

Hoxton Park High School

Year 10

Assessment Booklet

2025



Education



Hoxton Park High School

Year 10

Record of School Achievement

This booklet is designed to help you to **plan for your assessment in each of your courses this year**. It informs you of **all the tasks, the dates due and the weighting of each task and provides advice to help you to achieve your best**.

It is important to remember that:

- School Assessments contribute to you having satisfactorily completed the Record of School Achievement (RoSA).
- You do not miss any assessment tasks. Any missed tasks reduce your potential final result.
- Your assessment tasks in all subjects will contribute to your final grade in each subject.
- All Assessment Tasks are now presented to students at Hoxton Park High School on an assessment task sheet, to standardise the way you receive the information for the task.
- Tasks not completed due to illness or misadventure must be supported by a Doctor's Certificate which must be shown to your teacher immediately upon your return to school.
- You should put all the tasks that you have due onto a calendar so you do not forget when one is due (there is a sample within this booklet).
- Try to be better organised- use your homework diary and your calendar. Meet with your teachers to better understand your assessment tasks. We want you to achieve at the highest possible level.
- Homework and class work are also important- you must complete all set work and participate in your lessons.

Good luck and remember good grades do not just happen. They are due to hard work and dedication.

Mrs. Leny Wallace
Principal

The Record of School Achievement (RoSA)

- The RoSA is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).
- The RoSA records and credentials all of a student's academic results up until the HSC.
- Grades will be awarded for courses completed at the end of Year 10. This will be extended to also record grades for courses completed in Year 11.
- If a student leaves school before receiving a Grade in Year 11 or Year 12 courses, their RoSA will record the courses they commenced, along with courses completed in Year 10.
- The RoSA will also show results of any VET or Lifeskills courses completed in Year 10 and/or Year 11.
- To receive a RoSA, you must meet the school's attendance requirements.
- Grades for all courses in Years 10 and 11 will be based on your results in assessment tasks attempted throughout the year and will be awarded using A to E grades.

Transcript of Study

- Students leaving school who do not meet the RoSA requirements will be issued with a printed transcript of study.

Attendance

- A Principal may determine that due to absence course completion criteria may not be met.
- To be eligible for the RoSA, students must attend until the final day of Year 10 at their school.

N Determination

- N Determinations are issued to students who do not complete the requirements for a course.
- Students who are in danger of not meeting course completion criteria will be issued an N Determination Warning letter.
- Students who are warned two or more times in a course may be nominated for N Determination in that course.
- If a student has been N Determined in a mandatory course, he/she will not be eligible for a Record of School Achievement (RoSA). If leaving school, a Transcript of Study will be issued, listing mandatory courses for which an N Determination was given. The words “non-completed” will appear next to each N Determined course.
- 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.
- Any student who does not satisfy the course completion criteria will be nominated to the NSW Education Standards Authority (NESA) for an N Determination in that course.
- Students may be deemed unsatisfactory due to: failure to submit assessment tasks, failure to complete assessment tasks satisfactorily, and failure to apply themselves in the course through not completing course work or homework and through poor participation in the course through non-attendance.
- Unsatisfactory students will be nominated by the relevant Head Teacher and appropriate support documentation will be supplied. The student will be interviewed by the Principal and informed of the Appeal Process.
- Appeals are made on the appropriate NESA forms and are lodged with the Principal. Students are notified by the Principal regarding the success of his/her appeal.
- Students whose appeal is successful are awarded the RoSA in that course.
- Students whose appeal is unsuccessful are interviewed and invited to apply for a NESA Review of his/her N Determination. This application is made to the Principal who forwards all documentation to NESA for a final decision.

Hoxton Park High School

Assessment Policy (ver 2.7)

1. Introduction

1.1 What is assessment?

- Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. The Assessment Booklet contains Assessment Schedules, the Assessment Policy and student responsibilities.
- Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formative and summative assessment tasks will be used to determine student progress over the duration of each course.
- Formative tasks, such as homework, assignments, portfolios and classwork not included in the formal assessment schedule are of significance as they:
 - assist in skill and knowledge development.
 - identify areas for extension or remediation for the teacher and student.
 - provide opportunities for students to consolidate conceptual understanding.
 - provide evidence of sustained and diligent effort.

As such, all work set must be completed and submitted as required.

1.2 Why is there school assessment?

- It allows the student to be given credit for developing skills and knowledge over a period of time.
- It allows for evaluation of student achievement in those parts of courses, such as fieldwork and practical work, which are difficult to examine formally.
- It increases the accuracy of a student's final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.
- A school assessment mark will inform the course grade of students studying in Years 7 to 11.
- A school assessment mark will inform 50% of a HSC student's mark.

1.3 How will these assessments be made?

Some or all of the following, may form the assessment program:

- Oral/aural tests
- Reports
- Essays
- Assignments
- Research
- Submitted practical work
- Fieldwork
- Lectures and oral presentations given
- Practical performance
- Formal examinations

1.4 Schedule of Assessment Tasks

- Tasks will occur regularly throughout each course.
- All students will be issued an *Assessment Booklet* indicating the assessment week(s) for each course.

1.5 What does great work look like?

The **Junior Secondary (7-10)** Common Grade Scale shown below can be used to report student achievement in all courses.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

The **Preliminary Stage 6** (Year 11) Common Grade Scale shown below can be used to report student achievement in all courses.

GRADE	GENERAL PERFORMANCE DESCRIPTORS
A	The student demonstrates extensive knowledge of content and understanding of course concepts and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

2. Assessment Processes

2.1 Notification of Assessment Tasks

Formal notification for all assessment tasks must satisfy the following:

- Issued at least 2 weeks (10 school days) prior to the due date
- Issued in writing and includes:
 - Assessment Task Name
 - Due Date
 - Task requirements – What you need to do
 - Course outcomes assessed
 - Marking Criteria (with the exception of examinations)

The *Assessment Task Record of Issue* is a record of when an Assessment Task is issued. It is to be signed and dated by students as acknowledgement of receiving the formal notification of the task. This is retained by the teacher for their records.

Students absent on the day of receipt of notification have the responsibility to meet with their teacher, upon their return, to receive work missed during their absence, including formal notification of an assessment task. At this time an alternate due date may be negotiated (if necessary) with the Head Teacher.

2.2 Completion of Tasks

It is the expectation that all students will:

- complete all set classwork, homework and assessment tasks to the best of their ability.
- Where there is an opportunity to provide drafts for feedback, students may only submit **one draft** to their **class teacher at least 3 school days** prior to the due date.
- submit their own original work.
- complete and submit all tasks by the due date.

2.3 Submission of Assessment Tasks

- Students must submit all assessment tasks **on or before the due date**.
- Students must **attend school for the whole day** on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school in order to work on a task and then submit the task before the end of the day.
- All assessment tasks must be submitted with a completed *Assessment Task Cover Sheet* to their teacher, or another teacher of that faculty.
- The student must **retain a signed receipt** (the bottom section of the *Assessment Task Cover Sheet*) **as proof of submission**.

Failure to complete/submit an assessment task on the due date and time will result in a ZERO (0) mark and an N Determination Warning letter issued.

It is essential that all assessment tasks are submitted even if they are late. A student who does not complete 50% of the assessment task weighted marks in a course may not be certified as satisfactory in that course and may not be eligible for a ROSA, Preliminary HSC or HSC.

2.4 Attitude and Effort

All tasks must be completed by the student to the best of their ability with diligence and sustained effort:

- Poor attitude and effort that result in lack of achievement of course outcomes and non-completion of work will result in faculty action. This may mean a letter home &/or telephoning parents. Students are expected to complete all work.
- Attitude and effort will form part of the School Report.
- An assessment task submitted that is deemed to be a non-serious attempt by the teacher will be referred to the Head Teacher for review, who will determine a suitable course of action to support the student, but the task may be awarded ZERO (0) and an N Determination Warning letter issued.

2.5 Feedback

All students will receive meaningful, constructive feedback from their assessment tasks, which is communicated via the mark achieved, the 'Marking Criteria' and additional teacher comments and discussion.

All feedback will aim to:

- explicitly communicate feedback on the components / outcomes being assessed.
- communicate explicit teacher feedback including descriptions of the student's strengths and areas of development.

2.6 School Reports

Assessment marks that students receive are reflected on their school reports. All work that students are set can be reflected in the student report. Students can self-evaluate the progress of their learning at the end of each reporting period.

2.7 Satisfactory Completion of Courses

A Course has been satisfactorily completed, when the student has:

- *Followed the course developed/endorsed by the NSW Education Standards Authority (NESA).*
- *Applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.*
- *Achieved some or all of the course outcomes.*

Students **must satisfactorily complete the components** of a stage to be eligible to proceed into the next stage. Similarly, students **must satisfactorily complete the Preliminary component** of a Course, as mandated by NSW Education Standards Authority (NESA), to be eligible to proceed into the HSC component in Year 12.

Where a student is at risk of receiving an N Determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a ZERO (0) mark in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. It is expected that all students will maintain an attendance rate of **85% or above**.

2.8 Keeping Records of All Assessment Marks and Copies of All Documentation Issued to Students

The school will support students by providing written notice of:

- Formal notification of the Assessment components and weightings
- The nature of each assessment task including assessment criteria
- The timing of each task (minimum of 2 weeks (10 school days) notice in writing)
- The mark value of each task
- The school policy for valid absences/lateness
- Providing feedback after each task of what the student did well and what they can do to improve
- Verifying assessment work that is completed outside the school
- Providing an assessment free zone before course examinations
- Providing marking criteria for each assessment item

It is the student's responsibility to:

- Work to the best of their ability
- Submit their own original work
- Keep evidence of work submitted
- Catch up on work including tasks issued/missed during absence

2.9 Retaining Student Work Samples

The awarding of Stage 5 and Stage 6 (Preliminary) grades places significant value on teachers' professional judgements about student achievements.

- Schools award grades based on student achievements in the Stage 5 and Stage 6 Preliminary courses they complete (except Life Skills and VET). These grades are reported on students' credentials.
- To strengthen the consistency of teachers' professional judgements in relation to state-wide standards, faculties are required to keep student work samples and corresponding assessment tasks for Years 10 and Preliminary students.
- Faculties are required to keep a minimum of three (3) work samples representing the upper, middle and lower range of achievement of their Years 10 and 11 cohorts for all their Stage 5 and Preliminary courses. Each of these work samples should demonstrate performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

2.10 Access to NSW Education Standards Authority (NESA) Documents

Students and parents have access to NESA, Subject Manuals and Prescribed Texts, Topics, Projects and works.

- The NESA website can be found at: <http://educationstandards.nsw.edu.au>
- Additional resources for the 7 to 12 courses and specific courses may be found at the school library, via the Year Adviser or the teacher and Head Teacher of the course concerned. Students may also consult the teacher-librarian for additional advice regarding resources.

3. Specific Information

3.1 Extensions

Extensions for Assessment Tasks are only granted in circumstances where a student may be disadvantaged due to a circumstance that is outside of their control.

A request for an extension for an assessment task can be made by:

- submitting the *Application for Extension - Assessment Task* to the Head Teacher of the subject, **at least 3 school days** before the assessment is due. Classroom teachers cannot grant an extension for Assessment Tasks.
- including all supporting documents, including a medical certificate or other written documents.

The Head Teacher will decide based on the evidence presented and that will not disadvantage the other students completing the task.

Students who submit tasks after the due date without appropriate documents will be awarded a ZERO (0) mark, which could result in the loss of the RoSA (Record of School Achievement), Preliminary HSC or HSC.

3.1.1 Special Consideration for religious observances

Students may apply for special consideration for an ***in-class*** assessment task/examination that falls on the day of an important religious/cultural event.

To be considered you must complete the ***Special Consideration Form*** and attach appropriate evidence/documentation and submit to the Head Teacher of the course **at least 3 school days prior to the task**.

This **does not** apply to any take home task that is due on the day of religious observance. As you are given a minimum of 2 weeks' notice to complete the task then it is your responsibility to hand in the task **before** the scheduled event.

No consideration will be given to students who do not follow this process.

This **DOES NOT** apply to any key dates and events set by NESA (<http://educationstandards.nsw.edu.au>)

3.2 Absence

In the event of an unavoidable absence on the day that an assessment task is due, or test is to be held, students **must**:

Years 7 and 8 (Stage 4)

Report to the teacher and Head Teacher of the faculty/KLA **on the first day that they return to school**.

Submit the task or negotiate an alternate date for in class tasks.

Supply the relevant documentation (e.g., parent note, doctor's certificate, funeral notice) to the Head Teacher of the faculty.

Years 9, 10, 11 and 12 (Stages 5 and 6)

Report to the teacher and Head Teacher of the faculty/KLA **on the first day that they return to school**.

Complete *Illness / Misadventure Appeal Form*.

Submit the task or negotiate an alternate date for in class tasks.

Supply the relevant documentation (e.g., doctor's certificate, funeral notice) to the Head Teacher of the faculty. A 'parent note' by itself is NOT sufficient and must be supported by additional relevant documentation.

The Head Teacher will then decide if the student will:

<p>In the case of a test:</p> <ul style="list-style-type: none">• Sit for the test or a substitute test• Receive an estimate• Be awarded ZERO (0) for that task and an N Determination Warning letter issued	<p>In the case of a hand-in task:</p> <ul style="list-style-type: none">• Be awarded ZERO (0) for that task and a N Determination Warning letter issued
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In the case of absence when a task is due to be handed in:

- the student should try to ensure that the task is received by the teacher that day. This may mean a friend or relative bringing it to the school.
- If the student is aware that they are going to be absent on the due date, then it is the student's responsibility to **submit the task prior to their absence**. If the task is an examination, in-class test, practical examination, etc., then the student needs to notify the Head Teacher of that subject to seek an alternate arrangement or extension for the task.
- If this is not possible, then a doctor's certificate or appropriate documentation must accompany the assessment task, which must be handed in to the Head Teacher on the **first day back at school after an absence or illness**.

Students will always be given adequate time to complete a task, a minimum of 10 school days. Being absent from school on the day a task is issued is **no** excuse for not completing a task. **It is the responsibility of each student to find out what work has been missed due to absence and this includes classwork, homework, assignments or assessment tasks.**

Failure to follow these instructions or to have a suitable explanation, will lead to a ZERO (0) mark for that Assessment Task and an N Determination Warning letter issued.

3.3 Illness / Misadventure Appeals (Stage 5 and 6)

The Illness / Misadventure appeal procedures at Hoxton Park High School are based on the NESA rules for illness / misadventure appeals. Illness / Misadventure appeals can apply to all types of official assessment tasks used to calculate the School-based Assessment mark and rank.

Students who become ill or suffer a misadventure (e.g., accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness / Misadventure Appeal. The Illness / Misadventure Appeal Form must be completed in full to support the appeal. This includes the student statement and independent documentary evidence.

Independent documentary evidence may be in the form of a statement in the relevant section of, or attached to, the Illness / Misadventure Form. Such evidence may be provided by medical practitioners, school counsellors, Police and so on, who can attest to the nature of the illness / misadventure and how it is likely to affect performance in an exam or task. Medical evidence must be dated with a date on or before the assessment task date (i.e., cannot be post-dated).

It is important that students and/or parents contact the school as soon as possible if an issue arises that may lead to an illness / misadventure appeal. The school will provide advice and put in place the procedures necessary to support students through both the assessment and appeal processes.

The illness / misadventure process is designed to support individual students to achieve results that might accurately reflect their ability and effort. The process must also ensure the integrity of school-based assessment for all students in each course. Accordingly, students must be aware that each illness / misadventure appeal is considered on its merits and there is no guarantee that the appeal will be upheld.

3.4 Technology Failure

Computer technology fails from time to time and appropriate measures must be taken to back up work during the course of an assessment task. Computer or printer failure or malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student's responsibility to save their work frequently and back it up to their hard drive, cloud (Google drive) and USB regularly. If computer failure occurs, the student must submit their last printed hard copy as evidence of work completed. If the assignment is to be submitted on USB, the last saved copy is to be submitted.

Students can email work to their own DoE email address and can **only** print during the allocated library opening times prior to the task being due. Allocated times will be before school (8:30am until roll call), Break 1 (except for Fridays) and Break 2.

3.5 Malpractice

Malpractice is defined as copying, cheating, talking, and disrupting others during an Assessment Task including examinations. Malpractice also occurs when there is an attempt to gain an unfair advantage over other students.

Types of malpractice in assessment tasks may include, but are not limited to:

- Plagiarism
- Possession of use of unauthorised notes
- Use of electronic device
- Submitted late (e.g. to have additional time to work on a task to gain an advantage over another student)
- Offensive behaviour
- Non-serious attempt
- Collusion with another student
- Copying another student
- Unacknowledged assistance
- Unauthorised access to exam
- Unauthorised alteration to task or marks
- Making a false claim

All Assessment Tasks must be:

- **The student's own original work.** You cannot submit a task that is not your own work or is identical to that of another student. You may work on a task with a friend / relative etc., but the final copy must be in your own words: i.e., it must be your original interpretation of the task. You cannot copy work from another source such as the internet.
- **Completed by a student in the current assessment period.** You may not hand in a task or part of a task completed for another assignment in this or previous years.

Speaking, disrupting, behaving inappropriately during an examination or carrying a mobile phone into an examination is malpractice.

The Head Teacher, in consultation with the class teacher, will establish if malpractice has occurred and parents/guardians will be advised in writing. If a student can produce conclusive evidence that malpractice has not occurred, an appeal may be lodged with the Deputy Principal in writing. An interview with the student will follow and the decision made will be final.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice, then a ZERO (0) mark will be awarded for the assessment task and an N Determination Warning letter issued. The student may be provided with a substitute task to demonstrate achievement of the relevant outcomes.

3.5.1 Plagiarism

Plagiarism is defined as presenting the ideas and words of others as if they were your own. Creating your own work and using the work of others which you have acknowledged is not plagiarism.

What you must do to avoid plagiarism:

1. You must give a reference if you take a fact or idea directly from someone else.
2. If you use the exact words of your source (if you quote), then you must enclose the whole quotation in inverted commas. If you don't use quotation marks, you can be accused of plagiarism.
3. Use your own words if you take information from other sources

The school reserves the right to award a ZERO (0) mark to work that contains any plagiarism at all.

Referencing

Referencing is a way of acknowledging the work of others which you have used in your assessment task. Hoxton Park High School uses the Harvard system of citation (also called the author/date system), which is mandatory in most universities, TAFE and other training colleges.

Basic format for In-Text Citing and Referencing a Book, Webpage and Image

Format	In-text citation	Reference list
Book	Webb (2018, 9) stated that... <i>If adding to the end of a sentence/phrase.</i> "At the turn of the century Russia was well behind the west" (Webb, 2018, 9).	Webb, K., (2018), <i>The Decline and Fall of the Romanov Dynasty</i> . Get Smart Education: Mona Vale.
Webpage	... the fall of Rome (Beard 2011)	Beard, M 2011, The fall of the Roman Republic, BBC, viewed 14 December 2020, < http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtml >.
Table, image or diagram	Gertsakis's work, <i>Their eyes will tell you, everything and nothing</i> , 2017, in Millner and Moore (2018, p. 138)	Elizabeth Gertsakis <i>geelong gallery</i> (no date). Available at: https://www.geelonggallery.org.au/whats-on/elizabeth-gertsakis (Accessed: December 16, 2022).

References

Copyright (2021) *Smartcopying*. Available at: <https://smartcopying.edu.au/copyright/> (Accessed: December 16, 2022).

HSC all my own work program (no date) *HSC: All My Own Work | NSW Education Standards*. Available at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work> (Accessed: December 16, 2022).

Western Sydney University Library (2022) *Referencing & Citation Guides*, Western Sydney University Library. Available at: https://library.westernsydney.edu.au/your-library/tools_and_apps/referencing-citation (Accessed: December 16, 2022).

3.6 Student claims to have submitted a 'missing' Assessment Task

In the unlikely event that an assessment task cannot be located by the teacher, the student will be asked to provide their **signed receipt** (the bottom section of the *Assessment Task Cover Sheet*) **as proof of submission**.

- Head Teacher will decide if the student will resubmit the completed task or receive an estimate.
- If the student cannot produce the signed receipt, then it is assumed that the student did not submit the task and will receive a ZERO (0) mark and an N Determination Warning letter.

3.7 N Determinations

- Students who do not satisfactorily complete the required classwork, homework, assignments or assessment tasks will be nominated for N Determination.
- Students with any aspect of their work incomplete will receive a warning letter outlining what they need to do to have satisfactory completion. The letter will give the student 2 weeks to complete the outstanding work.
- Completion of the work does not negate the N Determination Warning letter.
- Students who have **TWO (2) or more** N Determination Warning letters of outstanding work in a subject will be considered for an N Determination.
- Students will only receive **ONE (1)** N Determination Warning letter for each task. No reminder letters will automatically be sent. It is the student's responsibility to complete that task promptly.
- The decision to nominate a student for N Determination is made by the Head Teacher of the faculty concerned.
- Students are given the opportunity to appeal an N Determination via the NESAs N Determination appeals process. This is provided to the student at the point of N Determination.
- Final decisions on N Determination are made by the Principal.

3.7.1 What is an N Determination?

An N Determination is a Non-Determination which is applicable for the Record of Student Achievement (RoSA in Year 10), Preliminary HSC or HSC. It is an unsatisfactory determination in a particular course and may affect the awarding of the RoSA, Preliminary HSC Course or the HSC for a student.

3.7.2 What is the N Determination Warning Letter?

This is an official letter warning students regarding unsatisfactory progress in a particular subject. It is addressed to the parent/guardian. A student will receive an N Determination Warning letter if they do not satisfy one or more of the following criteria:

- a) Followed the course developed or endorsed by the NESA; and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) Achieved some or all of the course outcomes

3.7.3 What happens when I receive an N Determination Warning Letter?

- The official N Determination Warning letter will stipulate the task or issue for which you have been warned and the date the task was due. The letter will also stipulate a new due date and advice on how to satisfactorily complete the task.
- Submitting a task after an official warning letter has been sent does not nullify the initial warning. This warning remains on your file/record.
- It is important to be aware that N Determination Warning letters are not task specific, they are subject specific. Therefore, ALL warning letters for that subject accumulate and are numbered as such i.e. N Determination Warning 1, Warning 2, etc.

3.7.4 What happens when I receive two or more N Determination Warning letters in one subject?

When you receive two or more N Determination Warning letters for one subject, an N Determination nomination may be made by the Head Teacher of that subject. The Principal will then make the final decision on issuing the N Determination. This is usually done towards the end of the course on a date specified by NESA.

3.7.5 What happens when I receive two or more N Determination Warning letters in more than one subject?

- At Hoxton Park High School, we will attempt to assist students to redeem themselves if they are at risk of being N Determined.
- Students who have been issued with 2 or more N Determination Warning letters will be interviewed by the Deputy Principal or Principal as part of the school review process. Support and advice will be provided specific to that student.

3.7.6 What happens when I receive an N Determination?

- For Stage 5 mandatory courses, An N Determination will result in that subject appearing on your Record of Student Achievement (RoSA) as '*Not Completed*'. For elective courses, this will result in that subject not appearing on your RoSA.
- For the Preliminary HSC, an N Determination will result in that subject not appearing on your Record of School Achievement (RoSA). Remember, if you do not successfully complete 12 Preliminary Units, you will not be awarded with a RoSA. This is a pre-requisite for the HSC Record of Achievement. To move on to the HSC, you may need to pick up a new Preliminary Course and this may mean taking longer to complete your HSC. If you are N Determined in English, you will not be eligible to continue on to Year 12 to complete the HSC Course.
- For the HSC, an N Determination will result in that subject not appearing on your HSC. Remember, if you do not successfully complete 10 HSC Units, you will not be awarded with the HSC. If you are N Determined in English, you will not be eligible for the HSC.

3.7.7 Deputy Principal Student Interview

The Deputy Principal has the following purposes:

- Students will be interviewed 'to show cause' when they have not fulfilled assessment requirements or are performing at an unacceptable level. Post-compulsory students (over 17 years old) must demonstrate active participation in the learning process.

When a student is interviewed by the Deputy Principal, the following may occur:

- Discuss the options available and consequences.
- Discuss and establish a student contract (if necessary).
- Inform parents of the situation in writing.
- Organise and conduct a parent interview (if needed with the appropriate school personnel).

3.7.8 Deputy Principal's Review Panel

The Deputy Principal's Review Panel enables students to be interviewed when they fail to meet Assessment requirements, or when an error may have been made in accumulated marks or ranking. The panel acts as an appeal mechanism within the school if a mark or ranking is challenged.

3.7.9 Appeals against Assessment Decisions in Assessment Tasks

The teacher's professional judgement will not be open to question, in line with the NESA policy on assessment appeals.

Where a student is awarded a ZERO (0) on an assessment task or they believe the assessment task process is unfair, they have the right of appeal:

- All formal student appeals must be in writing on the Hoxton Park High School *Illness/Misadventure Form*.
- Students may discuss an assessment mark or decision with their course teacher or Head Teacher to seek clarification or to point out an error. The teacher or Head Teacher may adjust the assessment mark if there has been an error (e.g. an examination question marked incorrectly).
- If the student wishes to appeal an assessment mark or decision (such as a ZERO (0) mark or the fairness of the assessment task or procedure) they must put their appeal in writing and hand it in

person to the Deputy Principal responsible for their year group. Students must use the *Hoxton Park High School Illness/Misadventure form*.

- If the student is incapacitated (illness, injury) a person or guardian may lodge the appeal.
- The appeal must give full details: name, roll class, the nature of the task, any relevant documentation (e.g. doctor's certificate), and the specific reason for the appeal.
- The appeal cannot question teacher's assessment judgements, that is, they cannot question the mark given. Appeals can **only be based** on the school's failure to follow our assessment policy and processes, fairly and professionally.
- The student must lodge the appeal within a reasonable time frame, usually **within ten school days** from the time they receive the assessment mark for the task.
- The Deputy Principal will, usually within five school days, convene an Appeal Panel. The panel will comprise the Deputy Principal, the Year Adviser or nominee and a nominated student representative. The panel will meet to consider the appeal. The panel may seek clarifications from the student and the teaching staff. The panel will only examine the assessment process, not the professional assessment judgement made by a teacher. The panel will communicate its decision in writing to the student and the faculty Head Teacher within a reasonable timeframe. This would normally be within five school days from the time the panel is convened. A record of the appeal and decision will be kept on file.

The panel may decide:

- To reject the appeal.
- To uphold the appeal and advise the Head Teacher to follow procedures that restore equity and validity to the assessment task, this could include setting an alternative task, giving an estimate, restoring marks, re-marking the task or sections of it, deleting the task from the weightings or reducing the weighting of the task.
- If a student wishes to appeal the Panel's decision, they must put their appeal in writing to the Principal within five school days from the time they received the Panel's written decision. The Principal's decision is final.
- Appeals to NESAs are handled directly by the Principal.

3.7.10 Appealing an N Determination decision

The Principal will notify the NESA of any student who has not met NESA requirements. They may be given an N Determination for a course or may not be awarded a NSW Record of School Achievement (RoSA) on the grounds of unsatisfactory attendance or application.

The Principal will also notify the student of his / her actions and pass on appropriate information including an appeal form to be given to the student / parent. Final dates for submission will be notified at that time. A student may be N Determined in Year 10 due to work not completed in Years 7, 8 and 9.

4 Vocational Education and Training (VET) Assessment

4.1 VET Specific Information for Courses

Current VET courses offered include Construction, Hospitality (Stage 5), Hospitality – Food and Beverage, Information and Digital Technology (IDT), Retail Services and Primary Industries. Certificate I & II can be awarded through a variety of frameworks.

4.2 Assessment Policy – HSC VET – Industry Curriculum Framework Courses

VET courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for the HSC VET courses within Industry Curriculum Frameworks has two purposes:

- Assessment for Australian Qualification Framework (AQF) VET qualifications – competency based assessment.
- Assessment for the Australian Tertiary Admissions Rank (ATAR)

Assessment for VET Courses is competency based and a holistic integration of competencies is recommended. Students are given the opportunity to develop skills over time and are allowed a number of attempts to satisfy the performance criteria. VET Assessment schedules do not require a percentage (%) weighting of each assessment activity but reflect the holistic competencies based nature of assessment.

Assessment of competence is criteria – referenced, this means the individual student's performance is judged against a prescribed standard, not against the performance of other students. Students will be judged as **'competent'** or **'not yet competent'**. This judgement will be arrived at on the basis of evidence, which may be in a variety of forms.

Students are given feedback concerning their progress through access to Competency Records and via verbal and written feedback from the teacher in relation to learning activities.

Some forms of assessment will be gathered on an on-going basis. Other evidence will be collected through specific assessment tasks such as projects and assignments, written and practical tests and role plays and simulations. The student's classroom teacher and/or workplace supervisor will conduct assessment if they are a qualified assessor.

Work Placement is a key component of successfully completing a VET course. Students are mandated to complete 35 hours work placement in the preliminary course and 35 hours work placement in the HSC course.

The rules and processes applying to an N Determination apply to a student undertaking a VET course.

4.3 VET HSC Optional Examination

The HSC examination is independent of competency based assessment requirements for AQF qualifications. It is optional for students of VET courses and intended for Australian Tertiary Admissions Rank (ATAR) purposes only.

Only 1 VET course (2 units) may be included in the students 10 units for ATAR.

Students wishing to withdraw from the HSC Examination must do so prior to the HSC Examination by completing the "Student Request to Withdraw from the HSC Examination" form.

4.4 Estimate Mark

The school will provide an estimate mark to the NESA for all students undertaking a VET course. The Estimate Mark will consist of an aggregate mark:

Preliminary Course Yearly Examination	30%	HSC Trial Examination	70%
---------------------------------------	-----	-----------------------	-----

4.5 Appeals for Unsatisfactory Course Completion – Student Appeals

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- They were ill or suffered a misadventure at the time of the assessment. This must be supported a medical certificate.

Formal appeals must be based on identified problems with the assessment process rather than an unsuccessful assessment result. Appeals must be lodged within five (5) school days from the date of assessment.

Where there are grounds for appeal, a teacher/qualified assessor, other than the classroom teacher/assessor used to moderate course assessment, will then assess the student's competence. This assessor may be a teacher from another school or TAFE.

4.6 Work Placement

4.6.1 Work Placement is a mandatory requirement for each VET course

Failure to complete a Work Placement will render the student ineligible for the award of a HSC credential. Students **MUST** complete their work placement at times given to them by the school or they will be N determined and they will need to organise their own replacement work placement.

A minimum of 70 hours of work placement in the Preliminary and HSC Course for each VET course is a mandatory NESA requirement. The first 35 hour work placement is to be completed in the Preliminary year with the second 35 hour work placement completed in the HSC year.

4.6.2 Student Responsibilities for Assessment Tasks Due During Work Placement:

- You may submit the assessment task on the day before you go to work placement or make arrangements for the task to be submitted on your behalf on the due date.
- No extensions will be granted for work placement.
- Work Placement is not a reason for the non-completion of assessment tasks.

4.6.3 Non-Attendance at the Workplace

- If you are absent from the workplace you must inform your employer before the workplace starting time, and also inform school, on any day you cannot attend work placement.
- Days missed must be made up, so that you successfully complete the minimum hours. You must submit assessment tasks on the day before you go to work placement if your work placement is only one day per week.

HOXTON PARK HIGH SCHOOL

ASSESSMENT TASK COVER SHEET

All assessment tasks must be submitted with this completed and attached *Assessment Task Cover Sheet* to their teacher, or another teacher of that faculty.

Students must:

- submit all assessment tasks **on or before the due date**.
- **attend school for the whole day** on the date a task is due. Students cannot be deemed to have gained an advantage through absence from school to work on a task and then submit the task before the end of the day.
- **retain a signed receipt** ('Part B' of this form) **as proof of submission**.

Failure to complete/submit an assessment task on the due date and time will result in a ZERO (0) mark and an N Determination Warning letter issued.

All applications for an extension of time should be in writing prior to the due date of submission of the assessment task as per the Hoxton Park High School Assessment Policy.

ASSESSMENT TASK COVER SHEET – PART A *(To be securely attached to the Assessment Task)*

STUDENT'S NAME:

SUBJECT: CLASS:

CLASS TEACHER:

ASSESSMENT TITLE:

DUE DATE:/...../..... DATE SUBMITTED:/...../.....

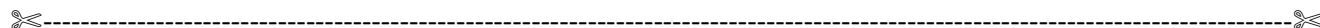
Statement of Originality:

The work contained in this assessment, other than that specifically referenced to another source, is my own work. I declare that it contains no material that has been previously published or written by another person.

Student

Signature:

MEMBER OF STAFF: SIGNED:



ASSESSMENT TASK COVER SHEET – PART B

(Once a staff member has received & signed for the Assessment Task, the student retains this as a receipt)

STUDENT'S NAME:

SUBJECT: CLASS:

CLASS TEACHER:

ASSESSMENT TITLE:

DUE DATE:/...../..... DATE SUBMITTED:/...../.....

MEMBER OF STAFF: SIGNED:

HOXTON PARK HIGH SCHOOL

APPLICATION FOR EXTENSION - ASSESSMENT TASK

Extensions for Assessment Tasks are only granted in circumstances where a student may be disadvantaged due to a circumstance that is outside of their control. A request for an extension for an assessment task can be made by submitting the *Application For Extension - Assessment Task* to the Head Teacher of the subject, **at least 3 days before the assignment is due**. Classroom teachers cannot grant extension for Assessment Tasks and include all supporting documents, including a medical certificate or other written documents.

Name: Class:

Subject: Teacher:

Assessment Task No: Due Date: / /

Assessment Task Title:

REASON FOR APPLICATION:

.....

.....

NOTE: *Appropriate evidence must accompany this application (e.g.: Doctor's Certificate)*

.....
Student's signature

.....
Parent's signature

INFORMATION FOR STUDENTS

1. Extensions for Assessment Tasks are only granted in circumstances where a student may be disadvantaged due to a circumstance that is outside of their control.
2. **Late assessment tasks will receive a ZERO 'O' result.**
3. An extension may be granted in genuine cases of illness or misadventure. To be considered, an application for extension must be **requested in writing no less than 3 days prior to the due date**.
4. Hand in your assessment task even if it is late. A student who does not complete 50% of the assessment task marks in a course may not be certified as satisfactory in that course and may not be eligible for a ROSA, Preliminary HSC or HSC.

REPLY TO APPLICATION FOR EXTENSION FOR ASSESSMENT TASK

Granted: / No Extension to: / /

Refused because:

.....

Head Teacher's signature:

Date: / /

HOXTON PARK HIGH SCHOOL

Illness / Misadventure Form

Students who become ill or suffer a misadventure (eg. accident, family bereavement) that may adversely affect performance in an examination or assessment task are entitled to submit an Illness-Misadventure Appeal. The Illness Misadventure Form must be completed in full to support the appeal. This includes the student statement and independent documentary evidence.

Name: Class:

Subject: Teacher:

Assessment Task No: Due Date:/...../.....

Assessment Task Title:

Reason for request for consideration:

.....

.....

Student Signature: Date:/...../.....

Supporting Documentation: Yes / No e.g. Doctor's Certificate

How has the reason provided affected the completion of the task:

.....

.....

NB. Part A or B (overleaf) will also need to be completed

Parents Name: Phone No.:

Parents Signature: Date:/...../.....

Teacher Comment:

.....

.....

Teacher Signature: Date:/...../.....

Approval – Completed by the Head Teacher

Application Approval: Yes / No

Explanation:

.....

New Submission Date (if appropriate):/...../.....

Head Teacher Signature: Date:/...../.....

Illness / Misadventure Form

The person completing this form must not be related to the student

Part A - Independent Evidence of Illness

Diagnosis of medical condition:

Date of onset of illness:/...../..... Date(s) and Times(s) of all consultations related to illness:

.....

.....

Please describe how the student's condition/symptoms could impede their performance in the relevant task.

.....

.....

Name of Doctor or Health care professional:

Profession: Place of Work:

Address:

Contact Number: Signed: Date:/...../.....

Part B - Independent

Evidence of Misadventure

Date of Event causing misadventure:/...../..... Were you a witness to the event: Yes / No

If No, how did you obtain the information you are providing?

What is your relationship to the student?

Describe the event:

.....

. Name: Profession:

Contact Number: Signed: Date:/...../.....

HOXTON PARK HIGH SCHOOL

Special Consideration Form

Students may apply for special consideration for an *in class* assessment task/examination that falls on the day of an important religious / cultural event. To be considered you must complete the **Special Consideration Form** and attaching appropriate evidence/documentation and submit to the Head Teacher of the course **at least 3 school days prior to the task**.

Name: Class:

Subject: Teacher:

Assessment Task No: Due Date:/...../.....

Assessment Task Title:

Reason for request for consideration:

.....

.....

Student Signature: Date:/...../.....

Supporting Documentation: Yes / No

How has the reason provided affected the completion of the task:

.....

.....

Parents Name: Phone No.:

Parents Signature: Date:/...../.....

Teacher Comment:

.....

.....

Teacher Signature: Date:/...../.....

Approval – Completed by the Head Teacher

Application Approval: Yes / No

Explanation:

.....

New Submission Date (if appropriate):/...../.....

Head Teacher Signature: Date:/...../.....

Student Examination Procedures

1. The examination will take place according to the timetable.
2. Examinations will be held in the Hall or room specified on the timetable.
3. Full school uniform must be worn. There must be no hats, no mobile phones, no dark glasses, no head phones/air pods, no smart watches and no programmable calculators (only NESA approved calculators are permitted).
4. Students' bags/folders etc must be left at the front of the examination room in the place designated by the teacher in charge.
5. Students should report to the examination venue 10 minutes prior to the commencement of each examination. No extra time is given to late arrivals. Students are to **line up outside the Hall or other allocated venue**. For students accessing Special Provisions, all examinations will be held in a room specified by Head Teacher Administration.
6. Students will not be attending morning assemblies or roll call.
7. Attendance slips must be completed prior to each examination.
8. Examination attendance is compulsory and marks gained form part of the final assessment. Students must remain in the examination venue for the duration of their examination.
9. Parents should phone the school on 9607 4222 by 8.45am in the event of student absence. **Students must obtain a Medical Certificate that specifies the nature of the illness, which must be handed in immediately upon returning to school. Students must comply with the School's Assessment Policy and follow the appropriate protocols. Refer to the Assessment Policy for further details.**
10. When a student fails to sit an examination, it is not the student's automatic right to sit that examination at a later date. This is a serious matter and will be dealt with by the Head Teacher and Head Teacher Administration. Zero marks may be given unless the circumstances are accepted by the school as genuine, unavoidable and as per the Assessment Policy. Students should report to the appropriate Head Teacher on the next day they attend school with all appropriate documentation. Students must comply with the school's Assessment Policy and follow the appropriate protocols. Students must see the Head Teacher Administration for the rescheduling of examinations.
11. Misbehaviour will not be tolerated and all incidents will be recorded on Sentral. At the conclusion of the examination the faculty Head Teacher will be notified, who will issue consequences, e.g. Contact parents or refer to the relevant DP. The details will be entered on Sentral and an appropriate consequence issued. **Note:** That in extreme cases of misbehaviour the supervising teacher will remove the student from the examination room and refer to the relevant Deputy Principal. As this is a formal examination, it is likely that a zero mark and an N-Determination Course Warning Letter will be issued.
12. **Mobile phones are not to be brought into the examination room. You are to keep them at home or hand in to the Front Office prior to your examination.** If a mobile phone causes a disturbance it will be confiscated and processed as per mobile phone policy. The incident will be recorded on Sentral. If a phone rings in a bag, the bag is to be confiscated and processed at the Fees Office as per mobile phone policy. Bringing a mobile phone into an examination room is considered malpractice. A zero mark and an N Determination warning will be issued.

13. No borrowing of materials or other equipment is allowed. Ensure that you have the appropriate materials for each examination. For Mathematics you will need a NESA approved calculator, pens, ruler, etc. It is your responsibility to ensure the calculator is functioning correctly and that the battery is charged. For NESA approved calculators, visit: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>

You **can** bring the following items into your exams:

- A clear pencil case
- black pens
- pencils (must be at least grading 2B), erasers and a sharpener
- a ruler marked in millimetres and centimetres
- highlighter pens
- a clear bottle of water
- a non-programmable watch, which you must take off, place on your desk in clear view and not touch during the examination.

You **cannot** bring any of the following into the examination room:

- mobile phones
- programmable watches, like smart watches
- any electronic devices (except a NESA approved calculator, if allowed), including communication devices, organisers, tablets, music players, earphones, air pods or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language examinations, if allowed)
- correction fluid or correction tape.

You cannot borrow equipment during exams. Teachers may inspect your equipment when you enter the room, and will tell you where to place any unauthorised items. They are not responsible for these items.

14. Anyone found cheating (Malpractice) in an examination will be referred to the Head Teacher of the subject and may be awarded zero marks in that examination and an N-Determination Course Warning Letter (as per the Assessment Policy).
15. **Year 11 & 12 Only:** Please be reminded that during the Examination period, students are on a flexible timetable. This means that they only attend school when they have a scheduled examination. Students will be able to leave school after their examination and study at home. This time should be used to study and prepare for their success in the HSC. Students are welcome to remain at school only if they are utilising the Senior Study Room in the Library for private study. As per normal procedure, students should follow the sign in procedures in the Library and the Front Office and sign in as a visitor.
16. Students who have TAFE commitments must see the Head Teacher Administration prior the commencement of the Examination period.

Year 10 Assessment Calendar Term 1, 2025

Term 1	Tasks due
Week 1 [A]	
Week 2 [B]	
Week 3 [A]	
Week 4 [B]	
Week 5 [A]	English Task 1: Poetry (20%)
Week 6 [B]	
Week 7 [A]	
Week 8 [B]	International Studies Task 1: Cultural Report (25%) PDHPE Task 1: Creative Movement (15%) Agriculture Technology Task 1: Research Task (20%) Photographic and Digital Media 100 Task 1: Artwork Analysis (20%) Visual Design 100 Task 1: Artwork Analysis (20%) Visual Design 200 Task 1: Artwork Analysis (20%)
Week 9 [A]	Mathematics Core Task 1: Theory and Practical Task (20%) Mathematics Path Task 1: Theory and Practical Task (20%) History Task 1: Topic Test (30%) PDHPE Task 2: Essay (30%) PASS Task 1: Topic Test (25%) Science Task 1: First- Hand Investigation (20%)
Week 10 [B]	Commerce 100 & 200 Task 1: Case Study Analysis (25%) Food Technology Task 1: Design Project (20%) Music Task 1: Composition (30%) iSTEM Task 1: Modelling Project - Part A (20%)
Week 11 [A]	English Task 2: Short Answer Questions (20%) Visual Arts Task 1: Artwork Analysis 1 (20%)

Year 10 Assessment Calendar Term 2, 2025

Term 2		Tasks due
Week 1 [A]		
Week 2 [B]		
Week 3 [A]		
Week 4 [B] & Week 5 [A]	Mathematics Core Task 2: Half-Yearly Examination (30%) Mathematics Path Task 2: Half-Yearly Examination (30%) History Task 2: Source Based Task (20%) Commerce 100 & 200 Task 2: Research Task (25%) International Studies Task 2: Topic Test (20%) Food Technology Task 2: Research Task (25%) Agriculture Technology Task 2: Animal Enterprise Project (30%) Photographic and Digital Media 100 Task 2: Folio #1 and journal (25%) Visual Design 100 Task 2: Folio 1 (25%) Visual Design 200 Task 2: Folio 1 (25%) Visual Arts Task 2: Artmaking 1 (25%) Science Task 2: Half Yearly Examination (30%) iSTEM Task 2: Modelling Project - Part B (20%)	
Week 6 [B]		
Week 7 [A]		
Week 8 [B]	PASS Task 2: Creative Task (25%) Music Task 2: Performance (40%)	
Week 9 [A]	English Task 3: Essay (20%)	
Week 10 [B]		

Year 10 Assessment Calendar Term 3, 2025

Term 3	Tasks due
Week 1 [A]	PASS Task 3: Teamwork Task (25%)
Week 2 [B]	PDHPE Task 3: Topic Test (20%) PDHPE Task 4: Practical (15%)
Week 3 [A]	
Week 4 [B]	
Week 5 [A]	Food Technology Task 3: Report (25%)
Week 6 [B]	Commerce 100 & 200 Task 3: Technology Task (25%) Agriculture Technology Task 3: Agricultural Project (20%) iSTEM Task 3: Research Task (30%)
Week 7 [A]	Mathematics Core Task 3: Theory and Practical Task (20%) Mathematics Path Task 3: Theory and Practical Task (20%) History Task 3: Research Task (20%)
Week 8 [B]	Photographic and Digital Media 100 Task 3: Folio #2 (35%) Visual Design 100 Task 2: Folio 2 (25%) Visual Design 200 Task 2: Folio 2 (25%) Science Task 3: Science Research Project (20%)
Week 9 [A]	International Studies Task 3: Research Task (25%) Visual Arts Task 3: Artmaking 2 (35%)
Week 10 [B]	

Year 10 Assessment Calendar Term 4, 2025

Term 4	Tasks due
Week 1 [B] & Week 2 [A]	Mathematics Core Task 2: Yearly Examination (30%) Mathematics Path Task 2: Yearly Examination (30%) English Task 4: Yearly Examination (40%) History Task 4: Final Examination (30%) Commerce 100 & 200 Task 4: Final Examination (25%) International Studies Task 4: Final Examination (30%) PDHPE Task 5: Final Examination (20%) PASS Task 4: Final Examination (25%) Food Technology Task 4: Business Plan (30%) Agriculture Technology Task 4: Plant Enterprise Project (30%) Photographic and Digital Media 100 Task 4: Research Task (20%) Visual Design 100 Task 4: Artwork Analysis (20%) Visual Design 200 Task 4: Artwork Analysis (20%) Music Task 3: Listening/Musicology (30%) Visual Arts Task 4: Artwork Analysis 2 (20%) Science Task 4: Final Examination (30%) iSTEM Task 3: Coding Project (30%)
Week 4 [B]	
Week 5 [A]	
Week 6 [B]	
Week 7 [A]	
Week 8 [B]	
Week 9 [A]	
Week 10 [B]	

Hoxton Park High School - Assessment Schedule

Faculty: Technological & Applied Studies

Course: Agriculture Technology

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 8	Due: Term 2 Week 5	Due: Term 3 Week 6	Due: Term 4 Week 2
		Research Task	Animal Enterprise Project	Agricultural Project	Plant Enterprise Project
		OUTCOMES AG5-1, AG5-2, AG5-3	OUTCOMES AG5-1, AG5-4, AG5-7, AG5-10	OUTCOMES AG5-8, AG5-9, AG5-11, AG5-12	OUTCOMES AG5-4, AG5-6, AG5-13, AG5-14
Knowledge and understanding of agriculture and associated enterprises.	30%	20%	5%		5%
Knowledge and skills in the management of animal and plant based agricultural enterprises.	70%		25%	20%	25%
Total Marks	100%	20%	30%	20%	30%

Agriculture Technology Course Outcomes:

The Student:

- AG5-1** explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- AG5-2** explains the interactions within and between agricultural enterprises and systems
- AG5-3** explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- AG5-4** investigates and implements responsible production systems for plant and animal enterprises
- AG5-5** investigates and applies responsible marketing principles and processes
- AG5-6** explains and evaluates the impact of management decisions on plant production enterprises
- AG5-7** explains and evaluates the impact of management decisions on animal production enterprises
- AG5-8** evaluates the impact of past and current agricultural practices on agricultural sustainability
- AG5-9** evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- AG5-10** implements and justifies the application of animal welfare guidelines to agricultural practices
- AG5-11** designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- AG5-12** collects and analyses agricultural data and communicates results using a range of technologies
- AG5-13** applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- AG5-14** demonstrates plant and/or animal management practices safely and in collaboration with others

Hoxton Park High School - Year 10 Assessment Schedule

Faculty: Human Society & Its Environment

Course: Commerce (100 & 200 hour)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 10	Due: Term 2 Week 4	Due: Term 3 Week 6	Due: Term 4 Formal Assessment Period
		Case Study Analysis	Research Task	Technology Task	Final Examination
		OUTCOMES COM 5-1, COM5-2, COM5-4, COM5-8	OUTCOMES COM 5-2, COM5-3, COM5-4, COM5-5	OUTCOMES COM 5-4, COM5-5, COM5-7, COM5-8	OUTCOMES COM 5-1, COM5-2, COM5-4, COM5-5, COM5-8
Knowledge and Understanding	30%	15%			15%
Skills	25%	5%	5%	10%	5%
Research	25%		15%	10%	
Communication	20%	5%	5%	5%	5%
Total Marks	100%	25%	25%	25%	25%

Commerce Course Outcomes:

The Student:

- 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

Hoxton Park High School - Year 10 Assessment Schedule

Faculty: English

Course: English

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 5	Due: Term 1 Week 11	Due: Term 2 Week 8	Due: Term 4 Week 2 Yearly Examination
		Poetry	Short Answer Questions	Essay	Yearly Examination Short Answer Macbeth Essay
		OUTCOMES EN5 -ECA- 01 EN5-RVL-01	OUTCOMES EN5-URA-01 EN5-URB-01	OUTCOMES EN5-URC-01 EN5-ECB-01	OUTCOMES EN5-RVL-01 EN5-URA-01 EN5- ECA-01
Reading	40%	20%	20%		
Writing	40%				40%
Viewing	20%			20%	
Total Marks	100%	20%	20%	20%	40%

English Course Outcomes:

The Student:

EN5-RVL-01	uses a range of personal, creative and critical strategies to interpret complex texts
EN5-URA-01	analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures
EN5-URB-01	evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes
EN5-URC-01	investigates and explains ways of valuing texts and the relationships between them
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
EN5-ECB-01	uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

Hoxton Park High School - Year 10 Assessment Schedule

Faculty: Technological and Applied Studies

Course: Food Technology

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 10	Due: Term 2 Week 5	Due: Term 2 Week 5	Due: Term 4 Week 2
		Design Project	Research Task	Report	Business Plan
		OUTCOMES FT5-1, FT5-2, FT5-7, FT5-13	OUTCOMES FT5-6, FT5-8, FT5-9, FT5-13	OUTCOMES FT5-4, FT5-5, FT5-6, FT5-7	OUTCOMES FT5-10, FT5-11, FT5-12
Food in Australia	20%	20%			
Food for Specific Needs	25%		25%		
Food Trends	30%			25%	
Food Service and Catering	25%				30%
Total Marks	100%	20%	25%	25%	30%

Food Technology Course Outcomes:

The Student:

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

Hoxton Park High School - Year 10 Assessment Schedule

Faculty: Human Society & Its Environment

Course: History (Mandatory)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 9	Due: Term 2 Week 5	Due: Term 3 Week 7	Due: Term 4 Formal Assessment Period
		Topic Test	Research Task	Source Based Task	Final Examination
		OUTCOMES HT5-1, HT5-2, HT5-4, HT5-6, HT5-7	OUTCOMES HT5-6, HT5-8, HT5-9, HT5-10	OUTCOMES HT5-5, HT5-6, HT5-7, HT5-8	OUTCOMES HT5-1, HT5-3, HT5-4, HT5-10
Knowledge and Understanding	50%	5%	10%	10%	25%
Skills: • Historical Inquiry	30%	25%	5%		
Communication	20%		5%	10%	5%
Total Marks	100%	30%	20%	20%	30%

History (Mandatory) Course Outcomes:

The Student:

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

Hoxton Park High School - Year 10 Assessment Schedule

Faculty: Human Society & Its Environment

Course International Studies (200hr)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 8	Due: Term 2 Week 4	Due: Term 3 Week 9	Due: Term 4 Formal Assessment Period
		Cultural Report	Topic Test	Research Task	Final Examination
		OUTCOMES IS5-1, IS5-3, IS5-4, IS5-6, IS5-8, IS5-9	OUTCOMES IS5-4, IS5-5, IS5-6, IS5-7, IS5-10	OUTCOMES IS5-7, IS5-8, IS5-9, IS5-11	OUTCOMES IS5-1, IS5-2, IS5-3, IS5-5, IS5-10, IS5- 11, IS5-12
Knowledge and Understanding	40%	5%	10%	5%	20%
Skills	20%	10%		10%	
Research	20%	10%		10%	
Communication	20%		10%		10%
Total Marks	100%	25%	20%	25%	30%

International Studies Course Outcomes:

The student:

1. analyses a variety of definitions of culture
2. describes characteristics of culture
3. examines cultural similarities and differences
4. examines cultural diversity
5. accounts for the dynamic nature of culture
6. identifies influences on cultures and their interconnectedness
7. recognises bias and stereotypes
8. analyses different contexts, perspectives and interpretations of cultural beliefs and practices
9. evaluates culturally significant issues, events and scenarios from a variety of perspectives
10. applies understanding of cultural differences when communicating across cultures
11. applies strategies to challenge stereotypes
12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

Hoxton Park High School - Year 10 Assessment Schedule 2025

Faculty: Science

Course: iSTEM

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 10	Due: Term 2 Week 5	Due: Term 3 Week 6	Due: Term 4 Formal Assessment Period
		Modelling Project - Part A	Modelling Project - Part B	Research Task	Coding Project
		5.1.1; 5.1.2; 5.4.1; 5.5.2; 5.6.2; 5.8.1	5.1.1; 5.5.1; 5.5.2; 5.6.2; 5.7.1; 5.8.1	5.1.1; 5.1.2; 5.2.2; 5.3.2; 5.5.1; 5.7.1	5.3.1; 5.3.2; 5.7.1; 5.8.1
Research	25%	10%	0%	15%	0%
Skills	30%	0%	10%	5%	15%
Problem Solving	30%	10%	5%	5%	10%
Knowledge & Understanding	15%	0%	5%	5%	5%
Total Marks	100%	20%	20%	30%	30%

iSTEM Course Outcomes:

The Student:

- 5.1.1: Develops ideas and explores solutions to STEM based problems
- 5.1.2: Demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
- 5.2.1: Describe how scientific and mechanical concepts relate to technological and engineering practice
- 5.2.2: Applies cognitive processes to address real world STEM based problems in a variety of contexts
- 5.3.1: Applies a knowledge and understanding of STEM principles and processes
- 5.3.2: Identifies and uses a range of technologies in the development of solutions to STEM based problems
- 5.4.1: Plans and manages projects using an iterative and collaborative design process
- 5.4.2: Develops skills in using mathematical, scientific and graphical methods whilst working as a team
- 5.5.1: Applies a range of communication techniques in the presentation of research and design solutions
- 5.5.2: Critically evaluates innovative, enterprising and creative solutions
- 5.6.1: Selects and uses appropriate problem solving and decision-making techniques in a range of STEM contexts
- 5.6.2: Will work individually or in teams to solve problems in STEM contexts
- 5.7.1: Demonstrates an appreciation of the value of STEM in the world in which they live
- 5.8.1: Understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

Hoxton Park High School - Assessment Schedule

Faculty: Mathematics

Course: Year 10 Mathematics Core

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 9	Due: Term 2 Week 5	Due: Term 3 Week 7	Due: Term 4 Week 1-2
		Theory and Practical Task	Half Yearly Examination	Theory and Practical Task	Yearly Examination
		OUTCOMES MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02	OUTCOMES MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-ALG-C-01 MA5-ALG-P-01 MA5-IND-C-01 MA5-IND-P-01 MA5-EQU-C-01 MA5-EQU-P-01	OUTCOMES MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01	OUTCOMES MAO-WM-01 MA5-ALG-C-01 MA5-ALG-P-01 MA5-IND-C-01 MA5-IND-P-01 MA5-EQU-C-01 MA5-EQU-P-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-ARE-C-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-VOL-P-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-C-01 MA5-DAT-C-01 MA5-DAT-C-02
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Working Mathematically - communicating, understanding and fluency, reasoning, problem solving.	50%	10%	15%	10%	15%
Total Marks	100%	20%	30%	20%	30%

Year 10 Mathematics Core Outcomes:

The Student:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (<i>Path: Adv</i>)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>)
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression
MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>)
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)

Hoxton Park High School - Assessment Schedule

Faculty: Mathematics

Course: Year 10 Mathematics PATH

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 9	Due: Term 2 Week 5	Due: Term 3 Week 7	Due: Term 4 Week 1-2
		Theory and Prac Task	Half Yearly Examination	Theory and Prac Task	Yearly Examination
		OUTCOMES MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02	OUTCOMES MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-ALG-C-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-IND-C-01 MA5-IND-P-01 MA5-IND-P-02 MA5-EQU-C-01 MA5-EQU-P-01 MA5-EQU-P-02	OUTCOMES MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-TRG-P-02	OUTCOMES MA5-EQU-C-01 MA5-EQU-P-01 MA5-EQU-P-02 MA5-LIN-C-01 MA5-LIN-C-02 MA5-LIN-P-01 MA5-ARE-C-01 MA5-ARE-P-01 MA5-VOL-C-01 MA5-VOL-P-01 MA5-TRG-C-01 MA5-TRG-C-02 MA5-TRG-P-01 MA5-TRG-P-02 MA5-GEO-P-01 MA5-GEO-P-02 MA5-DAT-C-01 MA5-DAT-C-02 MA5-DAT-P-01 MA5-RAT-P-01 MA5-RAT-P-02 MA5-NLI-C-01 MA5-NLI-C-02 MA5-NLI-P-01
Knowledge and understanding of course content	50%	10%	15%	10%	15%
Working Mathematically - communicating, understanding and fluency, reasoning, problem solving.	50%	10%	15%	10%	15%
Total Marks	100%	20%	30%	20%	30%

Year 10 Mathematics PATH Outcomes:

The Student:

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA5-FIN-C-01	solves financial problems involving simple interest, earning money and spending money
MA5-FIN-C-02	solves financial problems involving compound interest and depreciation
MA5-ALG-C-01	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
MA5-ALG-P-01	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (<i>Path: Adv</i>)
MA5-ALG-P-02	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (<i>Path: Adv</i>)
MA5-IND-C-01	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5-IND-P-01	applies the index laws to operate with algebraic expressions involving negative-integer indices (<i>Path: Adv</i>)
MA5-IND-P-02	describes and performs operations with surds and fractional indices (<i>Path: Adv</i>)
MA5-EQU-C-01	solves linear equations of up to 3 steps, limited to one algebraic fraction
MA5-EQU-P-01	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ (<i>Path: Adv</i>)
MA5-EQU-P-02	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (<i>Path: Adv</i>)
MA5-LIN-C-01	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
MA5-LIN-C-02	graphs and interprets linear relationships using the gradient/slope-intercept form
MA5-LIN-P-01	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (<i>Path: Adv</i>)
MA5-ARE-C-01	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
MA5-ARE-P-01	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (<i>Path: Stn, Adv</i>)
MA5-VOL-C-01	solves problems involving the volume of composite solids consisting of right prisms and cylinders
MA5-VOL-P-01	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (<i>Path: Stn, Adv</i>)
MA5-TRG-C-01	applies trigonometric ratios to solve right-angled triangle problems
MA5-TRG-C-02	applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-TRG-P-01	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (<i>Path: Stn, Adv</i>)
MA5-TRG-P-02	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (<i>Path: Adv</i>)
MA5-GEO-C-01	identifies and applies the properties of similar figures and scale drawings to solve problems
MA5-GEO-P-01	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (<i>Path: Ext</i>)
MA5-GEO-P-02	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (<i>Path: Ext</i>)
MA5-DAT-C-01	compares and analyses datasets using summary statistics and graphical representations
MA5-DAT-C-02	displays and interprets datasets involving bivariate data
MA5-DAT-P-01	plans, conducts and reviews a statistical inquiry into a question of interest (<i>Path: Stn, Adv</i>)
MA5-RAT-P-01	identifies and solves problems involving direct and inverse variation and their graphical representations (<i>Path: Stn, Adv</i>)
MA5-RAT-P-02	analyses and constructs graphs relating to rates of change (<i>Path: Adv</i>)
MA5-NLI-C-01	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
MA5-NLI-C-02	identifies and compares features of parabolas and exponential curves in various contexts
MA5-NLI-P-01	interprets and compares non-linear relationships and their transformations, both algebraically and graphically (<i>Path: Adv</i>)
MA5-NET-P-01	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (<i>Path: Stn</i>)
MA5-POL-P-01	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (<i>Path: Adv, Ext</i>)
MA5-LOG-P-01	establishes and applies the laws of logarithms to solve problems (<i>Path: Adv</i>)
MA5-FNC-P-01	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (<i>Path: Adv</i>)

Hoxton Park High School – Year 10 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Music (200 hour)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 8	Due: Term 4 Formal Assessment Period
		Composition	Performance	Listening/Musicology
		OUTCOMES 5.5, 5.4, 5.6	OUTCOMES 5.1, 5.2, 5.3	OUTCOMES 5.7, 5.8, 5.9, 5.10
Performing	40%		40%	
Composing	30%	30%		
Listening	30%			30%
Total Marks	100%	30%	40%	30%

Music Course Outcomes:

The Student:

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

Hoxton Park High School – Stage 5 - Year 9 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Photographic & Digital Media (100 hour)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 8	Due: Term 2 Week 4	Due: Term 3 Week 8	Due: Term 4 Formal Assessment Period
		Artwork Analysis	Folio #1 and journal	Folio #2	Research Task
		OUTCOMES 5.7, 5.8	OUTCOMES 5.1, 5.2, 5.3	OUTCOMES 5.4, 5.5, 5.6	OUTCOMES 5.9, 5.10
Making	60%		25%	35%	
Critical and historical interpretations	40%	20%			20%
Total Marks	100%	20%	25%	35%	20%

Photographic & Digital Media Course Outcomes:

The Student:

- 5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2** makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3** makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4** investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5** makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6** selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7** applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8** uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
- 5.9** uses the frames to make different interpretations of photographic and digital works
- 5.10** constructs different critical and historical accounts of photographic and digital works

Hoxton Park High School - Year 10 Assessment Schedule

**Faculty: PDHPE
(PDHPE)**

Course: Personal Development Health & Physical Education

OBJECTIVES	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
	Due: Term 1 Week 8	Due: Term 1 Week 9	Due: Term 3 Week 2	Due: Term 3 Weeks 2-10	Due: Term 4 Formal Assessment Period
	Creative Movement	Essay	Topic Test	Practical	Final Examination
	OUTCOMES PD5-4, PD5-5, PD5-11	OUTCOMES PD5-2, PD5-10	OUTCOMES PD5-7, PD5-9	OUTCOMES PD5-1, PD5-5, PD5-11	OUTCOMES PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10
Knowledge and Understanding	5%	15%	20%	10%	10%
Skills	10%	15%		5%	10%
Total	15%	30%	20%	15%	20%

Personal Development Health & Physical Education Course Outcomes:

The Student:

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

Hoxton Park High School – Stage 5 Assessment Schedule

Faculty: PDHPE

Course: Physical Activity & Sports Studies

COMPONENTS	TASK 1	TASK 2	TASK 3	TASK 4
	Due: Term 1 Week 9	Due: Term 2 Week 8	Due: Term 3 Week 1-10	Due: Term 4 Formal Assessment Period
	Topic Test	Creative Task	Teamwork Task	Final Examination
	OUTCOMES PASS5-3, PASS5-4, PASS5-10.	OUTCOMES PASS5-1, PASS5-2, PASS5-6, PASS5-10.	OUTCOMES PASS5-7, PASS5-8, PASS5-9.	OUTCOMES PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-10.
Knowledge and Understanding	20%	15%		20%
Skills	5%	10%	25%	5%
Total Marks	25%	25%	25%	25%

Physical Activity & Sports Studies Course Outcomes:

The Student:

- PASS5-1** Discusses factors that limit and enhance the capacity to move and perform
- PASS5-2** Analyses the benefits of participation and performance in physical activity and sport
- PASS5-3** Discusses the nature and impact of historical and contemporary issues in physical activity and sport
- PASS5-4** Analyses physical activity and sport from personal, social and cultural perspectives
- PASS5-5** Demonstrates actions and strategies that contribute to active participation and skilful performance
- PASS5-6** Evaluates the characteristics of participation and quality performance in physical activity and sport
- PASS5-7** Works collaboratively with others to enhance participation, enjoyment and performance
- PASS5-8** Displays management and planning skills to achieve personal and group goals
- PASS5-9** Performs movement skills with increasing proficiency
- PASS5-10** Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Hoxton Park High School - Year 10 Assessment Schedule 2025

Faculty: Science

Course: Science

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 9	Due: Term 2 Week 5	Due: Term 3 Week 8	Due: Term 4 Formal Assessment Period
		First- Hand Investigation	Half Yearly Examination	Student Research Project	Final Examination
		OUTCOMES SC5-6WS, 9WS, 17CW	OUTCOMES SC5-7WS, 8WS, 9WS, 10PW, 11PW	OUTCOMES SC5-1VA, 2VA,4WS, 5WS, 6WS,9WS	OUTCOMES SC5-3VA, 7WS, 8WS, 9WS, 10PW, 11PW, 14LW, 15LW, 16CW, 17CW
Values and Attitudes: <ul style="list-style-type: none"> develop an appreciation of the contribution of science to finding solutions to personal, social develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens 	30%	5%	10%	5%	10%
Skills in: <ul style="list-style-type: none"> develop knowledge, understanding of and skills in applying the processes of Working Scientifically 	30%	15%		15%	
Knowledge and Understanding: <ul style="list-style-type: none"> develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science 	40%		20%		20%
Total Marks	100%	20%	30%	20%	30%

Science Course Outcomes:

The Student:

SC5-1VA	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
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
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
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
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

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

Hoxton Park High School –Year 10 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Visual Arts (200 hour)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 11	Due: Term 2 Week 5	Due: Term 3 Week 9	Due: Term 4 Formal Assessment Period
		Artwork Analysis 1	Artmaking 1	Artmaking 2	Artwork Analysis 2
		OUTCOMES 5.7, 5.8	OUTCOMES 5.1, 5.2, 5.3	OUTCOMES 5.4, 5.5, 5.6	OUTCOMES 5.9, 5.10
Artmaking	60%		25%	35%	
Critical and historical studies	40%	20%			20%
Total Marks	100%	20%	25%	35%	20%

Visual Arts Course Outcomes:

The Student:

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

Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage.

Hoxton Park High School – Stage 5 - Year 9/10 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Visual Design (200 hour)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 8	Due: Term 2 Week 4	Due: Term 3 Week 8	Due: Term 4 Formal Assessment Period
		Artwork Analysis	Folio 1	Folio 2	Artwork Analysis
		OUTCOMES 5.7, 5.8	OUTCOMES 5.1, 5.2, 5.3	OUTCOMES 5.4, 5.5, 5.6	OUTCOMES 5.9, 5.10
Making	60%		25%	35%	
Critical and historical interpretations	40%	20%			20%
Total Marks	100%	20%	25%	35%	20%

Visual Design Course Outcomes:

The Student:

- 5.1** develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks
- 5.2** makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3** makes visual design artworks informed by an understanding of how the frames affect meaning
- 5.4** investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks
- 5.5** makes informed choices to develop and extend concepts and different meanings in their visual design artworks
- 5.6** selects appropriate procedures and techniques to make and refine visual design artworks
- 5.7** applies their understanding of aspects of practice to critically and historically interpret visual design artworks
- 5.8** uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of visual design artworks
- 5.9** uses the frames to make different interpretations of visual design artworks
- 5.10** constructs different critical and historical accounts of visual design artworks