to prepare for assessment tasks in these times.

10. What do I do if I know I am going to be absent for an assessment task?

- Either hand in the task before the absence or negotiate alternative arrangements with your teacher and/or Head Teacher of the subject well before the due date.
- You must complete an *Illness/Misadventure/Absence Form* to explain why you will be absent and you may be asked to produce evidence of the progress you've made on the set task.

11. What is an *Illness/Misadventure/Absence Form* and where do I get one?

- This is a form that must be completed whenever student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness and unavoidable lateness or absence. Supporting documentation, such as a doctor's certificate, should be attached to the form.
- The forms are available from the Deputy Principal.

12. What happens if my assessment task is late?

- If you submit a task late a zero mark will be awarded.
- You will still be required to complete the task so that you satisfy mandatory Stage 5 course requirements. By completing the task, you will still receive valuable feedback.
- Students using computers to prepare and present an assessment task must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems. Save your work regularly and always keep a backup!
- If there are extenuating circumstances you should submit an *Illness/Misadventure/Absence form* and attach supporting documentation, such as a doctor's certificate.

13. What if I am not at school on the day an assessment task is scheduled?

- You must contact the school and explain the reason for your absence to your teacher or the Head Teacher of the relevant faculty.
- On the day you return to school, report to the Head Teacher of the subject concerned and complete an *Illness/Misadventure/Absence Form*.
- Supporting evidence (such as a medical certificate) should be attached and the form returned to the Head Teacher. Failure to supply documentary evidence will result in a zero mark for that task.
- The Head Teacher will consider the application and a decision will be issued promptly to the student and to the class teacher.
- The *Illness/Misadventure/Absence Form* will be referred on for the Deputy Principal's signature and then filed in your student record.
- The original or an alternate assessment task may be issued for you to complete or an estimated result may be given at the discretion of the subject Head Teacher.

14. What about assessment work that is not handed in?

- If you fail to complete an assessment task and have not been granted special consideration, a zero will be recorded for it.
- Parents will be notified in writing by the Head Teacher, using a Stage 5 N-Warning letter. You will still have to complete the task for zero marks.
- If you do not make a genuine attempt at all set assessment tasks then you may be deemed not to have studied the course satisfactorily.

15. What happens if a teacher is concerned about cheating or malpractice in an assessment task?

- In such cases, the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
- If malpractice/plagiarism is identified, the student(s) will be penalised accordingly. Students will then be required to re-complete the task properly in order to meet course requirements.

16. Must I attend school regularly?

- Yes! You are expected to be present on each school day unless you are ill. It is not possible for any student to successfully complete the outcomes of the courses if they do not attend school regularly.
- If a student's attendance is unsatisfactory in a particular course, the class teacher – in consultation with the subject Head Teacher – will issue an N-Warning letter.

17. What do I do if I am dissatisfied with an assessment procedure or disagree with an assessment mark?

- In the first instance, you should discuss the situation with your classroom teacher.
- You may refer the matter to the subject Head Teacher who will form a review panel (Year Adviser, subject Head Teacher and Deputy Principal) as soon as possible after the assessment task.
- The panel will make a decision and the result will be reported to you.
- In the event that a student is not satisfied with their final assessment rank, an appeal to NESA is then possible.
- Any decisions regarding whether or not a task was satisfactorily completed, the subsequent marks awarded to students and any requirements to re-submit work are at the discretion of the Head Teacher of the subject concerned.

18. What do I do if I feel that a course has not been taught as per the requirements of the syllabus?

- In the first instance, you should discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the subject Head Teacher and then the Deputy Principal or the Principal.

19. What happens when the date of the task has been changed?

- If a task's due date is to be changed this must be approved by the Head Teacher for that course.
- Students will be given sufficient notice of the change of date and the new date the task is due. This notice will be given in writing.

Further information regarding Grades, Descriptors and N Determinations is available at the NESA website:

<https://www.educationstandards.nsw.edu.au>

HEAD TEACHERS

English: Mr A Thomas

Support: Mrs K Klose

Mathematics: Mrs M Fowler

Welfare: Mrs S Rowland

Science: Mrs B Glyde

TAS: Mr P Zideluns

PDHPE: Mr D Café

Admin: Mr M Hayes

YEAR 10 ADVISOR Miss M Wicks



NAROOMA HIGH SCHOOL

ILLNESS/MISADVENTURE/ABSENCE FORM – STAGE 5

Where student participation and/or performance in a task has been affected by unforeseen circumstances beyond the control of the student including: illness, unavoidable lateness or

| | |
|--|------------------|
| Student's name: | Year: |
| Subject: | Faculty: |
| Teacher: | |
| Task: | Date due: |
| Reason: | |
| | |
| | |
| | |
| | |
| | |
| Supporting evidence attached: | |
| In applying for this special consideration, I assure the school that I am not seeking unfair advantage over other students in this course. | |
| Student's signature: | Date: |
| Recommendation of Head Teacher: | |
| | |
| | |
| | |
| | |
| | |
| Head Teacher's Signature: | Date: |
| I have noted the above request and have taken the following action: | |
| | |
| | |
| Signature of Deputy Principal: | Date: |

Copy of completed form to: Student, Head Teacher, Class Teacher, Student's file

ASSESSMENT SCHEDULES FOR KEY LEARNING AREAS (KLA)

ENGLISH

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|--------------|------------------|---------------------------|----------------------------------|--------|
| 1 | Term 2 Week 5 | The Australian Experience | Critical Analysis and reflection | 50% |
| 2 | Term 4 Week 5 | Conflict and Clashes | Discursive | 50% |
| Total | | | | 100% |

SCIENCE

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|--------------|------------------|--|--|--------|
| 1 | Term 1 Week 7 | Student Research Project (SRP) | Research & Investigation | 20% |
| 2 | Term 2 Week 1 | Portfolio | Portfolio. Students select examples of best class work demonstrating scientific skills. | 10% |
| 3 | Term 2 Week 5 | Half Yearly Exam Knowledge & Understanding; Science Skills | Formal Examination | 20% |
| 4 | Term 3 Week 6 | Research Task & Report | Secondary sources research and written report | 20% |
| 5 | Term 4 Week 1 | Portfolio | Portfolio. Students select examples of best class work demonstrating scientific skills. | 10% |
| 6 | Term 4 Week 4 | Yearly Examination Knowledge & Understanding; Science Skills | Formal Examination | 20% |
| Total | | | | 100% |

Mathematics (5.1/5.2/5.3)

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weighting |
|--------------|------------------|--|---------------------------|-----------|
| 1 | Term 1 Week 6 | Algebra, Indices and Advanced component to include Surds | Test | 20% |
| 2 | Term 2 Week 4 | Probability and Statistics | Research Project | 20% |
| 3 | Term 2 Week 9 | Equations | Topic Test | 20% |
| 4 | Term 3 Week 5 | Right-angled triangles and Trigonometry | Topic summary and test | 20% |
| 5 | Term 4 Week 4 | All topics from Term 1 – Term 4 | Common yearly exam | 20% |
| Total | | | | 100% |

All assessments will contain outcomes from 5.1, 5.2 and 5.3 level Mathematics. It will be at the discretion of the student to determine which components of each assessment they are capable of attempting. Students will also be provided with teacher support and direction as to what level they feel is appropriate for each class/student.

Each assessment will include questions of increasing complexity set from Grade E2 to Grade A10. The results of these common assessments, along with teacher recommendation, may result in student movement between classes.

AUSTRALIAN HISTORY

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|--------------|------------------|------------------|----------------------|--------|
| 1 | Term 1 Week 9 | Rights & Freedom | Essay (Source based) | 25% |
| 2 | Term 2 Week 4 | Rights & Freedom | Historical Inquiry | 25% |
| 3 | Term 3 Week 6 | Vietnam War | Virtual Exhibition | 25% |
| 4 | Term 4 Week 5 | Vietnam War | Yearly Exam | 25% |
| Total | | | | 100% |

GEOGRAPHY

Areas of Assessment

| Task | Date | Unit Name | Task Type |
|------|------------------|-------------------------------------|---------------|
| 1 | Term 2 Week 4 | Environmental Change and Management | Research task |
| 2 | Term 3 Week 9 | Human Wellbeing | Report |
| 3 | Term 4 Week 4 | Human Wellbeing | Report |

PDHPE

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|--------------|--------------------------------------|---|---|--------|
| 1 | Term 4 2022 | Community Health Services | Research task on local area health services | 10% |
| 2 | Term 1 Week 10 | This is your life | Resume | 10% |
| 3 | Term 3 Week 10 | Your plan to keep you safe | Depth Study | 20% |
| 4 | Term 4 Term 1 Term 2 Term 3 | * It's my game, it's your choice * Creative Movement sequences * Outdoor recreation be part of the lifelong action *Exercise fitness/physical activity | Ongoing collection & assessment of - "evidence of learning" | 60% |
| Total | | | | 100% |

AGRICULTURE

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|--------------|------------------|------------------------------|---------------------|--------|
| 1 | Term 1 Week 9 | Ag Systems and Management | Research Assignment | 30% |
| 2 | Term 2 Week 6 | Plant Enterprise | Research Assignment | 30% |
| 3 | Term 3 Week 8 | Prime Lambs | Practical Report | 20% |
| 4 | Term 4 Week 5 | Revision of units | Topic Tests | 20% |
| Total | | | | 100% |

FOOD TECHNOLOGY

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|-------|------------------|------------------------------|---|--------|
| 1 | Term 1 Week 6 | Food Trends | Design Food Blog (Electronic) | 25% |
| 2 | Term 2 Week 5 | Specific Needs | Practical – Planning & Production | 25% |
| 3 | Term 3 Week 6 | Food Service and Catering | Research Practical – Planning & Production | 25% |
| 4 | Term 4 Week 5 | Special Occasions | Research Practical – Planning & Production | 25% |
| Total | | | | 100% |

INDUSTRIAL TECHNOLOGY - TIMBER

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|-------|------------------|---------------------|-------------------|--------|
| 1 | Term 2 Week 7 | Practical Component | Projects | 30% |
| 2 | Term 4 Week 4 | Theory Component | Folio/topic tests | 40% |
| 3 | Term 4 Week 4 | Practical Component | Projects | 30% |
| Total | | | | 100% |

JAPANESE

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weighting |
|--------------|-------------------|---|--|-----------|
| 1 | Term 1 Week 9 | 1. School life 2. Fun, frivolities, and celebrations | Written task | 15% |
| 2 | Term 2 Week 10 | 1. Growing up 2. Eating, shopping and playing | Reading and Responding | 25% |
| 3 | Term 3 Week 9 | 1. My place: City/Country 2. Travel & Trips | Speaking and Listening | 25% |
| 4 | Term 4 Week 5 | 1. A trip to Japan - homestay | Final Exam. Listening, Reading and Writing | 35% |
| Total | | | | 100% |

Commerce

COM5-1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 Examines the role of law in society

COM5-4 Analyses key factors affecting decisions

COM5-5 Evaluates options for solving problems and issues

COM5-6 Develops and implements plans designed to achieve goals

COM5-7 Researches and assesses information using a variety of sources

COM5-8 Explains information using a variety of forms

COM5-9 Works independently and collaboratively to meet individual and collective goals within specified timeframes

| Task | Due Date | Topic | Type |
|------|------------------|---------------------------------------|-----------------------|
| 1 | Term 1 Week 8 | Employment and work futures | Research task |
| 2 | Term 2 Week 5 | The Economic and Business Environment | Investigative report |
| 3 | Term 3 Week 4 | Investing | Case study |
| 4 | Term 4 Week 5 | Promoting and selling | In-class writing task |

MUSIC

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|-------|------------------|--------------------|-------------------|--------|
| 1 | Term 1 Week 9 | Teen Angst | Performance | 10% |
| 2 | Term 2 Week 3 | Protest Music | Lyric composition | 10% |
| 3 | Term 2 Week 4 | Protest Music | Aural Test | 20% |
| 4 | Term 2 Week 6 | Protest Music | Performance | 10% |
| 5 | Term 3 Week 4 | Soul & Motown | Research Task | 10% |
| 6 | Term 3 Week 9 | Soul & Motown | Performance | 10% |
| 7 | Term 4 Week 4 | Contemporary Music | Composition | 10% |
| 8 | Term 4 Week 5 | Contemporary Music | Aural Test | 20% |
| Total | | | | 100% |

PHYSICAL ACTIVITY & SPORTS STUDIES

Areas of Assessment

| Task | Date | Unit Name | Task Type | Weight |
|-------|-------------------|----------------------------------|--|--------|
| 1 | Term 1 Week 10 | Coaching | Peer teaching | 20% |
| 2 | Term 2 Week 10 | Body in Action | In class exam | 30% |
| 3 | Term 3 Week 8 | Testing & Improving performance | Practical Lab | 30% |
| 4 | Term 4 Week 8 | Sport Event Management at school | Design and run a lunch time sporting program | 20% |
| Total | | | | 100% |

VISUAL ARTS

Areas of Assessment

| Task # | When | Area(s) to be assessed | Task Format | Weight |
|--------|-------------------|--------------------------------|----------------------------------|--------|
| 1 | Term 2 Week 3 | Object Design | Practical 2D, 3D & 4D | 20% |
| 2 | Term 2 Week 10 | Historical & Critical Analysis | Visual Diary and Artist Research | 40% |
| 3 | Term 4 Week 3 | Body of Work | Practical 2D, 3D & 4D | 40% |
| Total | | | | 100% |

PHOTOGRAPHY AND DIGITAL MEDIA – 200 HRS

Areas of Assessment

| Task # | When | Area(s) to be assessed | Task Format | Weight |
|--------|-------------------|-----------------------------------|------------------------|--------|
| 1 | Term 2 Week 5 | Camera Craft, Software and eDiary | Image Making | 40% |
| 2 | Term 3 Week 10 | Critical and Historical Studies | Research and Responses | 20% |
| 3 | Term 4 Week 5 | Camera Craft, Software and eDiary | Image Making | 40% |
| Total | | | | 100% |

NAROOMA HIGH SCHOOL ASSESSMENT CALENDAR

| TERM 1 | Scheduled Assessments |
|---------------|---------------------------------------|
| Week 1 | |
| Week 2 | |
| Week 3 | |
| Week 4 | |
| Week 5 | |
| Week 6 | Food Technology, Maths |
| Week 7 | Science |
| Week 8 | Commerce |
| Week 9 | Agriculture, Music, History, Japanese |
| Week 10 | PDHPE Theory and Practical, PASS |

| TERM 2 | Scheduled Assessments |
|---------------|--|
| Week 1 | Science |
| Week 2 | Geography |
| Week 3 | Music, Visual Art |
| Week 4 | Maths, Music, History |
| Week 5 | Science, English, Food Technology, Commerce, Photography & Digital Media |
| Week 6 | Agriculture, Music |
| Week 7 | Timber |
| Week 8 | |
| Week 9 | Maths, Geography |
| Week 10 | PDHPE Practical Assessment, Visual Art, Japanese |

| TERM 3 | Scheduled Assessments |
|---------------|---|
| Week 1 | |
| Week 2 | |
| Week 3 | |
| Week 4 | Music, Commerce |
| Week 5 | Maths |
| Week 6 | Food Technology, History, Science |
| Week 7 | |
| Week 8 | Agriculture, PASS |
| Week 9 | Music, Japanese |
| Week 10 | PDHPE Theory and Practical, Photography & Digital Media |

| TERM 4 | Scheduled Assessments |
|---------------|--|
| Week 1 | Science |
| Week 2 | |
| Week 3 | Visual Art |
| Week 4 | Science, Music, Timber x2, Geography, Maths |
| Week 5 | English, History, Music, Agriculture, Commerce, Photography & Digital Media, Food Technology, Japanese |
| Week 6 | |
| Weeks 8 | PASS, PDHPE Theory and Practical |



Narooma High School is a rural co-educational comprehensive secondary school with a rich tradition of academic, cultural and sporting success.

Widely regarded as one of the best performed rural high schools, Narooma High School provides a dynamic, enriching and caring learning environment. It recognises and provides for the needs, differences and potential of individual students, consistently encouraging students to strive for excellence in all they undertake.

At Narooma High School we value:

- An inclusive and supportive environment which provides a positive image to the community.
- Encouraging each student to reach their full potential in every area.
- Individuals who take responsibility for their own actions by following clear and consistent guidelines.
- The welfare of all members of the school community by creating a safe and secure environment for everyone.
- The professional and diverse team of teachers committed to the holistic education of all students
- Open and respectful communication at all levels with ongoing consultation for evaluation of policies and their implementation.

Further School Information

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