



Nurture for today • Learning for tomorrow • Character for eternity

# **Secondary School Assessment Handbook**

## **Year 10 RoSA Program 2018**

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# Goals of Assessment

*'At Kempsey Adventist School we believe that students learn best when they are supported in taking responsibility for their lives and learning, when they experience success, and when they learn from their mistakes.'*

The Teaching and Learning Committee and teachers will plan to:

- Develop a contemporary understanding of how students effectively learn best
- Continue to empower students so that they take responsibility for their own learning
- Continue to refine reporting between school and home on the student's academic performance

## Outcomes-Based Assessment

Assessment is the collection of information for a purpose.

Effective learning has occurred when each learner:

- has integrated prior and new information to form new knowledge
- is able to apply new knowledge and understandings in a range of relevant contexts
- is able to explain new concepts and demonstrate new skills to others in a meaningful way.

Outcomes and assessment are linked in the following continuum:

- the curriculum provides outcomes related to skills and knowledge
- teaching and learning enables students to achieve outcomes
- assessment determines whether students have achieved outcomes
- reporting explains student achievement in terms of outcomes.

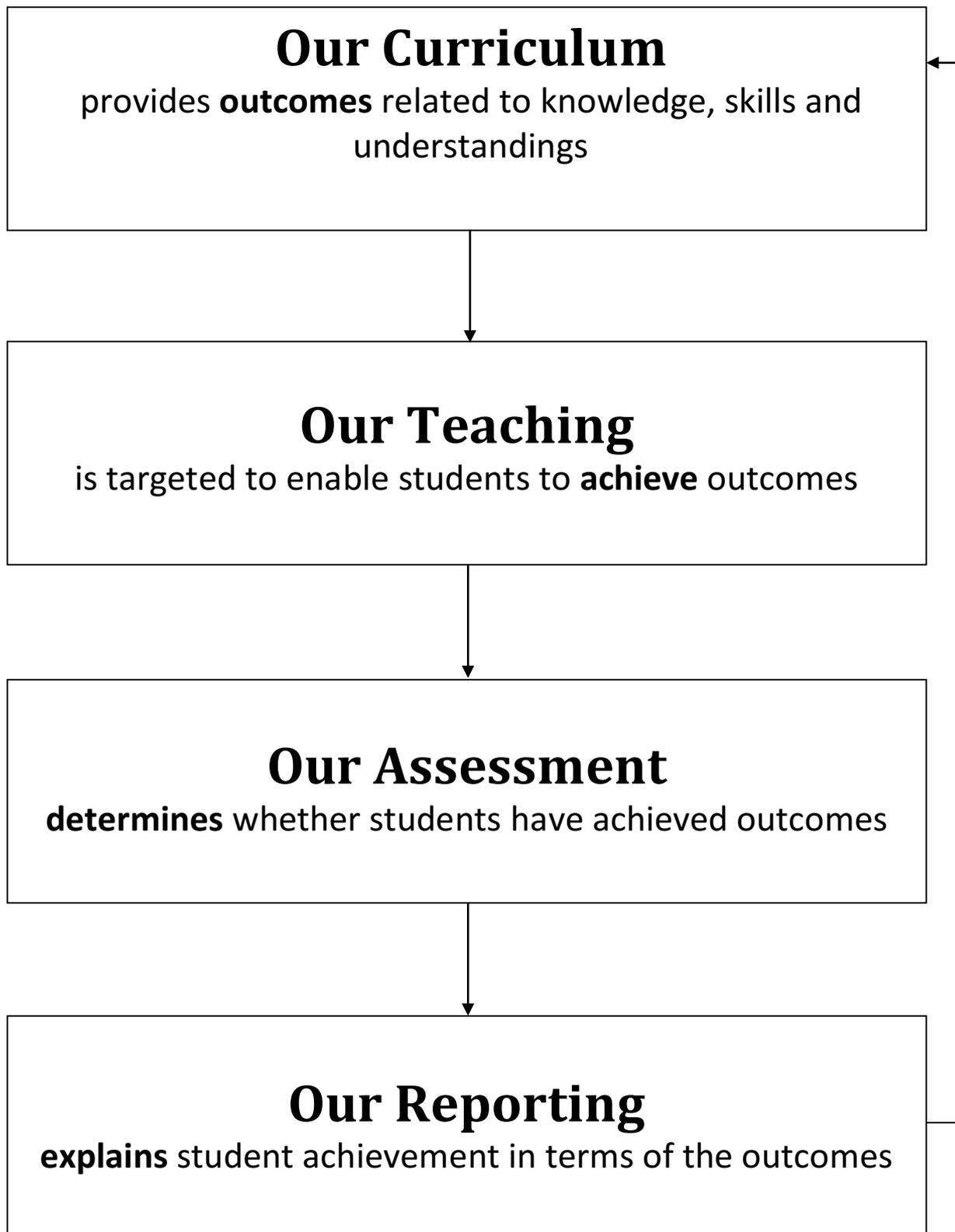
Quality Assessment Tasks will:

- give students an opportunity to work in a variety of different contexts
- provide opportunities for all students to demonstrate their best levels of achievement
- closely assess the chosen range of outcomes
- be interesting and engaging, and written in accessible language
- be editorially correct and neatly typed
- include an indication of the marking guidelines and the overall weighting of the task.

Formative Assessment:

- are an essential and integrated part of teaching and learning
- involve setting learning goals with students to help them improve
- help students know and recognise the standards they are aiming for
- involve students in self-assessment and peer assessment
- provide feedback that helps students understand the next steps in learning and plan how to achieve them
- involve teachers, students and parents reflecting on evidence from assessment data.

## Outcomes in Teaching and Learning



# Meeting Year 10 RoSA Requirements

## Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by the Board; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

## What is assessment?

- Assessment Tasks represent an integral part of the teaching and learning process and as such, all Assessment Tasks set must be completed. This 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 formal and informal assessment tasks will be used to determine student progress over the duration of each course.
- Informal tasks or formative assessment, such as homework, assignments, portfolios and class work 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.

## Assessment Task Procedures

- Major projects may require work to be completed outside the class with permission from the class teacher. Journals, logbooks, interviews and drafts will be used to ensure ethical work.
- Students may receive no more than two Assessment Tasks per day and no more than five in a week. Examination blocks may contain more than five Assessment Tasks in a week.
- Students will have at least two weeks' notice in writing to prepare for, or complete an Assessment Task.
- Assessment Tasks will not be made due within the week before examinations unless they are simply submitting a major project that has been worked on for a considerable time period during the semester.
- Students should provide a bibliography using APA referencing of source materials where this is appropriate in the correct format as specified by the student handbook.
- Students should take care to acknowledge sources throughout their Tasks. Refer to *Plagiarism* section.
- Students should put effort into all tasks to help you develop skills, knowledge and understandings.

## How do I submit my Assessment Tasks?

- Your Assessment task notification will clearly indicate how the task is to be submitted on the due date as well as when and where the task is to be given to the teacher.
- A paper or electronic copy of all Assessment Tasks should be submitted to the teacher on or before 3pm or as stated on the Assessment Notification.
- A cover sheet for each Assessment Task must be completed and attached to each Assessment Task prior to handing it in. Copies of these can be found, at the end of the Assessment Handbook, on SEQTA in the Year 10 portal page, or from the Dean of Learning (Standards & Assessment) office.
- Keep a back up electronic copy of ALL submitted tasks in case something goes wrong
- If you know you are going away, you will need to plan to hand it in before you leave.

## What happens if I am sick or an emergency happens, and I am unable to hand my Assessment Task in on time?

- Complete an illness/misadventure form and attach any required documentation.
- You are required to produce a medical certificate if you have been sick.
- If approved, the Teaching and Learning Committee will give you a date that your task must be submitted with any conditions.
- If unapproved, you will receive zero, however, you will still be required to complete the task in the timeframe set by the Teaching and Learning Committee, which will be stated in a 'Warning letter: Non-Completion of RoSA Assessment Task' (see sample in this handbook).
- Failure to meet the new due date will mean you are issued with a second 'Warning letter: Non-Completion of RoSA Assessment Task'. In the event that the deadline is not met, you will be at risk of a N determination for your course.
- Extensions will only be granted for exceptional circumstances, holidays etc will not be deemed as exceptional.

## Illness/Misadventure

- If a student suffers illness or misadventure on the day a task is due or in the period leading up to the task, it is the student's responsibility to obtain an 'Illness/Misadventure' form from the Assessment handbook, on SEQTA in the Year 10 portal page, or from the Dean of Learning (Standards & Assessment) office. These forms are to be returned to the Dean of Learning (Standards & Assessment) within two days of returning to school, to be presented at a Teaching and Learning Committee meeting.
- Only the Teaching and Learning Committee can make decisions on Illness/misadventure/extension applications.
- In the event you have applied for a Illness/Misadventure for an extension and haven't heard back, you should submit the incompleting task on the due date. If an extension is approved the completed task can be submitted on the revised due date.
- Where there is a valid reason for the non-completion of an Assessment Task, the Teaching and Learning Committee may decide on one of the following:
  - Give an extension of time
  - Ask the teacher to give a substitute task
  - Ask the teacher to give an estimate mark based on the student's performance on their other assessment tasks.
- Where there is no valid reason for the non-completion of an assessment task by the due date, a zero mark must be recorded for the task. If the candidate's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement to determine whether the attempt is genuine or not. If the attempt is

not deemed genuine, the student will be issued with a 'Warning Letter: Non-completion of RoSA Assessment Task'. The task must be completed within the reissued timeframe, outlined in the letter.

#### **The process:**

1. In you have been sick, or meet the misadventure criteria, obtain an Illness/Misadventure form from Dean of Learning (Standards & Assessment) or off the SEQTA year portal.
2. Complete the form and attach any supporting documentation eg. Medical certificate.
3. Hand to the Dean of Learning (Standards & Assessment) within two days of returning to school.
4. The Dean of Learning (Standards & Assessment) will refer it to the Teaching and Learning Committee (TLC).
5. The Teaching and Learning Committee (TLC) will advise the Dean of Learning (Standards & Assessment) of the outcome of the request.

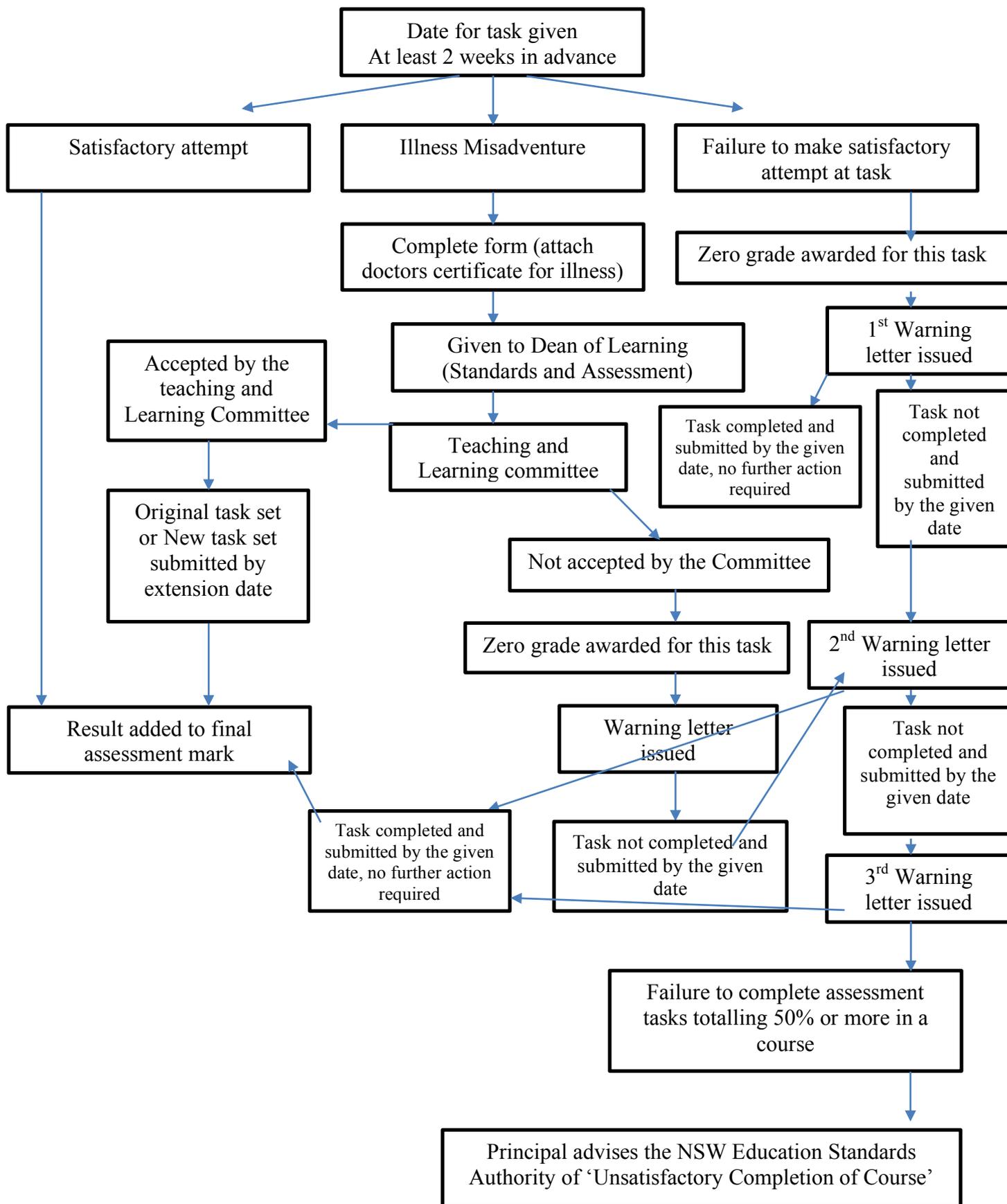
## **N Determination**

- When a candidate has failed to complete any Assessment Tasks, homework, assignments, practicals or other significant sections for a course, the Department Manager will be informed by the subject teacher. A mark of zero will be awarded for all tasks that are not handed in on time without a reason that meets the criteria of NESA (as outlined on page 5 of this handbook). Students are still required to complete the task knowing that they will receive a mark of zero for the task.
- A 'Warning letter: Non-Completion of RoSA Assessment Task', will be issued. The letter will outline an opportunity for the student to correct the problem with a sign off slip to be completed by the parent/carer to acknowledge receipt of the letter. The subject teacher will call to discuss the letter with the parent/carer. The letter will be posted to the student's recorded address as well as a copy given to the student which will be explained. The school will retain a copy of the warning letter and the signed slip by the parent.

#### **The process:**

1. The class teacher will contact the parents/carers by phone within two days of a 'non-submission of task', to discuss the contents of the Warning letter: Non-Completion of RoSA Assessment Task'. They will discuss the revised date, and work on a solution together, to meet the required timeframe.
2. The Department Manager will discuss the 'Warning letter: Non-Completion of RoSA Assessment Task' with the student, explaining its importance. The student will receive the the original 'Warning letter: Non-Completion of RoSA Assessment Task'. This is to occur within two school days of the original due date of the task.
3. The Department Manager will post a copy of the 'Warning letter: Non-Completion of RoSA Assessment Task' to the studnets registered address. This is to occur within two school days of the original due date of the task.
4. Parents/carers receive the letter, and sign the 'Acknowledgement of Official Warning' slip, which is returned to the Department Manager or the Dean of Learning (Standards & Assessment).
5. The task is submitted by the student to their class teacher on or before the revised date.
6. In the event the task is not submitted the process is repeated.
7. If the work has not been completed by the third revised due date, a 'N' determination will be submitted to NESA. (As a result of this the student will be deemed as having not satisfactorily completed the subject(s) and will not be eligible for RoSA if they have been given an 'N' determination in a mandatory course).
8. A student seeking a review of a 'N' award must apply to the Dean of Learning (Standards & Assessment) before the end of term 4.

# Flow Chart for Assessment Tasks



## Feedback to students

Students should receive clear feedback on the strengths and weakness of their performance on an assessment task. This advice should indicate:

- The mark gained for the task.
- Students' attainments in the task relative to the outcomes being assessed.
- Feedback designed to improve students' performance in future tasks.

## Recording of Assessment marks

Staff will be involved in moderation of tasks through collaboration, to ensure consistency in judgement. The school is required to maintain records grades awarded for each task identified as part of the assessment program for the RoSA course. Attendance is not to be taken into account in either the final assessment mark or in any individual assessment mark.

## Assessment Appeals/Disagreement over Marks

A student who wishes to appeal the grade they have been given for an Assessment Task may:

- Approach the teacher who has awarded the mark and request a review.
- The teacher will inform the Department Manager, who will refer it to the Teaching and Learning Committee, to review.
- The Teaching and Learning Committee, in consultation with the subject teacher and/or KAS Executive Team will make a final. The student and parent/carer will be informed of the outcome via a written letter.

## Assessment Tasks

### How can I best manage my Assessment Tasks?

- Be aware of due dates. Keep an up-to-date diary of all Assessment Tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Submit drafts to ask for feedback from your teacher prior to the task being due.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

# PLAGIARISM

## What is malpractice in the Year 10 RoSA assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- using material directly from books, journals, CDs or the internet without acknowledging the source
- submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals.

The above are examples of plagiarism.

## What is plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your Preliminary results. The following are common questions about plagiarism.

Question: Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

Answer: Definitely yes!

Question: Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

Answer: Yes. You are using someone else's thoughts and words without acknowledgement.

Question: Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

Answer: Yes. This is plagiarism.

Question: Is it plagiarism if someone else proofreads my written work and changes my final draft?

Answer: It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Question: Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

Answer: No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

Question: Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

Answer: This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

# REFERENCING – APA

## How do I acknowledge sources?

Your teachers can tell you exactly how they would like to see you acknowledge sources using the APA referencing. For written works, this usually will be acknowledging sources throughout your writing as well as in a bibliography. You will need to check how the bibliography should be presented for each of your projects. For some projects, such as practical works for Industrial Technology or Design and Technology, you must keep a folio or journal. In it you can show your influences and any practical help you received (for example a professional welder to join pieces of your work together), ideas that inspired you, as well as a bibliography.

Remember that acknowledging your sources is also a good way to show your teacher the extent of the reading and research you have done. Acknowledgements prove that you have engaged with other people's ideas in order to develop your own view.

## A summary of student rights and responsibilities in Year 10 RoSA assessment

### You have the following rights:

- to be informed of the assessment policies of your school and the NSW Education Standards Authority.
- to receive clear guidelines relating to the requirements of each Assessment Task.
- to be told in advance of the due date for each Assessment Task.
- to receive feedback that assists you to review your work.
- to query the mark for an individual task at the time it is returned to you.
- to request a review of the calculation of the final assessment mark if you believe your final assessment rank is incorrect.

### You have the following responsibilities:

- to become familiar with and follow the assessment requirements set by your school and NSW Education Standards Authority.
- to complete all set tasks on time, or talk to your teacher about what is required if you can't meet a deadline or if you have a valid reason.
- not to engage in behaviour which could be considered cheating or malpractice, including plagiarism.
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

### Further help

If you are unsure about anything you have read in this guide, ask a teacher or your Dean of Learning (Standards & Assessment) for help.

All the NSW Education Standards Authority rules and resources mentioned here are available on the NESA website at [www.NESA.nsw.edu.au](http://www.NESA.nsw.edu.au)

There are many internet sources of advice on how to avoid plagiarism and manage your studies. For example, university websites often have good general advice on these topics that can also apply to your RoSA assessments, written examinations and practical works or projects.

## Learning Enrichment

The Learning Enrichment teacher is available to assist teachers and students in making adjustments required for their specific needs.

The range of curriculum adjustments that could be explored for students with documented learning difficulties includes:

- fewer questions to be completed on set tasks
- re-wording of difficult questions
- allowing more time for tasks if needed
- using coloured paper for photocopies
- using a reader / writer for specific Tasks
- set homework as a maximum time rather than number of questions e.g. 20 minutes
- allow alternative forms of presentation such as: diagrams, dot points, verbal explanations, demonstrations, DVD, photos, CD
- assistance from the learning support teacher in the classroom
- allowing for practice time, consolidation and review – small drills, homework, revision
- access to technology or organisational aids
- signposts and guides as to where to find information/provide information so as to allow students to spend their time summarising and answering questions
- arranging suitable seating in the classroom

## Disability Provisions

- The Disability Discrimination Act 1992 (Cth) and the Disability Standards for Education (2005) require the NESA to ensure that students with a disability are able to access and respond to an examination.
- Principals have the authority to decide on, and to implement, disability provisions for school based assessment tasks including examinations.
- At Kempsey Adventist School, support for Disability Provisions is organized by the Dean of Learning (Enrichment) in conjunction with Department Manager who liase with staff teaching within their teams. This support includes access to readers/writers for examinations based on diagnosed need of students as well as a range of other strategies.

## Examination Protocols

Students need to make a serious attempt to complete examinations to the best of their ability, or expect that further action may be taken.

It is a student's responsibility to be aware of their examination timetable and to attend at the specified time/s. Examination timetables will be given out at least two weeks prior to the examination period.

Students will:

- Respect the instructions of examination supervisors before, during and following examinations
- Be polite and courteous to supervisors and other students attending the examination
- Leave all phones, electronic items outside the examination room
- Put their watch on the table
- Use only approved calculators
- Follow NESA examination expectations
- Bring the appropriate equipment
- Eat a good meal prior to the examination to assist them to feel at their best

## **What happens if I miss an Examination?**

- Contact the school immediately either prior to or on the day of the examination to let them know what has happened
- In the event of sickness, a medical certificate will be required. An illness/Misadventure form will need to be completed.
- Any other reasons will need to be approved by the Teaching and Learning Committee. Unapproved absences will result in zero for the task, however the task will still need to be completed to meet NESA requirements to pass the course.

## **Reporting on Student Achievement**

Reports are sent home mid year and end of year. These contain detailed information about academic and non-academic participation and achievement. A written comment from the teacher is included as well as an A to E grade for the subject.

Parent-Teacher-Student interviews are scheduled after each report and provide opportunities for contact with teachers. The purpose of the interviews is to work collaboratively with students and parents/guardians in order to improve student motivation and learning.

Parents/guardians are welcome to contact subject teachers and/or the Dean of Learning (Standards & Assessment) regularly throughout the year as required.

# NESA Curriculum Language – Glossary

The NSW Education Standards Authority expects secondary students to be familiar with these words and has advertised that they will use them in public examinations. Key words are best discussed in the context of questions and tasks students are working on, rather than in isolation.

Account	<i>Account for:</i> state reasons for, report on <i>Give an account of:</i> narrate a series of events or transactions
Analyse	Identify components and the relationship among them; draw out and relate implications
Apply	Use, utilise, employ to a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide the why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Put together various elements to make a whole

*It is important to note that examination questions for the Year Preliminary will continue to use self-explanatory terms such as 'how' or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.*

# Sample: Assessment Task Outline

## Kempsey Adventist School Year 10 RoSA Mathematics 2018



### Notification of Assessment Task 1

Architectural Design

<b>Due Date/s:</b> Fri 27 Feb 2018	<b>Time:</b> on or before 3pm	<b>Location:</b> Room 9
<b>Task:</b> Architectural Design		
<b>Topics Assessed:</b> <ul style="list-style-type: none"> <li>• Probability</li> <li>• Financial Mathematics <ul style="list-style-type: none"> <li>✚ Costs and budget</li> <li>✚ Best buy</li> </ul> </li> <li>• Measurement <ul style="list-style-type: none"> <li>✚ Accuracy of measuring</li> <li>✚ Area</li> <li>✚ Surface Area</li> </ul> </li> <li>• Volume</li> </ul>		
<b>Task Outline &amp; Explanation:</b> <p>Your client has won a block of land in a new Macleay Valley subdivision. What are the chances of that for the Macleay Valley? You will complete a project in class that involves designing a 200-square metre, 3-bedroom house plan. Your teacher will give you further specifications that are required by your client e.g. pool, water tank, fence. The plan is to be drawn to scale and include correct symbols and terms. You will be required to provide itemised costings for floor and window coverings, light-fittings, paint etc. for one room of the house that will meet your client's budget. This project will be done in class over the next two weeks. Your plan and costings will require consultation with your client (teacher) at various points within the two-week time frame.</p>		
<b>Equipment/Materials/Resources:</b>		
<b>Special Instructions:</b> <ul style="list-style-type: none"> <li>• <i>Zero marks will be awarded for late submissions, unless a medical certificate is provided or another valid reason accepted by the Teaching and Learning Committee and NESAs.</i></li> <li>• <i>Please refer to the Assessment Handbook for guidelines relating to Non-Completion of an Assessment Task, including the process to follow for Illness or Misadventure.</i></li> <li>• <i>All Assessment Tasks need to demonstrate the student's ability to meet the Course Completion Criteria.</i></li> <li>• <i>A mark of zero will be awarded for students found to have cheated or plagiarised material, Assessment tasks will be conducted according to the NESAs guidelines contained in the KAS Year 10 Assessment Handbook for 2018.</i></li> </ul>		
<b>Outcomes to be Assessed:</b> <p><b>MA5.1-4NA</b> Solves financial problems involving earning, spending and investing money</p> <p><b>MA5.1-5NA</b> Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases</p>		

## Marking Guidelines- Year 10 Mathematics- AT1

Range	Descriptors
A	<ul style="list-style-type: none"> <li>Comprehensively solves financial problems involving earning, spending and investing money. Itemised costs are provided in an organised and clear manner which satisfies budget requirements (MA5.1-4NA)</li> <li>Comprehensively operates with algebraic expressions to determine surface areas and dimensions (MA5.1-5NA)</li> </ul>
B	<ul style="list-style-type: none"> <li>Thoroughly solves financial problems involving earning, spending and investing money. Itemised costs are provided in an organised and clear manner which satisfies budget requirements (MA5.1-4NA)</li> <li>Thoroughly operates with algebraic expressions to determine surface areas and dimensions (MA5.1-5NA)</li> </ul>
C	<ul style="list-style-type: none"> <li>Solves financial problems involving earning, spending and investing money. Itemised costs are provided in an organised and clear manner which satisfies budget requirements (MA5.1-4NA)</li> <li>Soundly operates with algebraic expressions to determine surface areas and dimensions (MA5.1-5NA)</li> </ul>
D	<ul style="list-style-type: none"> <li>Solves financial problems involving earning, spending and investing money but with errors or inconsistency. Itemised costs are provided. (MA5.1-4NA)</li> <li>Operates with some algebraic expressions to determine surface areas and dimensions (MA5.1-5NA)</li> </ul>
E	<ul style="list-style-type: none"> <li>Solves some financial problems and shows some costings (MA5.1-4NA)</li> <li>Elementary use of algebra or incorrectly used (MA5.1-5NA)</li> </ul>

Teacher's Comments:

## Kempsey Adventist School Year 10 RoSA Mathematics 2018



### *Notification of Assessment Task 1*

Architectural Design

I sign to acknowledge that I have received the Assessment Task **1** notification of **Architectural Design** for **RoSA Mathematics**. I understand that this is an Assessment Task, and that it is due Week **(number)** of Term **(number)**, on **(day)** **(Month)**, **(Year)**. I sign with an understanding that if I am absent on the day of this Assessment Task, that I will receive an immediate zero grade for this Assessment Task, unless I have a valid reason that is accepted by the KAS Teaching and Learning Committee and NESAs. If the task is not submitted on the due date, I also understand that I am still required to complete the task.

First Name	Surname	Student Signature	Date

# Sample: Academic Report Explanations

## Academic Report Explanations

### Achievement Band A-E

Achievement	Explanation
A	<ul style="list-style-type: none"><li>• The student has extensive knowledge and understanding of the course content and can readily apply this knowledge.</li><li>• The student is very highly competent in the application of skills and processes associated with the course and can use these in new situations.</li></ul>
B	<ul style="list-style-type: none"><li>• The student has thorough knowledge and understanding of the course content and can apply this knowledge.</li><li>• The student is highly competent in the application of skills and processes associated with the course and can use these in most situations.</li></ul>
C	<ul style="list-style-type: none"><li>• The student has sound knowledge and understanding of the course content.</li><li>• The student can adequately use skills and processes associated with the course.</li></ul>
D	<ul style="list-style-type: none"><li>• The student has basic knowledge and understanding of the course content.</li><li>• The student can use their skills in a familiar context</li></ul>
E	<ul style="list-style-type: none"><li>• The student has an elementary knowledge and understanding of the course content.</li><li>• The student can use their skills with guidance in a familiar context.</li></ul>

### Quartiles

The quartile band of 1 to 4 is calculated by ranking the students in a course and dividing them into 4 equal groups. The top 25% of students are awarded a Quartile Band of 1. The next 25% of students are awarded a Quartile Band of 2. The next 25% are awarded a Quartile Band of 3. The bottom 25% of students are awarded a Quartile Band of 4.

# Sample: Illness/Misadventure Form

## Kempsey Adventist School



### Illness/Misadventure Form - Instructions

- Students / Parents / Carer complete this side of the form.
- Extension requests must be applied for before the due date and will not be automatically granted.
- Where a student will be absent from school due to family holidays, etc every effort needs to be taken to complete the task before the due date instead of asking for an extension.
- Pass this form to your class teacher on or before the due date or on the day you return to school.
- The teacher will complete their section and pass the form to the Dean of Learning (Standards & Assessment).

Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

Year: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Task Due Date: \_\_\_\_\_

Email address: \_\_\_\_\_

#### Reason(s) for Application

- Away in the 3 days before the task was due (or on the due date if arriving late)
- Away on the day the task was to be handed in (but was handed in on \_\_\_/\_\_\_/\_\_\_)  
Note: Any section of the task that can be submitted electronically via email needs to be submitted by the due date.
- Away on the day of the task completed in class. (Completed instead on \_\_\_/\_\_\_/\_\_\_)
- Applying for an extension (Must be done before the due date)
- Other \_\_\_\_\_

#### Sickness – Parent Statement / Medical Certificate

- Sick from \_\_\_\_\_ until \_\_\_\_\_ and could not work on the task for \_\_\_\_\_ days.
- Parent / Carer Statement \_\_\_\_\_  
\_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_
- Medical Certificate (or similar) attached:  Yes  No

#### Reason for Absence (other than sickness)

- Absent from \_\_\_\_\_ until \_\_\_\_\_ and did not work on the task for \_\_\_\_\_ days.
- Parent / Carer Statement \_\_\_\_\_  
\_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

#### Student Statement

\_\_\_\_\_  
\_\_\_\_\_  
Signed: \_\_\_\_\_ Date: \_\_\_\_\_

*Give this form to your subject teacher*

## Official Use

- Teacher to receive this form within 2 school days of the due date or on the student's return to school.
- The teacher to complete their section and pass the form to the Dean of Learning (Standards & Assessment).
- Decision will be made, student and teacher to be informed within 24 hours.

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### Class Teacher Comment

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\_\_\_\_\_ Signed: \_\_\_\_\_ Date: \_\_\_\_\_

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### Decision by the Teaching and Learning Committee

Approved    New Due Date: \_\_\_\_\_     Not Approved

Date: \_\_\_\_\_     Copy to Student     Copy to Teacher

Comment:

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Special Conditions:

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(Dean of Learning) Name \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Sample: Warning Letter: Non-Completion of a Year 10 RoSA Assessment Task



## Warning Letter 1: Non-Completion of a RoSA Assessment Task

<Date>

Dear <Name of Parent/Guardian>

### OFFICIAL WARNING – Non-completion of a Stage 5- Years 10 Course

I am writing to advise you that your son/daughter <Insert student full name> is in danger of not meeting the requirements for satisfactory completion of the Stage 5 course in <Insert course name>.

*Delete ONE of the following:*

This course is mandatory for the award of the Record of School Achievement.

This course is a Stage 5 elective course that is credentialled on the Record of School Achievement.

Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement.

### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, the Board requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by the Board; and
- (b) applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform the Board that the student has not satisfactorily completed the course.

<Student first name> is not currently meeting one or more of these requirements. In particular, he/she <Insert brief description of the problem(s)>.

**Official warning**

The Board requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem.

This is the <first/second/third> official warning we have issued notifying you that <Student first name> is at risk of not completing the above course. *Delete the following if first warning. Otherwise delete/complete as appropriate.*

A first warning was sent to you on <Insert date>. Previous warnings were sent to you on <Insert dates>.

**Opportunity to correct the problem**

The following tasks or requirements need to be completed by <Student first name> to correct the problem.

<i>Task or course requirement</i>	<i>Action required by student</i>	<i>Date for completion</i>
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**Action by parent/guardian**

To support <Student first name> in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact <Insert contact details>.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

\_\_\_\_\_  
Class Teacher/Dean of Learning

\_\_\_\_\_  
Deputy Principal

-----X-----X-----X-----X-----X-----X-----X-----X-----X-----

**Acknowledgement of Official Warning**

I have received the letter dated <Insert date> advising me that <Insert full name> is in danger of not meeting the course requirements for <Insert course name>, and am aware that this is the <first/second/third> official warning.

I am aware that this <is/is not> a mandatory course. I am aware that any mandatory course not satisfactorily completed appears on the student’s transcript of results as ‘Not Completed’, and that the student will not be eligible for the award of the Record of School Achievement, and may not be eligible to enter Preliminary (Year 11) courses.

Parent/Guardian’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Assessment Schedules

The remainder of this assessment handbook contains the Assessment Schedules for each subject.

These documents are issued to students at the beginning of the course and are subject to change depending on timetable or school calendar changes. Any changes will be issued to students in writing.

The Assessment Schedules ensure that each of the assessment activities cover the full range of outcomes. Tasks will be awarded a grade, based on the Assessment Resource Centre common grade scale, available from the NSW Education Standards Authority website: <https://arc.nesa.nsw.edu.au/go/9-10>, which will be used by teachers to complete school reports and NSW Education Standards Authority RoSA Assessment marks. The Assessment Tasks also show the week and term in which they will be due. The mandatory NSW Education Standards Authority Components of assessment are shown for each task.

NSW Education Standards Authority Syllabus documents, support documents, student work samples and marking guidelines are available from the NSW Education Standards Authority website: [www.NESA.nsw.edu.au](http://www.NESA.nsw.edu.au)

Detailed information for parents and students is also available including some online practice questions, official dates for events, assessment information, and student results.

Students are advised to become familiar with the NSW Education Standards Authority website and to download all relevant syllabus documentation for each subject studied.



Nurture for today • Learning for tomorrow • Character for eternity

## Assessment Task Cover Page

Student Name: ..... Teacher's Name: .....

Subject Name: ..... Due Date: .....

Name of the Task: .....

Task Description: .....

.....

### Student Confirmation

*This is all my own work. I have referenced any work used from other sources and have not plagiarized the work of others.*

Student Name: .....

Student Signature: .....

Date Submitted: .....

I have kept a copy of this task **YES/ NO**

# Child Studies

## Outcomes to be assessed

- 1.1 identifies the characteristics of a child at each stage of growth and development
- 1.2 describes the factors that affect the health and wellbeing of the child
- 1.3 analyses the evolution of childhood experiences and parenting roles over time
- 2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2 evaluates strategies that promote the growth and development of children
- 2.3 describes a range of appropriate parenting practices for optimal growth and development
- 3.1 discusses the importance of positive relationships on the growth and development of children
- 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
- 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- 4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4
<b>Week Due</b>	Term 1, W 10	Term 2, W6/7	Term 3, W 7-10	Term 4, W4/5
<b>Task Detail</b>	Multimodal Presentation	Mid Course Examination	RealCare Dolls-Caring for a Newborn	End Course Examination
<b>Assessed Outcomes</b>	2.2, 3.1, 3.2, 3.3, 4.2, 4.3	1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.2, 4.3	1.2, 2.2, 2.3, 3.1, 3.2, 4.1	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3

# Commerce

## Outcomes to be assessed

- 5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3 examines the role of law in society
- 5.4 analyses key factors affecting commercial and legal decisions
- 5.5 evaluates options for solving commercial and legal problems and issues
- 5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7 researches and assesses commercial and legal information using a variety of sources
- 5.8 explains commercial and legal information using a variety of forms
- 5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4	Task 5
Week Due	Term 1, W 7	Term 2, W 4	Term 3, W 3	Term 3, W 8	Term 4, W 4/5
Task Detail	Presentation	Research	Business Plan	Market Day	Examination
Assessed Outcomes	5.1,5.2, 5.3, 5.4, 5.8	5.2, 5.4, 5.5, 5.7, 5.9	5.1, 5.6, 5.7, 5.8,	5.5, 5.6, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

# English

## Outcomes to be assessed

- EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EN5-2A** 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

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Week Due</b>	Term 1, W9	Term 2, W8	Term 3, W9	Term 4, W6	Term 4, W4/5
<b>Task Detail</b>	Response Portfolio: Comparative Essay and Poetry Annotations	Narrative and Performance Portfolio	Portfolio of Film Analysis	Documentary Pitch	End of Course Examination
<b>Assessed Outcomes</b>	EN5-1A, EN5-3B, EN5-6C	EN5-1A, EN5-4B, EN5-9E	EN5-2A, EN5-7D, EN5-8D	EN5-2A, EN5-3B, EN5-5C	EN5-1A EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D, EN5-9E

# Food Technology

## Outcomes to be assessed

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4
Week Due	Term 1, Wk6	Term 2, Wk6/7	Term 3, W7	Term 4, Wk4/5
Task Detail	Food for special needs Meal Analysis	Food Service and Catering	Food for special occasions Event Planning	Semester Two Examination
Assessed Outcomes	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.6.1	5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.6.1	5.2.3, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.2	5.3.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2

# History

## Outcomes to be assessed

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

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Week Due</b>	Term 1, W7	Term 2, W3	Term 2, W 6/7	Term 3, W9	Term 4, W4/5
<b>Task Detail</b>	Source Analysis	Research Task & Presentation	Mid-Course Examination	PBL Task & Historical Inquiry	End of Course Examination
<b>Assessed Outcomes</b>	5.5, 5.7, 5.9, 5.10	5.1, 5.4, 5.9, 5.10	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.9, 5.10	5.2, 5.3, 5.6, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10

# Industrial Technology (Timber)

## Outcomes to be assessed

- 5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes
- 5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes
- 5.2.1 applies design principles in the modification, development and production of projects
- 5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
- 5.3.1 justifies the use of a range of relevant and associated materials
- 5.3.2 selects and uses appropriate materials for specific applications
- 5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
- 5.4.2 works cooperatively with others in the achievement of common goals
- 5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
- 5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
- 5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications
- 5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4
Week Due	Term 1, Wk 8	Term 2, Wk 8	Term 3, Wk 6	Term 4, Wk5
Task Detail	Minor Practical Project	Major Project and Folio	Minor Practical Project	Major Project and Folio
Assessed Outcomes	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.4.2, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.4.2, 5.7.1	5.2.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.2	5.2.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1, 5.7.2

# Information and Software Technology

## Outcomes to be assessed

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

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4
Week Due	Term 1, W10	Term 2, W7	Term 3, W8	Term 4, W5
Task Detail	Digital Media	Authoring & Multimedia	Internet & Website Development	Robotics & Automated Systems
Assessed Outcomes	5.1.2; 5.2.3; 5.3.1; 5.3.2; 5.4.1;	5.1.1; 5.2.1; 5.2.2; 5.2.3; 5.3.2; 5.5.1; 5.5.2;	5.2.1; 5.2.3; 5.3.1; 5.3.2; 5.4.1; 5.5.2; 5.5.3	5.1.1; 5.1.2; 5.2.1; 5.2.2; 5.2.3; 5.5.1; 5.5.3

# ISTEM

## Outcomes to be assessed

- 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
- 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

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4
Week Due	Term 1, W9	Term 2, W8	Term 3, W9	Term 4, W5
Task Detail	Motion Project and Folio	3D CAD/CAM and Folio	STEM PBL Minor	STEM PBL Major
Assessed Outcomes	5.1.1, 5.5.2, 5.6.1, 5.6.2	5.1.2, 5.3.2, 5.4.2, 5.7.1	5.2.1, 5.3.1, 5.4.1, 5.5.1	5.2.1, 5.2.2, 5.4.2, 5.8.1

# Mathematics (5.1 Pathway)

## Outcomes to be assessed

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

## RoSA Assessment Tasks Schedule - 2018

Assessment	Task 1	Task 2	Task 3	Task 4
<b>Week Due</b>	Term 2, W4	Term 2, W6/7	Term 4, W3	Term 4, W5/6
<b>Task Detail</b>	Assignment Portfolio	Semester One Examination	Assignment Portfolio	Semester Two Examination
<b>Assessed Outcomes</b>	MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-9MG, MA5.1-8MG, MA5.1-5NA, MA5.1-3WM, MA5.1-13SP	MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-9MG, MA5.1-8MG, MA5.1-5NA, MA5.1-3WM, MA5.1-13SP	MA5.1-12SP, MA5.1-6NA, MA5.1-11MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-10MG	MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-9MG, MA5.1-8MG, MA5.1-5NA, MA5.1-3WM, MA5.1-13SP, MA5.1-12SP, MA5.1-6NA, MA5.1-11MG, MA5.1-10MG, MA4-8NA, MA4-10NA

# Mathematics (5.2 Pathway)

## Outcomes to be assessed

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

## RoSA Assessment Tasks Schedule - 2018

Assessment	Task 1	Task 2	Task 3	Task 4
<b>Week Due</b>	Term 2, W 5	Term 2, W 6/7	Term 4, W 3	Term 4, W 4/5
<b>Task Detail</b>	Assignment Portfolio	Semester One Examination	Assignment Portfolio	Semester Two Examination
<b>Assessed Outcomes</b>	MA5.2-11MG, MA5.2-12MG, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-15SP, MA5.2-16SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-11MG, MA5.2-12MG, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-15SP, MA5.2-16SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-9NA, MA5.2-17SP, MA5.2-13MG, MA5.2-14MG, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM	MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM

# Mathematics (5.3 Pathway)

## Outcomes to be assessed

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

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4
<b>Week Due</b>	Term 2, W 2	Term 2, W7	Term 3, W10	Term 4, W4/5
<b>Task Detail</b>	Data Investigation	Mid Course Review	Trigonometry Investigation	End Course Examination
<b>Assessed Outcomes</b>	MA5.3-18SP MA5.3-19SP MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	MA5.3-12NA, MA5.3-13MG, MA5.3-14 MG, MA5.3-8NA, MA5.3-5NA MA5.3-18SP MA5.3-19SP	MA5.3-15MG, MA5.3-16MG, MA5.3-17MG, MA5.3-4NA MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	MA5.3-16MG, MA5.3-17MG, MA5.3-15MG, MA5.3-4NA, MA5.3-5NA, MA5.3-6NA, MA5.3-7NA, MA5.3-9NA, MA5.3-10NA, MA5.3-11NA MA5.3-12NA, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM

# Physical Activity and Sports Studies

## Outcomes to be assessed

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4	Task 5
<b>Week Due</b>	Term 1, W7	Term 2, W 8	Term 3 W6	Term 4, W2	Term 4, W4/5
<b>Task Detail</b>	Portfolio: Film Review and Analysis of Impact of Technology in Sport	Peer Literature Review	Individual Fitness Assessment, Plan and Analysis of Performance	Group Report	End of Course Examination
<b>Assessed Outcomes</b>	3.2, 4.2, 4.4	1.2, 2.1, 2.2	3.1, 4.3	1.1, 1.2, 4.1, 4.2	1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4

# Personal Development, Health & Physical Education

## Outcomes to be assessed

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions

## RoSA Assessment Tasks Schedule – 2018

<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Date Due</b>	Term 1, W10	Term 2, W5	Term 3, W2	Term 4, W6
<b>Task Detail</b>	Research Task Mental Fitness	Practical – Athletics Skills	Camp/School Holiday Journal	End of Course Examination
<b>Assessed Outcomes</b>	5.1, 5.2, 5.6	5.4, 5.5, 5.10	5.1, 5.6, 5.7	5.1, 5.2, 5.6, 5.7, 5.9

# Religion

## Outcomes to be assessed

- 1.1 develops a knowledge of God.
- 1.2 outlines the role of Biblical character/s.
- 1.3 develops a knowledge of SDA beliefs and world view. This includes: personal identity, prophecy, biblical authority, key beliefs and life’s big questions.
- 1.4 shows appreciation of the role and the validity of the Bible in revealing God’s plan to humankind.
- 2.1 interprets a variety of types of Biblical text using the appropriate tools.
- 2.2 applies lower order thinking skills meaningfully through the development of knowledge, comprehension and/or application.
- 2.3 applies higher order thinking skills meaningfully through the development of knowledge, comprehension and/or application.
- 3.1 develops an understanding of what spirituality is, and how it is expressed through knowledge, attitudes and actions.
- 3.2 develops the ability to apply biblical passage/s to one’s personal life.
- 3.3 develops the ability to make informed choices, particularly in relation to applying beliefs in lifestyle.
- 3.4 develops a personal connection with God.
- 4.1 develops social interaction skills through showing genuine care for others, handling challenges in human relationships, controlling emotions, resolving conflict, communicating effectively and accepting responsibility.
- 4.2 understands the concept of community and participates in the class/school as a community.

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4
Week Due	Term 1, W7	Term 2, W4	Term 3, W8	Term 4, W4/5
Task Detail	Diary – Apply a Bible Passage	Exegesis and Representation	Revelation – Creative Presentation	End of Course Examination
Assessed Outcomes	1.4, 3.1, 3.2, 3.4	1.2, 2.1, 2.2, 4.2	1.3, 2.1, 2.3, 4.1	1.1, 1.4, 3.3, 3.4

# Science

## Outcomes to be assessed

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

## RoSA Assessment Tasks Schedule – 2018

Assessment	Task 1	Task 2	Task 3	Task 4
<b>Week Due</b>	Term 1, W11	Term 2, W9	Term 3, W10	Term 4, W4/5
<b>Task Detail</b>	Student Research Project	Portfolio	Research Report	End of Year Examination
<b>Assessed Outcomes</b>	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	SC5-5WS, SC5-6WS, SC5-8WS, SC5-10PW, SC5-11PW	SC5-7WS, SC5-9WS, SC5-14LW, SC5-15LW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW

# Visual Arts

## Outcomes to be assessed

- 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 the 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

## RoSA Assessment Tasks Schedule – 2018

<b>Assessment</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
<b>Week Due</b>	Term 1, W7	Term 2, W6/7	Term 3, W9	Term 4, W4/5
<b>Task Detail</b>	Still Life Body of Work	Mid-Year Examinations	Pottery Body of Work	End of Year Examination
<b>Assessed Outcomes</b>	5.1, 5.3, 5.4, 5.6	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10

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# Appendix