

# Hoxton Park High School

**Year 10**

**Assessment Booklet**

**2023**





# 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
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
<b>E</b>	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.

<b>GRADE</b>	<b>GENERAL PERFORMANCE DESCRIPTORS</b>
<b>A</b>	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>B</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.
<b>C</b>	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.
<b>D</b>	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.
<b>E</b>	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:

In the case of a test:

- 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

In the case of a hand-in task:

- Be awarded ZERO (0) for that task and a N Determination Warning letter issued

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 NESAs 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, < <a href="http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtml">http://www.bbc.co.uk/history/ancient/romans/fallofromanrepublic_article_01.shtml</a> >.
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)	<i>Elizabeth Gertsakis   geelong gallery</i> (no date). Available at: <a href="https://www.geelonggallery.org.au/whats-on/elizabeth-gertsakis">https://www.geelonggallery.org.au/whats-on/elizabeth-gertsakis</a> (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](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 NESAs; 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 NESAs.

### **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 NES 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.

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### 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: ...../...../.....

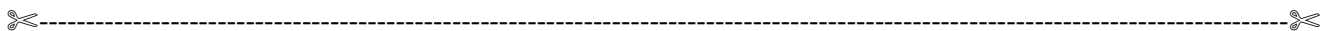
**Statement of Originality:**

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

## 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: ...../...../.....

<b>Approval – Completed by the Head Teacher</b>	<b>Application Approval: Yes / No</b>
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 NESAs 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 NESAs approved calculator, pens, ruler, etc. It is your responsibility to ensure the calculator is functioning correctly and that the battery is charged. For NESAs 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 NESAs 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.

# FEES LIST FOR 2023

## Year 7

Mathletics	\$11
TAS – Technology Mandatory	\$50
Visual Arts	\$25

## Year 10

Agriculture	\$20
Construction	\$70
Diary	\$10
Design & Technology	\$60
Hospitality (Food & Beverage)	\$100
Mathletics	\$11
Photographic & Digital Media	\$25
Industrial Technology Timber	\$70
iStem	\$30
Textiles Technology	\$60
Visual Arts	\$40
Visual Design	\$40
Music	\$10

## Year 8

Diary	\$10
Mathletics	\$11
TAS – Technology Mandatory	\$50
Visual Arts	\$25
Music	\$10

## Year 11

Construction	\$75
Diary	\$10
Design & Technology	\$60
Hospitality	\$100
Retail	\$15
Textiles & Design	\$60
Visual Arts	\$50
Visual Design	\$50

## Year 9

Agriculture	\$20
Design and Technology	\$60
Diary	\$10
Food Technology	\$60
Industrial Technology Timber	\$60
iStem	\$30
Mathletics	\$11
Photographic & Digital Media	\$25
Textiles Technology	\$60
Visual Arts	\$40
Visual Design	\$40
Music	\$10

## Year 12

Construction	\$100
Diary	\$10
Hospitality	\$120
Retail	\$15
Textiles & Design	\$60*
Visual Arts	\$20*
Visual Design	\$20*

\* Additional costs / materials are required for major projects in: Textiles and Design  
Visual Arts  
Visual Design

Year 11 Construction WHS White Card Fee: \$30 (or as determined by the course provider)

## Year 10 Assessment Calendar Term 1, 2023

Term 1	Tasks due in this week
Week 1 [A]	
Week 2 [B]	
Week 3 [A]	
Week 4 [B]	
Week 5 [A]	Design and Technology (100hr) Task 1: Lego Practical Challenge (25%) English Task 1: Poetry Task (20%) Industrial Technology – Timber Task 1: Design and Production Folio (15%)
Week 6 [B]	
Week 7 [A]	International Studies (100hr) Task 1: Cultural Report (30%)
Week 8 [B]	Agricultural Technology (200 and 100 hour) Task 1: Research Task (20%) Child Studies (200hr & 100hr) Task 1: Preparing for Parenthood (35%) PDHPE Task 2: Creative Movement (35%) Photographic and Digital Media (100hr) Task 1: Artwork Analysis (20%) Visual Arts (100hr) Task 1: Artwork Analysis (20%) Visual Design (100hr) Task 1: Artwork Analysis (20%)
Week 9 [A]	History Task 1: Topic Test (30%) IST (200 hour) Task 1 - Multimedia task (15%) Mathematics 5.1 Task 1 - Theory/Practical Task (20%) Mathematics 5.2 Task 1 - Theory/Practical Task (20%) Mathematics 5.3 Task 1 - Theory/Practical Task (20%) Music (100 hr) - Task 1: Performance (30%) PASS (200hr & 100hr) Task 1: Nutrition Assessment Task (35%) Science Task 1: First Hand Investigation (20%)
Week 10 [B]	Commerce (100hr) Task 1: Topic Test (30%) Commerce (200hr) Task 1: Topic Test (20%) English Task 2: Cultural Assumptions Task (20%) iSTEM - Task 1: Modelling Project Part A (20%) Music (200 hr) - Task 1: Musicology (30%) Performing Arts (100hr) Task 1: Group Performance (20%) Textiles Technology Task 1: Project and Documentation 1 (30%)
Week 11 [A]	Photographic and Digital Media (200hr) Task 1: Artwork Analysis (20%) Visual Arts (200hr) Task 1: Artwork Analysis (20%)



## Year 10 Assessment Calendar Term 2, 2023

Term 2	Tasks due in this week
Week 1 [A]	
Week 2 [B]	
Week 3 [A]	Design and Technology Task 2: Group Project Sustainable Architecture (20%)
Week 4 [B]	Agricultural Technology (100 hour) Task 2: Animal Enterprise Project (30%) Agricultural Technology (200 hour) Task 2: Agricultural Project (30%) Industrial Technology – Timber Task 2: Practical Project (35%) Performing Arts (100hr) Task 2: Individual Performance (20%) Photographic and Digital Media (100hr) Task 2: Folio #1 and journal (25%) Visual Design (100hr) Task 2: Journal (25%)
Week 5 [A]	Commerce (200hr) Task 2: Research Task (30%) History Task 2: Research Task (20%) IST (200 hour) Task 2 - Half Yearly Examination (25%) iSTEM Task 2: Modelling Project Part B (20%) Japanese Task 1: Welcome to our school (30%) Mathematics 5.1 Task 2 - Half Yearly Examination (30%) Mathematics 5.2 Task 2 - Half Yearly Examination (30%) Mathematics 5.3 Task 2 - Half Yearly Examination (30%) Photographic and Digital Media (200hr) Task 2: Folio #1 and journal (25%) Science Task 2: Half Yearly Examination (30%) Visual Arts (100hr) Task 2: Visual Arts Process Diary (25%) Visual Arts (200hr) Task 2: Visual Arts Process Diary (25%)
Week 6 [B]	
Week 7 [A]	
Week 8 [B]	PASS (200hr & 100hr) Task 2: Practical Assessment Task (35%) Music (200 hr) Task 2: Performance (20%)
Week 9 [A]	Child Studies (200hr & 100hr) Task 2: Conception to Birth (35%) Commerce (100hr) Task 2: Research Task (30%) English Task 3: Essay Task (30%) Music (100 hr) - Task 2: Musicology/Listening (30%)
Week 10 [B]	Child Studies (200hr & 100hr) Task 2: Conception to Birth (35%)

## Year 10 Assessment Calendar Term 3, 2023

Term 3	Tasks due in this week
Week 1 [A]	
Week 2 [B]	PDHPE Task 2: Road Safety (35%) Textiles Technology Task 2: Project and Documentation 2 (35%)
Week 3 [A]	
Week 4 [B]	Industrial Technology – Timber Task 3: Design and Production Folio (15%) International Studies (100 hr) Task 2: Topic Test (30%)
Week 5 [A]	Performing Arts (100hr) Task 3: Individual Project (25%)
Week 6 [B]	Agricultural Technology (200 hour) Task 3: Argricual Project (20%) Commerce (200hr) Task 3: Research Task (25%) iSTEM Task 3: Research Task (30%)
Week 7 [A]	Agricultural Technology (100 hour) Task 3: Argricual Project (20%) History Task 3: Source Based Task (20%) Mathematics 5.1 Task 3 - Theory/Practical Task (20%) Mathematics 5.2 Task 3 - Theory/Practical Task (20%) Mathematics 5.3 Task 3 - Theory/Practical Task (20%)
Week 8 [B]	IST (200 hour) Task 3 - Website design project (30%) Photographic and Digital Media (100hr) Task 3: Folio #2 (35%) Science Task 3: First Hand Investigation - Student Research Project (20%) Visual Design (100hr) Task 3: Folio (35%)
Week 9 [A]	Photographic and Digital Media (200hr) Task 3: Folio #2 (35%) Visual Arts (100hr) Task 3: Collection of Work (35%) Visual Arts (200hr) Task 3: Collection of Work (35%)
Week 10 [B]	Japanese Task 2: Welcome to my world (30%)

## Year 10 Assessment Calendar Term 4, 2023

Term 4	Tasks due in this week
Week 1 [A] Assessment Free Week	
Week 2 [B] & Week 3 [A] Formal Assessment Period	Agricultural Technology (200 and 100 hours) Task 4: Plant Enterprise Project (30%) Child Studies Task 3: Final Examination (30%) Commerce (100hr) Task 3: Final Examination (40%) Commerce (200hr) Task 4: Final Examination (25%) Design and Technology Task 3: Design Folio (20%) (Week 2) Design and Technology Task 4: Student Led Design Project (35%) (Week 3) English Task 4 Final Examination (30%) History Task 4: Final Examination (30%) Industrial Technology – Timber Task 4: Practical project (35%) International Studies (100hr) Task 3: Final Examination (40%) IST (200 Hour) Task 4 - Final Examination (30%) iSTEM Task 4: Coding Project (30%) Japanese Task 3: Yearly Examination (40%) Mathematics 5.1 Task 4 - Final Examination (30%) Mathematics 5.2 Task 4 - Final Examination (30%) Mathematics 5.3 Task 4 - Final Examination (30%) Music (100 hr) Task 3: Composition (40%) Music (200 hr) Task 3: Composition/Performance (40%) PASS (200hr & 100hr) Task 3: Final Examination (30%) PDHPE Task 3: Final Examination (30%) Performing Arts (100hr) - Task 4: Group Performance and Reflection (35%) Photographic and Digital Media (100hr) Task 4: Research Project (20%) Photographic and Digital Media (200hr) Task 4: Research Project (20%) Science Task 4: Final Examination (30%) Textiles Technology Task 3: Project and Documentation 3 (35%) Visual Arts (100hr) Task 4: Research Project (20%) Visual Arts (200hr) Task 4: Research Project (20%) Visual Design (100hr) Task 4: Research Project (20%)
Week 4 [B]	
Week 5 [A]	
Week 6 [B]	
Week 7 [A]	
Week 8 [B]	
Week 9 [A]	
Week 10 [B]	
Week 11 [A]	

**YEAR 10**

# **Mandatory Subjects**

*English*  
*History*  
*Mathematics*  
*PDHPE*  
*Science*

# 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 10	Due: Term 2 Week 9	Due: Term 4 Formal Assessment Period
		Poetry Task	Cultural Assumptions Task	Essay Task	Final Examination
		OUTCOMES 1, 2, 3,	OUTCOMES 1, 2, 3, 4	OUTCOMES 1, 2, 6, 7, 8, 9	OUTCOMES 1, 2, 3, 4, 5, 6, 7, 8
Reading	40%	20%	20%		
Writing	30%				30%
Viewing	30%			30%	
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>

## English Course Outcomes:

The Student:

- EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2 effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
- EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
- EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
- EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
- EN5-6C investigates the relationships between and among texts
- EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
- EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
- EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

**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: 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
		<b>OUTCOMES</b> HT5-1, HT5-4, HT5-6, HT5-7	<b>OUTCOMES</b> HT5-1, HT5-2, HT5-9, HT5-10	<b>OUTCOMES</b> HT5-5, HT5-6, HT5-7, HT5-8	<b>OUTCOMES</b> HT5-1, HT5-3, HT5-4, HT5-10
Knowledge and Understanding	<b>50%</b>	5%	10%	10%	25%
Skills: • Historical Inquiry	<b>30%</b>	25%	5%		
Communication	<b>20%</b>		5%	10%	5%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

## 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: Mathematics

Course: Mathematics 5.1 Pathway

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 Weeks 2-3
		Theory/Practical Task	Half Yearly Examination	Theory/Practical Task	Final Examination
		OUTCOMES 1, 2, 3, 4	OUTCOMES 1, 2, 3, 8, 9, 11, 13	OUTCOMES 1, 2, 3, 10	OUTCOMES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Knowledge, Skills and Understanding	50%	10%	15%	10%	15%
Working Mathematically	50%	10%	15%	10%	15%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## Mathematics Course Outcomes:

The Student:

1. MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
2. MA5.1-2WM selects and uses appropriate strategies to solve problems
3. MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
4. MA5.1-4NA solves financial problems involving earning, spending and investing money
5. MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
6. MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
7. MA5.1-7NA graphs simple non-linear relationships
8. MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
9. MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
10. MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
11. MA5.1-11MG describes and applies the properties of similar figures and scale drawings
12. MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
13. MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

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

**5.1 students must fulfil the above outcomes to meet the requirements of the 5.1 course. However, 5.1 students may also access 5.2 and 5.3 outcomes.**

# Hoxton Park High School - Year 10 Assessment Schedule

Faculty: Mathematics

Course: Mathematics 5.2 Pathway

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 Weeks 2-3
		Theory/Practical Task	Half Yearly Examination	Theory/Practical Task	Final Examination
		OUTCOMES 1, 2, 3, 4	OUTCOMES 1, 2, 3, 5, 7, 11, 12, 14, 17	OUTCOMES 1, 2, 3, 13	OUTCOMES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17
Knowledge, Skills and Understanding	50%	10%	15%	10%	15%
Working Mathematically	50%	10%	15%	10%	15%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## Mathematics Course Outcomes:

The Student:

1. MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
2. MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
3. MA5.2-3WM constructs arguments to prove and justify results
4. MA5.2-4NA solves financial problems involving compound interest
5. MA5.2-5NA recognises direct and indirect proportion, and solves problems involving direct proportion
6. MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
7. MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
8. MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
9. MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
10. MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships
11. MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
12. MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
13. MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings
14. MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
15. MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
16. MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time
17. MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

**Notes: Not all outcomes need to be covered each year. All outcomes will be covered across each stage. 5.2 students must fulfil 5.1 outcomes in addition to the above outcomes to meet the requirements of the 5.2 course. 5.2 students may also access 5.3 outcomes.**

# Hoxton Park High School - Year 10 Assessment Schedule

Faculty: Mathematics

Course: Mathematics 5.3 Pathway

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 Weeks 2-3
		Theory/Practical Task	Half Yearly Examination	Theory/Practical Task	Final Examination
		OUTCOMES 1, 2, 3, 4	OUTCOMES 1, 2, 3, 4, 5, 6, 7, 8, 14, 15, 17	OUTCOMES 1, 2, 3, 16	OUTCOMES 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20
Knowledge, Skills and Understanding	50%	10%	15%	10%	15%
Working Mathematically	50%	10%	15%	10%	15%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## Mathematics Course Outcomes:

The Student:

1. MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
2. MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
3. MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
4. MA5.2-4NA solves financial problems involving compound interest
5. MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
6. MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
7. MA5.3-6NA performs operations with surds and indices
8. MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
9. MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
10. MA5.3-9NA sketches and interprets a variety of non-linear relationships
11. MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
12. MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
13. MA5.3-12NA uses function notation to describe and sketch functions
14. MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
15. MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
16. MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
17. MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
18. MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
19. MA5.3-18SP uses standard deviation to analyse data
20. MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

**Note: Not all outcomes need to be covered each year. All outcomes will be covered across each stage. 5.3 students must fulfil 5.1 and 5.2 outcomes in addition to the above outcomes to meet the requirements of the 5.3 course.**

# Hoxton Park High School - Year 10 Assessment Schedule

Faculty: PDHPE

Course: Personal Development Health & Physical Education

<b>OBJECTIVES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Due: Term 1 Week 8</b>	<b>Due: Term 3 Week 2</b>	<b>Due: Term 4 Formal Assessment Period</b>
	<b>Creative Movement</b>	<b>Road Safety</b>	<b>Final Examination</b>
	<b>OUTCOMES PD5-4, 5-5, 5-11</b>	<b>OUTCOMES PD5-2, 5-7, 5-9</b>	<b>OUTCOMES PD5-1, 5-2, 5-3, 5-6, 5-7, 5-8, 5-9, 5-10</b>
<b>Knowledge and Understanding</b>	<b>15%</b>	<b>20%</b>	<b>20%</b>
<b>Skills</b>	<b>20%</b>	<b>15%</b>	<b>10%</b>
<b>Total</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## **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 - Year 10 Assessment Schedule 2023

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
		<b>OUTCOMES</b> SC5-6WS, 9WS, 17CW	<b>OUTCOMES</b> SC5-7WS, 8WS, 9WS, 10PW, 11PW	<b>OUTCOMES</b> SC5-1VA, 2VA,4WS, 5WS, 6WS,9WS	<b>OUTCOMES</b> SC5-3VA, 7WS, 8WS, 9WS, 10PW, 11PW, 14LW, 15LW, 16CW, 17CW
<p>Values and Attitudes:</p> <ul style="list-style-type: none"> <li>develop an appreciation of the contribution of science to finding solutions to personal, social</li> <li>develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens</li> </ul>	<b>30%</b>	5%	10%	5%	10%
<p>Skills in:</p> <ul style="list-style-type: none"> <li>develop knowledge, understanding of and skills in applying the processes of Working Scientifically</li> </ul>	<b>30%</b>	15%		15%	
<p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<b>40%</b>		20%		20%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## 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.**

# YEAR 10

## X & Y Elective Subjects

*Agricultural Technology*  
*Child Studies*  
*Commerce*  
*Industrial Technology Timber*  
*Information Software Technology*  
*Hospitality*  
*iSTEM*  
*Japanese*  
*Music*  
*Photographic and Digital Media (PDM)*  
*Physical Activity & Sports Studies (PASS)*  
*Visual Arts*

**Hoxton Park High School - Assessment Schedule**  
**Faculty: Technological & Applied Studies**

**Course: Agricultural Technology**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 8	Due: Term 2 Week 4	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.	<b>30%</b>	20%	5%		5%
Knowledge and skills in the management of animal and plant based agricultural enterprises.	<b>70%</b>		25%	20%	25%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## **Agricultural 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 9/10 Assessment Schedule

Faculty: PDHPE

Course: Child Studies (100 and 200 Hours)

<b>OBJECTIVES</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Due: Term 1 Week 8-9</b>	<b>Due: Term 2 Week 9-10</b>	<b>Due: Term 4 Formal Assessment Period</b>
	<b>Preparing for Parenthood Assessment Task</b>	<b>Conception to Birth Assessment Task</b>	<b>Final Examination</b>
	<b>OUTCOMES CS5-8, CS5-11, CS5-12</b>	<b>OUTCOMES CS5-1, CS5-2, CS5-5,</b>	<b>OUTCOMES CS5-1, CS5-2, CS5-3, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-10, CS5-11 CS5-12</b>
<b>Knowledge and understanding</b>	<b>15%</b>	<b>25%</b>	<b>15%</b>
<b>Skills</b>	<b>20%</b>	<b>10%</b>	<b>15%</b>
<b>Total</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## **Child Studies Course Outcomes:**

The Student:

**CS5-1** identifies the characteristics of a child at each stage of growth and development

**CS5-2** describes the factors that affect the health and wellbeing of the child

**CS5-3** analyses the evolution of childhood experiences and parenting roles over time

**CS5-5** evaluates strategies that promote the growth and development of children

**CS5-6** describes a range of appropriate parenting practices for optimal growth and development

**CS5-7** discusses the importance of positive relationships on the growth and development of children

**CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families

**CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

**CS5-10** demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts

**CS5-11** analyses and compares information from a variety of sources to develop an understanding of

child growth and development

**CS5-12** applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

# Hoxton Park High School - Year 10 Assessment Schedule

Faculty: Human Society & Its Environment

Course: Commerce (200 hour)

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
		Topic Test	Research Task	Research Task	Final Examination
		<b>OUTCOMES</b> COM 5-1, COM5-3, COM5-4, COM5-8	<b>OUTCOMES</b> COM 5-2, COM5-5, COM5-7, COM5-8	<b>OUTCOMES</b> COM 5-4, COM5-5, COM5-6, COM5-9	<b>OUTCOMES</b> COM 5-1, COM5-2, COM5-4, COM5-5, COM5-8, COM5-9
Knowledge and Understanding	<b>30%</b>	15%			15%
Skills	<b>25%</b>		10%	10%	5%
Research	<b>25%</b>		15%	10%	
Communication	<b>20%</b>	5%	5%	5%	5%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>



## 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: Technological & Applied Studies

Course: Industrial Technology - Timber

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 2 Week 4	Due: Term 2 Week 4	Due: Term 4 Week 2	Due: Term 4 Week 2
		Design and Production Folio	Practical Project	Design and Production Folio	Practical Project
		OUTCOMES IND5-5, IND5-6, IND5-9	OUTCOMES IND-5-1, IND5-3, IND5-9	OUTCOMES IND5-4, IND5-5, IND5-10	OUTCOMES IND5-2, IND5-3, IND5-7, IND5-8
Knowledge, understanding and skills in relation to the timber and associated industries.	30%	15%		15%	
Knowledge, understanding and skills in the use of tools, materials and techniques when creating timber projects.	70%		35%		35%
<b>Total Marks</b>	<b>100%</b>	<b>15%</b>	<b>35%</b>	<b>15%</b>	<b>35%</b>

## Industrial Technology - Timber Course Outcomes:

The Student:

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

**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: Mathematics

Course: Information & Software Technology

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 Weeks 2-3
		Multimedia task	Half Yearly Examination	Website design project	Final Examination
		OUTCOMES 3, 4, 5, 7, 9	OUTCOMES 1, 2, 4, 5, 6, 8, 11	OUTCOMES 3, 4, 5, 11	OUTCOMES 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Digital media	35%	10%	15%		10%
Data handling	10%		5%		5%
Internet, and website development	25%			15%	10%
Hardware and Software	20%	5%		15%	
Social, people, and security issues.	10%		5%		5%
<b>Total Marks</b>	<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>

## Information & Software Technology Course Outcomes:

The Student:

1. 5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
2. 5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
3. 5.2.1 describes and applies problem-solving processes when creating solutions
4. 5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
5. 5.2.3 critically analyses decision-making processes in a range of information and software solutions
6. 5.3.1 justifies responsible practices and ethical use of information and software technology
7. 5.3.2 acquires and manipulates data and information in an ethical manner
8. 5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
9. 5.5.1 applies collaborative work practices to complete tasks
10. 5.5.2 communicates ideas, processes and solutions to a targeted audience
11. 5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

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

## ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES 2023 Stage 5 VET Board Endorsed Courses

### Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Stage 5 VET Board Endorsed courses (included in this booklet) – are all classified by NESA as Board Endorsed Courses and contribute 100 hours to the student's pattern of study. Work placement is not compulsory for these courses.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.



Education

Public Schools NSW Ultimo 90072  
Hospitality Assessment Schedule

Stage 5 Board Endorsed Course – 2023

QUALIFICATION: SIT10216 Certificate I in Hospitality

Training Package: SIT Tourism, Travel and Hospitality (version 1.2)

NESA Course Code:

LMBR UI CODE:  
[Insert 09 OR 10] then:

Term	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	NESA STATUS	INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Record of School Achievement (ROSA) Requirements
1	SITXFSA005 SITXWHS005	Use hygienic practices for food safety Participate in safe work practices	E C		15 15	<b>Cluster A: Getting Ready For Work</b> Role play, written questioning, direct observation of practical work	Stage 5 Board Endorsed Course 100 hrs x 1 Year
2-3	BSBTWK201 SITHCCC025 TLIE1005	Work effectively with others Prepare and present sandwiches Carry out basic workplace calculations	C E E		15 20 20	<b>Cluster B: The Sandwich Shop</b> Scenario, written questioning, direct observation of practical work	No mandatory work placement
3-4	SITXCCS009 SITHFAB025	Provide customer information and assistance <b>Prepare and serve espresso coffee*</b>	C E		15 25	<b>Cluster C: The Coffee Shop</b> Café simulation - role play or service period, written questioning, direct observation of practical work  *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	School may choose to insert examination weighting/s
* Unit of Competency TBC, pending confirmation from ESIS to access deep fryer			Total Hours		125	<b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	

# Hoxton Park High School - Year 10 Assessment Schedule 2023

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
<b>Research</b>	<b>25%</b>	<b>10%</b>	<b>0%</b>	<b>15%</b>	<b>0%</b>
<b>Skills</b>	<b>30%</b>	<b>0%</b>	<b>10%</b>	<b>5%</b>	<b>15%</b>
<b>Problem Solving</b>	<b>30%</b>	<b>10%</b>	<b>5%</b>	<b>5%</b>	<b>10%</b>
<b>Knowledge &amp; Understanding</b>	<b>15%</b>	<b>0%</b>	<b>5%</b>	<b>5%</b>	<b>5%</b>
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>



## 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 - Year 10 Assessment Schedule 2023

**Faculty: Languages other than English**

**Course: Japanese**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 2 Week 5	Due: Term 3 Week 10	Due: Term 4 Formal Assessment Period
		Welcome to Our School	Welcome to My World	Yearly Examination
		OUTCOMES LJA5-3C LJA5-9U	OUTCOMES LJA5-1C LJA5-4C LJA5-5U	OUTCOMES LJA5-3C LJA5-7U LJA5-8U
<b>Communicating</b>	<b>50%</b>	10%	20%	20%
<b>Understanding</b>	<b>50%</b>	20%	10%	20%
<b>Total Percentage</b>	<b>100%</b>	30%	30%	40%

## Japanese Course Outcomes:

A student:

### Communicating

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

LJA5-2C identifies and interprets information from a range of texts

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

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

### Understanding

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

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

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

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

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

**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: 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
		Musicology	Performance	Composition/Performance
		OUTCOMES 5.7, 5.10, 5.11	OUTCOMES 5.1, 5.3, 5.12	OUTCOMES 5.2, 5.5
Performing	30%		20%	10%
Composing	40%		10%	30%
Listening	30%	30%		
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>40%</b>

## 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 – Year 10 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Photographic & Digital Media (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	Folio #1 and journal	Folio #2	Research Task
		<b>OUTCOMES</b> 5.7, 5.8	<b>OUTCOMES</b> 5.1, 5.2, 5.3	<b>OUTCOMES</b> 5.4, 5.5, 5.6	<b>OUTCOMES</b> 5.9, 5.10
Making	<b>60%</b>		25%	35%	
Critical and historical interpretations	<b>40%</b>	20%			20%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>	<b>20%</b>

## 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 9/10 Assessment Schedule

Faculty: PDHPE

Course: Physical Activity & Sports Studies (100 and 200 hours)

COMPONENTS	TASK 1	TASK 3	TASK 3
	Due: Term 1 Week 9	Due: Term 3 Week 8	Due: Term 4 Formal Assessment Period
	Nutrition Assessment Task	Practical Assessment Task	Final Examination
	OUTCOMES PASS5-1, PASS5-10	OUTCOMES PASS5-5, PASS5-7, PASS5-8, PASS5-9	OUTCOMES All Outcomes.
Knowledge and understanding	25%	10%	15%
Skills	10%	25%	15%
Total Marks	35%	35%	30%



## **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

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	Visual Arts Process Diary	Collection of Work	Research Project
		<b>OUTCOMES</b> 5.7, 5.8	<b>OUTCOMES</b> 5.1, 5.2, 5.3	<b>OUTCOMES</b> 5.4, 5.5, 5.6	<b>OUTCOMES</b> 5.9, 5.10
Artmaking	60%		25%	35%	
Critical and historical studies	40%	20%			20%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>	<b>20%</b>

## Visual Arts Course Outcomes:

Stage 5 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.**

# STAGE 5

## Z Elective Subjects

*Agricultural Technology*

*Commerce*

*Design & Technology*

*International Studies*

*Music*

*Performing Arts*

*Photographic & digital Media (PDM)*

*Physical Activity & Sports Studies (PASS)*

*Textiles Technology*

*Visual Arts*

*Visual Design*

# Hoxton Park High School - Assessment Schedule

Faculty: Technological & Applied Studies

Course: Agricultural Technology

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 8	Due: Term 2 Week 4	Due: Term 3 Week 7	Due: Term 4 Week 3
		Research Task	Animal Enterprise Project	Agricultural Project	Plant Enterprise Project
		OUTCOMES AG5-1, AG5-2, AG5-3	OUTCOMES AG5-1, AG5-4, AG5-7, AG5-1	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.	<b>30%</b>	20%	5%		5%
Knowledge and skills in the management of animal and plant based agricultural enterprises.	<b>70%</b>		25%	20%	25%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## **Agricultural 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 - Stage 5 Assessment Schedule

Faculty: Human Society & Its Environment

Course: Commerce (Z Elective - 100 hour)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 2 Week 9	Due: Term 4 Formal Assessment Period
		Topic Test	Research Task	Final Examination
		<b>OUTCOMES</b> COM5-1, COM5-2, COM5-4, COM5-8	<b>OUTCOMES</b> COM5-1, COM5-3, COM5-6, COM5-7	<b>OUTCOMES</b> COM5-1, COM5-2, COM5-3, COM5-5, COM5-8, COM5-9
Knowledge and Understanding	<b>40%</b>	20%		20%
Skills	<b>20%</b>	10%		10%
Research	<b>20%</b>		20%	
Communication	<b>20%</b>		10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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 9/10 Assessment Schedule

**Faculty: Technological and Applied Studies      Course: Design and Technology (Z Elective - 100 hour)**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due: Term 1 Week 5	Due: Term 2 Week 3	Due: Term 4 Week 2	Due: Term 4 Week 3
		Lego Practical Challenge	Group Project Sustainable Architecture	Design Folio	Student Led Design Project
		<b>OUTCOMES</b> DT5-1, DT5-3, DT5-4, DT5-5	<b>OUTCOMES</b> DT5-7, DT5-8, DT5-9, DT5-10	<b>OUTCOMES</b> DT5-2, DT5-6, DT5-7, DT5-8, DT5-9	<b>OUTCOMES</b> DT5-4, DT5-5, DT5-7, DT5-8, DT5-9, DT5-10
A Holistic Approach	25%	25%			
Design Processes	40%		20%	20%	
Activity of Designers	35%				35%
<b>Total Marks</b>	<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>20%</b>	<b>35%</b>

## **Design and Technology Course Outcomes:**

The Student:

DT5 - 1 analyses and applies a range of design concepts and processes

DT5 - 2 applies and justifies an appropriate process of design when developing design ideas and solutions

DT5 - 3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5 - 4 analyses the work and responsibilities of designers and the factors affecting their work

DT5 - 5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design

DT5 - 6 develops and evaluates innovative, enterprising and creative design ideas and solutions

DT5 - 7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5 - 8 selects and applies management strategies when developing design solutions

DT5 - 9 applies risk management practices and works safely in developing quality design solutions

DT5 - 10 selects and uses a range of technologies competently in the development and management of quality design solutions

# Hoxton Park High School - Year 9/10 Assessment Schedule

Faculty: Human Society & Its Environment

Course: International Studies (Z Elective - 100 hour)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 7	Due: Term 3 Week 4	Due: Term 4 Formal Examination Period
		Cultural Report	Topic Test	Final Examination
		<b>OUTCOMES</b> 4, 6, 8, 9, 12	<b>OUTCOMES</b> 1, 2, 3, 5, 6, 8	<b>OUTCOMES</b> 2, 3, 7, 10, 11
Knowledge and understanding	<b>50%</b>	10%	10%	30%
Skills of cultural analysis	<b>30%</b>	20%	10%	
Communication of information, ideas and issues in appropriate forms	<b>20%</b>		10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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 – Stage 5 – Year 9/10 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Music (Z Elective - 100 hour)

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 9	Due: Term 2 Week 9	Due: Term 4 Formal Assessment Period
		Performance	Musicology/Listening	Composition
		<b>OUTCOMES</b> 5.1, 5.2, 5.3	<b>OUTCOMES</b> 5.7, 5.8, 5.9, 5.10,	<b>OUTCOMES</b> 5.4, 5.5, 5.6
Performing	<b>30%</b>	30%		
Composing	<b>40%</b>			40%
Listening	<b>30%</b>		30%	
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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 - Year 9/10 Assessment Schedule

Faculty: Creative & Performing Arts

Course: Performing Arts (100 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 5	Due: Term 4 Formal Assessment Period
		Group Performance	Individual Performance	Individual Project	Group Performance and Reflection
		OUTCOMES 5.1.2, 5.2.2	OUTCOMES 5.1.1, 5.1.3, 5.2.1	OUTCOMES 5.1.4, 5.3.2	OUTCOMES 5.1.1, 5.2.3, 5.3.1, 5.3.3
Making	40%	10%	10%	10%	10%
Performing	30%	10%	10%		10%
Appreciating	30%			15%	15%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>

## Performing Arts Course Outcomes:

The Student:

- 5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
- 5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
- 5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
- 5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies
- 5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
- 5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
- 5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning
- 5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
- 5.3.2 analyses the contemporary and historical contexts of drama
- 5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology



# Hoxton Park High School – Stage 5 - Year 9/10 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
		<b>OUTCOMES</b> 5.7, 5.8	<b>OUTCOMES</b> 5.1, 5.2, 5.3	<b>OUTCOMES</b> 5.4, 5.5, 5.6	<b>OUTCOMES</b> 5.9, 5.10
Making	<b>60%</b>		25%	35%	
Critical and historical interpretations	<b>40%</b>	20%			20%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>	<b>20%</b>

## 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 9/10 Assessment Schedule

Faculty: PDHPE

Course: Physical Activity & Sports Studies (100 and 200 hours)

COMPONENTS	TASK 1	TASK 3	TASK 3
	Due: Term 1 Week 9	Due: Term 3 Week 8	Due: Term 4 Formal Assessment Period
	Nutrition Assessment Task	Practical Assessment Task	Final Examination
	OUTCOMES PASS5-1, PASS5-10	OUTCOMES PASS5-5, PASS5-7, PASS5-8, PASS5-9	OUTCOMES All Outcomes.
Knowledge and understanding	25%	10%	15%
Skills	10%	25%	15%
Total Marks	35%	35%	30%

## 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 9/10 Assessment Schedule

**Faculty: Technological & Applied Studies**

**Course: Textiles Technology (Z Elective - 100 hour)**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3
		Due: Term 1 Week 10	Due: Term 3 Week 2	Due: Term 4 Week 3
		Project and Documentation 1	Project and Documentation 2	Project and Documentation 3
		OUTCOMES TEX5-3, TEX5-4, TEX5-8 TEX5-10, TEX5-11	OUTCOMES TEX5-1, TEX5-2, TEX5-9, TEX5-11	OUTCOMES TEX5-5, TEX5-6, TEX5-7, TEX5-11, TEX5-12
Focus Area: Non-Apparel <ul style="list-style-type: none"> <li>• Development of practical skills to produce a textile item</li> <li>• Documentation of student work</li> </ul>	30%	30%		
Focus Area: Furnishing <ul style="list-style-type: none"> <li>• Development of practical skills to produce a textile item</li> <li>• Documentation of student work</li> </ul>	35%		35%	
Focus Area: Apparel <ul style="list-style-type: none"> <li>• Development of practical skills to produce a textile item</li> <li>• Documentation of student work</li> </ul>	35%			35%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

# Textiles Technology Course Outcomes:

The Student:

- TEX5-1** explains the properties and performance of a range of textile items
- TEX5-2** justifies the selection of textile materials for specific end uses
- TEX5-3** explains the creative process of design used in the work of textile designers
- TEX5-4** generates and develops textile design ideas
- TEX5-5** investigates and applies methods of colouration and decoration for a range of textile items
- TEX5-6** analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-7** evaluates the impact of textiles production and use on the individual consumer and society
- TEX5-8** selects and uses appropriate technology to creatively document, communicate and present design and project work
- TEX5-9** critically selects and creatively manipulates a range of textile materials to produce quality textile items
- TEX5-10** selects appropriate techniques and uses equipment safely in the production of quality textile projects
- TEX5-11** demonstrates competence in the production of textile projects to completion
- TEX5-12** evaluates textile items to determine quality in their design and construction

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

Faculty: Creative & Performing Arts

Course: Visual Arts (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	Visual Arts Process Diary	Collection of Work	Research Project
		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%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>	<b>20%</b>

## Visual Arts Course Outcomes:

Stage 5 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 (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	Journal	Folio	Research Project
		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%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>35%</b>	<b>20%</b>

## 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