

St Clare's Catholic High School



Year 10

2022

Assessment Handbook

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Introduction

This handbook gives you a detailed summary of assessments and assessment processes for the Year 10 Course. Within it you will find important information about what assessment is, what you should do in particular situations, and what might occur if the processes are not followed.

You will notice that the assessment schedules for each of the subjects offered at St Clare's Catholic High School are included. This is to help you to organise your study routine so that you can approach your studies with diligence and self-discipline, and also so that you can find balance in a busy lifestyle.

Students are encouraged to reflect on their learning behaviours and their best work submitted to set appropriate goals for their Year 10 study. The general performance descriptors below should help teachers and students describe their achievements in the tasks they complete this year.

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

ST CLARE'S - WHO TO CONTACT

You will need to discuss aspects of your learning from time to time. Please use this guide to determine who you should contact, depending on your question.

Always talk to your class teacher first.

Order of contact	Role	Name
Step 1	Classroom teacher	Various, according to timetable
Step 2 - choose the right person	Leader of Learning - Diversity <i>Contact this person if you are seeking adjustments to learning due to a disability or medical condition</i>	Mrs Debbie Watts dwatts1@parra.catholic.edu.au
	Leader of Learning <i>Contact this person if you are seeking clarification about a subject/course after talking to your classroom teacher</i>	Mr Juan Chavez (PDHPE) jchavez@parra.catholic.edu.au Ms Rachel Watts (HSIE) rwatts@parra.catholic.edu.au Ms Jessica Damski (Religious Education) jdamski@parra.catholic.edu.au Ms Sheree McCormack (Science) smccormack@parra.catholic.edu.au Ms Sherene Mitchell (English) smitchell@parra.catholic.edu.au Ms Widad Thalji (Mathematics) wthalji@parra.catholic.edu.au Ms Pauline Tivoli (Creative Arts) ptivoli1@parra.catholic.edu.au Ms Theresa Nielsen (Technologies) Tmorabito@parra.catholic.edu.au
Step 3	Leader of Wellbeing Stage 5	Ms Brittany Bonarius bbonarius1@parra.catholic.edu.au
Step 4	Head of Learning	Mr Dale Ahern dahern1@parra.catholic.edu.au
	Head of Wellbeing	Ms Nikki Valeri nvaleri@parra.catholic.edu.au
Step 5	Assistant Principal	Ms Hayley Lalor hlalor@parra.catholic.edu.au

Sharing your child's learning

Parents/carers are encouraged to read through this booklet with the student.

Whilst this booklet is intended for the student as each child is responsible for his/her classroom application, you may wish to talk about each page and subject with your child. Parents/carers could use dates provided for each subject/course to support their children in organising a Diary/Calendar.

If at any time, you are seeking further advice on how you can support your child's learning, please contact the teacher. In lessons, your child will be given advice and feedback on how to improve. You may wish to reflect upon this feedback with your child.

Importantly, at St Clare's we value the four pillars (4 Ps) of learning:

- 1) Passion
- 2) Pride
- 3) Peace
- 4) Persistence

We believe this underpins all learning, growth and success. We ask you to encourage these expectations and qualities in your child at school and home.

Studying the Year 10 Course

How do I successfully complete Year 10?

Year 10 represents compulsory education. It is a culmination of all of your years in school, and success in Year 10 allows you to make choices about your career path and your life. Your success in Year 10 will determine the courses you are able to take in Year 11, TAFE or other institutions. Employment in trade, retail and other areas also require you to be successful in Year 10.

Successful completion of Year 10 is most likely with regular attendance, participation in school experiences and engagement with learning activities and assigned tasks. A responsible and mature approach will enable students to meet requirements.

In order to complete Year 10 you must be able to show three things. You can:

- follow the course developed or endorsed NESA;
- apply yourself with diligence and sustained effort to the set tasks provided in the course by the school;
- achieve some or all of the outcomes of the course.

How do the Minimum Standards impact on my achievement?

You are required to achieve a minimum standard of literacy and numeracy to receive the HSC. You will be given several opportunities to attempt to achieve the minimum standards before you complete your HSC.

It is useful to know that a determined and sustained effort will result in the successful completion of Year 10 studies.

What happens if I decide to finish my school education at the end of Year 10?

The NSW law, under the NSW Education Act, determines that all students must remain at school until they have either successfully enrolled in study or regular work, totalling 25 hours per week or obtained an apprenticeship or turned 17. You are not able to withdraw from school unless you have alternative study or work arrangements.

If you decide to leave school at any time between the end of Year 10 and the end of Year 12, you will achieve a Record of School Achievement (RoSA) for each of the subjects in which you are enrolled.

There is more information about the RoSA later in this booklet.

What is expected of me, as a Year 10 student?

Student responsibilities

As a Year 10 student you take the commitment to study seriously. You are committing to apply yourself diligently to your studies, completing all set work on time and with pride. This includes:

- classwork
- homework
- assessment tasks
- daily attendance at school

A lack of diligence and effort, or poor school attendance, could result in an 'N' Grade Award. You can read more about this further in this document.

About Assessment

What is assessment?

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessments are more than just the formal tasks you submit: all learning, whether in class, at home, or formally submitted, contributes to your assessment, and therefore to your overall grade.

Different types of courses assess in different ways. You should ensure you apply your best effort to all of your classwork, including your assessments.

Why is it important?

The purpose of assessment is so that you can find out how you are doing in each of your subjects. You can use the feedback you receive from your assessments to evaluate your progress and set goals for improvement. All assessment tasks are designed to assess your achievement in a range of course outcomes.

You will be assessed in a range of ways, such as examinations, portfolios, practical activities and others, depending on the outcomes and context of the course you are studying. This means that you can demonstrate the breadth of your knowledge and skills.

In Year 10, you will engage in a variety of assessments. Some of these assessments will be informal and ongoing, based on your class participation and work, and others, whilst still based on your class work, will be formal and are listed in the Assessment Schedules for each subject. They can be found in this handbook. Further information about assessment in these courses can be found from page 19 onwards.

Regular assessment of the outcomes of each course is an important way for your teachers to determine your achievement and progress in the course.

How are grades allocated?

To determine your achievement, you will be given a grade for the formal and informal assessment tasks you complete. All of your work, and your participation in your lessons, can contribute to your grade in each course. This is because your teacher can measure your achievement of the course outcomes in a variety of ways.

A teacher will measure a student's performance in a course by using a resource prepared by NESAs, called the *Course Performance Descriptors For Year 10 Courses*. This resource can be found on the [Assessment Resource Centre](#), managed by NESAs. This resource describes what students should do at each grade level. Teachers will also prepare marking criteria for formal assessment tasks, outlining the skills and content on which a student will be assessed. These relate to the course outcomes.

The grade you achieve will demonstrate what you know and can do. In the Year 10 course, it is not based on the performance of other students. This is determined by a teacher's professional judgement, based on your achievement in your assessment for that subject, with reference to the standards set by NESAs in the *Course Performance Descriptors*. A general guide to these were provided in the Introduction of this document.

More information about the allocation of grades for the Year 10 course can be found in the section on the RoSA later in this document.

How do I submit a task?

St Clare's offers a broad range of subjects, and each subject has unique requirements for the submission of formal assessment tasks. It is important that all assessment tasks are submitted on time to ensure that no student is unfairly advantaged by having more time. Whenever you receive an Assessment Task Notification form it will state:

1. The date and time the task is due
2. The method of submission (via email, Google Classroom, paper copy, etc.)

When submitting paper and practical assessment tasks you must ensure that:

- the Assessment Notification Cover Page is attached to the front of your assessment. Your teacher will ask you to sign that this is your own work and that it has been submitted at the required time.
- tasks are given to the class teacher (or to the agreed substitute teacher if the class teacher is absent).
- tasks are never to be submitted to other staff members or taken to the front office
- tasks are not given to other students to submit on your behalf
- you have not taken extra time to complete the task, such as arriving late on the day the task is due, as this gives you an unfair advantage.

What if the assessment task is an exam?

All the same rules apply for exams as for hand-in assessment tasks.

When an exam is scheduled you must:

- arrive at the exam room before the exam is due to begin
- remain in the exam room until the end of the time given for the exam
- take into the exam room ONLY
 - pens, pencils, eraser, calculator (NESA approved only)
 - other specified equipment, approved by NESA for that subject
 - a clear pouch to store these in
 - tissues
 - water
- no other items will be permitted in the exam room.

What if I have additional needs?

The school is governed in the provision of special conditions for students with disabilities by NESA. Detailed information about these can be found in the Assessment, Certification and Examination (ACE) Manual on the NESA site at: <http://ace.nesa.nsw.edu.au/> (Section 10). Here you will find information about who is eligible and about the application process.

The school's Diversity team work with individual students to assess their needs. You or your parents/caregivers can speak to the Leader of Learning, Diversity if you have any questions in relation to accessing exam provisions.

Assessment Procedures and Integrity

What if I am away on the day a task is due?

You must be at school to submit or complete a formal assessment task on the day it is due. The due date will be listed on the Task Notification. However, there may be some unavoidable absences from time to time, such as:

- very serious illness of self or close family member
- a family emergency, such as a car accident
- family bereavement

If you are absent on the day a task is due to be submitted or completed, you must follow these steps:

- phone or send an email to your teacher in the morning, before the task is due
- if the task is not a practical task, send it by email to your teacher
- get a doctor's certificate, bereavement certificate or other supporting evidence
- download and complete the *Illness, Misadventure or Special Considerations Form* (Appendix 1)
- **On the next day you return to school, give your teacher the task and the completed *Illness, Misadventure or Special Considerations form*.**

There may be times when you know you will not be present for a task, or have other extenuating circumstances that you know will prevent you from submitting the task on the due date. In this case an *Illness, Misadventure or Special Considerations Form* (Appendix 1) is required. Approval will depend on your reasons and documentation for the application. You will need to submit an *Illness, Misadventure or Special Considerations Form* in all circumstances, including for a task missed because you have taken Principal approved leave.

In some cases, you may be asked to complete an alternative task. This will occur when it is not possible for you to complete the task the rest of the class has completed. On occasions, it may be necessary to give an estimate mark for the task, but this will occur rarely and when there is no alternative.

What if I fail to submit an assessment task?

You must submit an assessment task on the due date, at the required time, unless you have applied for late submission through an *Illness, Misadventure or Special Considerations* Form (Appendix 1) and it has been approved.

If you fail to complete or submit an assessment task on the due date without following the procedure described in the previous section, 'What if I am away on the day a task is due', the following will be applied:

- you have not demonstrated achievement in these outcomes: this could affect your overall performance in that subject.
- the process for 'N' Grade warnings will be followed. (N Grade warnings mean that you are at risk of not meeting requirements of the course and continued application in this manner could result in you receiving a Non-completion determination for the course).

What if I make a 'non-serious attempt'?

You must make your best effort in all aspects of your study, including assessment tasks and exams. When you complete a task without taking it seriously, it is called a 'non-serious attempt'. Students who make non-serious attempts jeopardise their successful achievement in their Year 10 studies. This will result in a N Warning and the non-serious attempt at the Task will need to be rectified. This means that the student will have to re-submit this Task or a substitute Task, however, they may not be graded.

What if my assessment task is the result of malpractice?

What is malpractice and why should I be concerned about it?

Malpractice is when a student goes out of his/her way to take an unfair advantage in an assessment task. It is also called cheating. It is a very serious offence and, therefore, instances of intentional or accidental malpractice are treated seriously at school, TAFE, university or any other place of study.

NESA provides the following definition of malpractice:

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- *copying someone else's work in part or in whole, and presenting it as your own*
- *using material directly from print or digital mediums without reference to the source*
- *building on the ideas of another person without reference to the source*
- *plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own*
- *submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially*

- *using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement*
- *paying someone to write or prepare material breaching school examination rules cheating in an in-class assessment/examination, including having access to mobile devices using non-approved aids during an assessment task*
- *providing false explanations to explain work not handed in by the due date*
- *assisting another student to engage in malpractice.*

Deliberate acts of malpractice may occur if a student feels that their own efforts may be inadequate, or if they feel unable to cope with the consequences of poor performance. Unintentional acts of malpractice may occur if students are poorly prepared or do not know how to acknowledge the contribution made by others to their work.

NESA (2018) *Assessment in Practice* Retrieved from

<https://educationstandards.nsw.edu.au/wps/wcm/connect/90ba4628-9d99-4612-8244-75a8f775bc17/stage-6-assessment-in-practice.pdf?MOD=AJPERES&CVID=>

What happens if my work is found to be the result of malpractice?

There are serious penalties for malpractice of your work, including assessment tasks. These include:

- you have not demonstrated achievement in these outcomes for part of a task or the entire task, whichever demonstrates malpractice; this could affect your overall performance in that subject
- the process for 'N' Grade warnings will be followed (see page 12)
- you will be required to complete the task, or the relevant section of the task, and to resubmit within five school days
- details of the malpractice will be recorded on the NESA Register of Malpractice in HSC Assessment Tasks

If you do not agree that malpractice has occurred, you can appeal this ruling. There is information on 'Appeals' included in this booklet. (see page 13).

What is plagiarism?

Plagiarism is using the work, words and ideas of others, without acknowledging the writer, or without giving the writer credit for his/her original work. It is a form of malpractice. It is dishonest.

Plagiarism occurs when a student:

- copies the writer's exact words, without using quotation marks, and without providing the respective source
- uses the writer's ideas as their own
- buys, or borrows, someone else's work, and copies it
- cuts and pastes information from several different sources into their work
- quotes a small part of an original work and presents the remainder as his/her own

What is the difference between plagiarism and research?

Research is reading relevant information about a topic and using this to form your own ideas. In research, the source (original writer or publication) is acknowledged.

Plagiarism is copying, paraphrasing, or cutting and pasting the original source, as described above.

How do I know if I am plagiarising work?

Ask yourself these questions:

- Am I reading information on this topic?
- Am I using any of this information?
- Am I researching information, whilst I am working on this assessment item?
- If your answer is 'yes' to any of these questions, your researched information must be acknowledged.

How do I ensure I am not plagiarising?

- ✓ Take careful notes, and when you use exact words from the source, enclose those words in quotation marks.
- ✓ Be clear about the parts that you have quoted, the parts that you have rewritten in your own words (paraphrased), as well as the parts that you have summarised.
- ✓ Record the details of all of the sources that you have used, including Internet sites.
- ✓ Keep all of your notes and sources, until your assessment item has been returned to you.
- ✓ Acknowledge sources in the main body of your text, using brackets, as well as in your bibliography.

What are the penalties for plagiarism?

- Plagiarism is malpractice. The procedure for malpractice will be followed.

What is an 'N' Grade Determination?

Failure to complete set assessment tasks may result in the student receiving an 'N' Grade warning in a given subject. 'N' stands for 'non-completion' of a course. Students can also receive an 'N' Grade warning for failure to demonstrate due diligence in a subject. This includes:

- not participating in class activities
- not attempting coursework
- a poor record of attendance in a subject
- lack of completion of, or diligence in, mandatory work placement for VET students.

An 'N' Grade award means that a student is deemed to be unsatisfactory in a particular subject and receives no mark or credit for that subject in the Year 10 Record of School Achievement. A student

will receive three 'N' Grade warnings before this occurs. An 'N' Grade is a very serious breach of a student's responsibility.

If you are at risk of receiving an 'N' Grade, the following will occur:

- An 'N' Grade warning letter will be issued to you, your parents/caregivers and a copy will be kept on file. A meeting with your parents/caregivers will take place.
- You will need to return the acknowledgement slip, with any missing work, to the class teacher
- If you still do not complete missed work with diligence and effort, a second 'N' Grade warning letter will be issued, and a second meeting with your parents/caregivers will take place.
- If you still do not complete missed work with diligence and effort, a third 'N' Grade warning letter will be issued, and a third meeting with your parents/caregivers will take place. You are at serious risk of unsuccessful achievement in that subject.

What if I think I have received an unfair mark or ruling?

You may appeal against decisions concerning aspects of the award of the Year 10 Record of Achievement on a number of bases. These may include student appeals against:

- the mark/grade achieved for a particular task
- the rejection of an application for special consideration
- 'N' awards in particular subjects
- student appeals against the withholding of a Record of Achievement (attendance/application)

An appeal should include the *Application for Appeal* form (Appendix 2). An appeal should be lodged to the class teacher within 24 hours of the task being returned to the class.

The appeal process is outlined as follows:

- An appeal committee will be made up of a Leader of Learning, a subject content expert teacher and the Assistant Principal.
- The Appeal Committee will review the task.
- Your application for appeal will be accepted or rejected based on:
 - the information you have provided pertaining to the issue
 - any documentation you have included in your application
 - the rules governing schools, applied by NESA
 - the committee's professional knowledge and judgement
- You will be informed of the outcome in person and in writing

You can find an *Application for Appeal* form in Appendix 2 in this booklet.

End of Year 10 Course

How do I graduate from the Year 10 Course?

If you leave school at any time before completing Year 12 you will be given a *Record of School Achievement (RoSA)*. Your RoSA will indicate the levels of achievement you have received in each of your subjects represented by grades from A to E.

You will not be awarded a grade, and therefore not achieve a RoSA, for subjects that have not been successfully completed. You will receive written warnings if you are at risk of not successfully completing a course (Please refer to page 12 for information on the N Grade Determination).

The RoSA is useful to you if you leave school prior to the HSC because you can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2022, have not demonstrated the HSC minimum standard to receive their HSC.

The school does not supply the *Record of School Achievement (RoSA)*. NESA provides this through Students Online which Year 10 students receive information about throughout the year. It is important that Year 10 students check their emails where they will be sent important information about their RoSA and Students Online from time to time.

You will be provided with a School Certificate of Completion if you choose to leave at the end of Year 10. This will be presented in a liturgy.

What are my choices at the end of Year 10?

All students are required to attend school every day until they are 17 years old. This means that most students will not be at the appropriate age to leave school until the end of Year 11. Most students would be encouraged to complete their stage 6 study at this point.

However, students can choose to finish school at the end of Year 10 before they turn 17, if they have either:

- successfully enrolled in further study at another formal education institution
- been accepted into a full time position of training or work
- obtained regular work, totalling at least 25 hours per week

Students seeking this pathway at the end of Year 10 will need to successfully complete their *Record of School Achievement (RoSA)* to present to prospective employers and education institutions.

Students are not able to withdraw from school unless they have the above alternative study or work arrangements.

Students taking this pathway will need to complete a Leavers Form available in the Student Services Office at school. They must attach proof of their acceptance into further study or position of employment before the school can withdraw the student. This needs to be submitted before the last day of Year 10.

Students choosing to go onto Year 11 and 12 will need to successfully complete their RoSA. They will also be required to complete some preparatory Stage 6 prerequisites including an online course from NESAs titled 'All My Own Work'. Students will receive information about this later in the year.

Students will be given material later in the year to select their Year 11 courses. It is important to know now that English is mandatory in Year 11 and 12, and all students need to select one available subject in Religious Education. Students will have many other subjects to choose from. It is important that students select wisely. It is recommended that all students start conversations with their teachers early in the year about available subjects and areas where they may find most success. All subject selections should be based on the student's strengths and interests.

Conclusion

There is a lot of information in this document. Students are encouraged to read this carefully and talk about it with their parents/carers. Year 10 marks an important development in each student's growth and schooling. As such there is new information and requirements to be aware of. Students should also discuss their questions with their teachers.

Regular attendance at school and taking responsibility for your learning will ensure that you meet Year 10 requirements as outlined in this document. This will allow students to participate in school experiences and receive information designed to support each student throughout the year.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

LEADER OF LEARNING VET: MS BRIDGET WARD

ASSESSMENT IN VET COURSES

The Vocational Education and Training Courses offered for the 2022 Preliminary Year are **Construction, Fitness, and Hospitality.**

Competency-Based Assessment

VET courses are **competency-based**. This means that a student's **performance** is **judged against a prescribed standard** contained in each unit of competency. In competency based assessments students are either *competent* or *not yet competent*.

Teachers will gather information and make judgments about a student's achievement on a continuous basis. When a task or practical is administered the student will be judged as either **competent** or **not yet competent**. Assessment Tasks in VET have three components: **questions, observation** during practical and simulated work environments and **structured activities**.

Competency-based assessment focuses on the **requirements of the workplace**. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply knowledge and skills in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined. As such, an **integrated or holistic approach** to assessment is adopted. This means that several units of competency are assessed together. To achieve an AQF VET Certificate or Statement of Attainment, a student must be assessed as competent according to the requirements set out in the national Training Package. **Any student that is deemed not yet competent in a task needs to re-submit the task.** Students are given an opportunity to **re-submit twice to demonstrate competence, however in some instances, it is not possible to repeat practical activities, hence the student will not achieve that unit of competency.** **A student studying a full qualification, will receive a Statement of Attainment if all units of competency are not achieved.**

A schedule of assessment tasks follows. The tasks, outcomes and the timing of these may be modified according to student needs and course requirements. The majority of assessment occurs towards the final weeks of the module being delivered, with the exception of some practical coursework which accumulates ongoing evidence throughout the module. As a result, this assessment schedule should only be used as a guide. Please also note that the competency assessment schedule may change subject to changes to the training package.

Assessment Appeals

Appeals

If you disagree with the outcome of an assessment because you believe that you have met the standards for performance (benchmarks), you have the right to appeal. You must ask for a review as soon as possible after receiving your result. You should take the following steps:

1. Speak to the teacher who assessed your work.
2. If you are not satisfied with your discussion with the teacher then make an appointment to speak to the Leader of Learning VET (LOLVET) and bring your task with you.
3. The LOLVET will discuss your concerns with you.
4. A joint meeting will be arranged between you, the teacher and the LOLVET so that your concerns and those of the teacher can be addressed.
5. The result of this meeting may be:
 - (a) A revised assessment by the teacher;
 - (b) A new assessment task for **part** of the disputed task; or
 - (c) A **full** assessment task to be completed in place of the disputed task.
 - (d) Assessed by another accredited assessor.
6. If you are still dissatisfied, you will need to speak to the Leader of Learning Curriculum.

A sample form for VET Assessment Appeal Submission is provided at the back of this handbook

Assessment Practices

VET students will be involved in either competency based or standards referenced assessment (see previous page). The nature of each assessment is dependent on the current course and cohort. Students will be informed by their VET teacher as to the nature of each assessment.

As assessment in VET is continuous, at times during the year, students will be involved in competency based assessment that is developed out of their coursework. The competency based assessment tasks are provided so that students are able to demonstrate competence in the course units of competency, which then determines the AQF qualification achieved (ie. Statement of Attainment or Certificate level).

**Catholic Education Diocese of Parramatta
VET Assessment Appeal Submission**

Name	
Course	
School	
Teacher	

Units of Competency Assessed

Please identify in the table below the units of competency that are the subject of the assessment appeal.

Unit Code(s)	Unit of Competency	Date Assessed

Grounds for Appeal

Please detail the grounds for your appeal in the space provided below and ensure that you describe the alleged fault in the assessment process.

Student Signature:

Date:

Outcome of Appeal:

Decision: Upheld Rejected

Principal's Signature:

Date:

Office Use Only:

Date Received:

Received By:

Date Reviewed:

Reviewed By:

Course-Specific Assessment Grids



**St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Child Studies
2022**

Task number	Task 1	Task 2	Task 3
Unit	Meet the Parents	Baby's Kitchen	Career in Childcare
Task type	Test	Nutrition Plan	Written Report
Syllabus outcomes	CS5-1, CS5-7, CS5-9	CS5-2, CS5-5, CS5-11	CS5-5, CS5-7, CS5-8, CS5-10
Completion date	Week 8, Term 1	Week 8, Term 2	Week 8, Term 3



**St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Commerce
2022**

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Investing	The Economic and Business Environment	Law, Society and Political Involvement	Towards Independence
Task type	Multimedia Response	Stimulus Report	Law court report	Independence Plan
Syllabus outcomes	5.4 ,5.6, 5.8, 5.9	5.1, 5.4 ,5.5, 5.7, 5.8	5.2, 5.3, 5.5, 5.7	5.4, 5.5, 5.6
Completion date	Week 9 Term 1	Week 10 Term 2	Week 7 of Term 3	Week 3 of Term 4



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 English
2022

Task number	Task 1	Task 2	Task 3
Unit	<i>The Write Stuff (Creative Writing)</i>	<i>Something Wicked This Way Comes (Macbeth)</i>	<i>Power and Conflict: A Novel Study</i>
Task type	Imaginative Writing and Reflection	Multimodal	Extended Response
Syllabus outcomes	EN5-1A, EN5-5C, EN5-7D, EN5-9E	EN5-2A, EN5-4B, EN5-6C, EN5-8D	EN5-1A, EN5-3B, EN5-5C
Completion date	Term 1, Week 10	Term 2, Week 9	Term 4, Week 2



**St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 History Elective
2022**

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Romanov Dynasty	Heroes and Villains	Myths and Legends	King Henry VIII
Task type	Extended Response	Historical investigation project	Picture Book	In-Class Test
Syllabus outcomes	HTE5.3, HTE5.4, HTE5.7, HTE5.8, HTE5.10	HTE5.1, HTE5.5, HTE5.6, HTE5.8, HTE5.10	HTE5.1, HTE5.2, HTE5.6, HTE5.8, HTE5.10	HTE5.1, HTE5.4, HTE5.6, HTE5.10
Completion date	Week 8, Term 1, 2022	Week 8 Term 2, 2022	Week 9 Term 3, 2022	Week 4 Term 4, 2022



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 HSIE - Geography/History
2022

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Environmental change and management	Human Wellbeing	Rights and Freedoms	Australia in the Vietnam War era
Task type	Research action plan	In-Class Skill Test	Source Analysis	In-Class Test
Syllabus outcomes	GE5-4, GE5-5, GE5-8	GE5-7, GE5-8,	HT5.6, HT5.8, HT5.9	HT5.1, HT5.3, HT5.10
Completion date	Week 8 of Term 1	Week 3 of Term 2	Week 8 of Term 3	Week 3 of Term 4



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Technology - Timber
2022

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Specialised Module Timber 2	Specialised Module Timber 2	Specialised Module Timber 2	Specialised Module Timber 2
Task type	Footstool Portfolio Investigation plus Design	Industry Study	Practical Project: Footstool plus Portfolio Evaluation	Practical Project Decorative Clock and Portfolio
Syllabus outcomes	IND 5-2, IND 5-4, IND 5-5	IND 5.3, IND 5.6, IND 5.10	IND 5-1, IND 5-2, IND 5-7	IND 5-3, IND 5-4, IND 5-8
Completion date	Week 8 of Term 1	Week 2 of Term 2	Week 5 of Term 3	Week 4 of Term 4



**St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Information and Software
Technology
2022**

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Database Design	Software Development and Programming	Authoring and Multimedia	Authoring and Multimedia
Task type	Database Design	Coded Game and Progress Journal	Collaborative Film and Individual Response	Exam/Classwork
Syllabus outcomes	5.2.2, 5.2.3, 5.5.2	5.2.1, 5.2.2, 5.2.3	5.3.2, 5.5.1, 5.5.3	5.2.1, 5.2.2, 5.2.3, 5.5.3
Completion date	Week 10 of Term 1	Week 3 of Term 3	Week 1 of Term 4	Week 3 of Term 4



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Standard Mathematics (5.1)
2022

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Single Variable Data Analysis	Numbers of Any Magnitude; Single Variable Data Analysis; Right-Angled Trigonometry; Indices; Probability	Area and Surface Area	Linear Relationships; Non-Linear Relationships; Area and Surface Area; Properties of Geometric Figures; Financial Mathematics
Task type	Investigation	Portfolio	Investigation	Portfolio
Syllabus outcomes	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-9MG, MA5.1-12SP, MA5.1-10MG, MA5.1-5NA, MA5.1-13SP	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-8MG	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-6NA, MA5.1-7NA, MA5.1-8MG, MA5.1-11MG, MA5.1-4NA
Completion date	Term 1, Week 8	Term 2, Week 4	Term 3, Week 7	Term 4, Week 3



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Intermediate Mathematics (5.2)
2022

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Right-angled Trigonometry, Probability, Equations, Linear Relationships	Financial Mathematics	Non-Linear Relationships Single Variable Data	Non-Linear Relationships Single Variable Data Financial Mathematics
Task type	End of Topic Quizzes	Investigation	End of Topic Quizzes	Exam
Syllabus outcomes	MA5.1-10MG, MA5.2-13MG, MA5.2-17SP, MA5.2-8NA, MA5.2-9NA	MA5.1-4NA, MA5.2-4NA	MA5.1-7NA, MA5.2-10NA, MA5.2-15SP	MA5.1-7NA, MA5.2-10NA, MA5.2-15SP, MA5.1-4NA, MA5.2-4NA
Completion date	Throughout Terms 1 & 2	Week 9 of Term 3	Throughout Term 3	Week 3 of Term 4



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Advanced Mathematics (5.3)
2022

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Algebraic Techniques Equations Area, Surface Area & Volume Bivariate Data Analysis	Trigonometry & Pythagoras	Non-Linear Relationships Properties of Geometrical Figures	Non-Linear Relationships Properties of Geometrical Figures Trigonometry & Pythagoras
Task type	End of Topic Quizzes	Investigation	End of Topic Quizzes	Exam
Syllabus outcomes	MA5.3-13MG, MA5.3-14MG, MA5.3-5NA, MA5.3-7NA MA5.3-8NA, MA5.2-16SP MA5.3-19SP	MA5.3-1WM, MA5.3-2WM MA5.3-3WM, MA5.3-15MG	MA5.1-7NA, MA5.2-10NA MA5.3-9NA, MA5.1-11MG MA5.2-14MG, MA5.3-16MG	MA5.1-7NA, MA5.2-10NA MA5.3-9NA, MA5.1-11MG MA5.2-14MG, MA5.3-16MG MA5.3-15MG
Completion date	Throughout Terms 1 & 2	Week 9 of Term 3	Throughout Term 3	Week 3 of Term 4



**St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Mathematics Elective
2022**

Task number	Task 1	Task 2	Task 3	
Unit	Working with Functions, Trigonometry	Trigonometry, Trigonometric Functions, Differentiation	All units	
Task type	Topic Test	Assignment	Exam	
Syllabus outcomes	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Completion date	Term 1 Week 10	Term 2 Week 7	Term 3 Weeks 8/9	
Component				Total Weight
Understanding, Fluency and Communication	15	15	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Task weighting %	30%	30%	40%	100%



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Music
2022

Task number	Task 1	Task 2	Task 3	Task 4
Unit	Film Music	Film Music	Australian Art Music	The Music Industry
Task type	Composition and Guided Listening	Performance	Portfolio	CAPA Showcase
Syllabus outcomes	5.4, 5.6, 5.7, 5.9	5.1, 5.2, 5.3, 5.12	5.2, 5.4, 5.5, 5.7, 5.8	5.11, 5.12
Completion date	Week 6 of Term 1	Week 2 of Term 2	Week 10 of Term 2	Week 2 of Term 4



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Photographic and Digital Media
2022

Task number	Task 1	Task 2	Task 3	Task 4
Task type	Practical - Portrait photographs	Research report	Practical - Narrative photographs	Practical - Series of Photographs
Syllabus outcomes	5.1, 5.3	5.8, 5.10	5.5, 5.6	5.2, 5.4
Completion date	Week 10 of Term 1	Week 7 of Term 2	Week 4 of Term 3	Week 4 of Term 4



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 PASS
2022

Task number	Task 1	Task 2	Task 3
Unit	Event Planning	Nutrition and Physical Activity	Coaching
Task type	Event Planner	Nutrition Plan	Coaching Session
Syllabus outcomes	PASS5-5, PASS5-7, PASS5-8	PASS5-1, PASS5-2	PASS5-6, PASS5-7
Completion date	Week 10, Term 1	Week 9, Term 2	Week 9, Term 3



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 PDHPE
2022

Task number	Task 1	Task 2	Task 3	Task 4
Unit	A whole new world	World sports/ Invasion Games	Living on the edge	Hit it and Kick it/ Fair play
Task type	Research Task	Practical	Campaign	Practical
Syllabus outcomes	PD5-1 PD5-9	PD5-4 PD5-5 PD 5-10	PD 5-6 PD 5-7	PD5-4 PD 5-10
Completion date	Term 1, Week 8	Term 2, Week 5	Term 3, Week 10	Term 4, Week 4



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Religious Education
2022

Task number	Task 1	Task 2	Task 3
Unit	Unit 1: God in our Life	Unit 2: Call to Holiness	Unit 3: The Church - Ecclesia
Task type	Analytical Response	Discernment Portfolio	Prepared Response
Syllabus outcomes	(KS1.2) C5.1; (KS1.1; KS3.2; KS 1.3) C5.3 C5.9; C5.10; C5.11; C5.12	(KS3.3) C5.4; C5.9; C5.10; C5.11; C5.12	(KS2.1; KS3.3) C5.5; C5.9; C5.10; C5.11; C5.12
Completion date	Week 10, Term 1	Week 9, Term 2	Week 9, Term 3



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Science
2022

Task number	Task 1	Task 2	Task 3
Unit	Objects in Motion	Chemical Reactions	Chemical Reactions, Objects in Motion, Evolution, Genetics, The Universe
Task type	Practical Task	Individual Student Research Project	Yearly Examination
Syllabus outcomes	SC5-6WS, SC5-7WS, SC5-9WS, SC5-17CW	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS	SC5-9WS, SC5-17CW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW
Completion date	Week 9 Term 1	Week 8 Term 3	Week 3 Term 4



St Clare's Catholic High School
Stage 5 Assessment Schedule
Year 10 Visual Arts
2022

Task number	Task 1	Task 2	Task 3	Task 4
Task type	Series of Still Life Drawings	Still Life Clay Objects and photographic series	Nature Sculpture and Documentation Photographs	Exam Unseen Plate short answer questions and extended response
Syllabus outcomes	5.3, 5.4	5.1, 5.2	5.5, 5.6	5.7, 5.8, 5.9, 5.10
Completion date	Week 10 of Term 1	Week 10 of Term 2	Week 10 of Term 3	Week 4 of Term 4

VET Assessment Grids



St Clare's Catholic High School
Stage 5 Competency Assessment
Schedule
Year 11 Active Volunteering (Vet)
2022

Qualification: CHC24015 Certificate II in Active Volunteering

Task	Module	Unit		Task Type	Task Studied	Task Due
1	Safety	HLTWHS001	Participate in workplace health and safety	Questions Observation Structured activities Third Party Report	Term 1 2022	Components of the task will be due throughout the course. All components of this task must be completed by the 2 nd September. (End of Week 7, Term 3.)
		BSBCMM201	Communicate in the workplace			
		FSKRDG10	Read & respond to routine workplace information			
2	Volunteering	CHCVOL001	Be an effective volunteer		Term 2 2022	Students undertaking early commencement (Year 10 students) must have all components completed by the 14 th October. (End of Week 1, Term 4.)
		FSKOCM07	Interact effectively with others at work			
3	Diversity	CHCDIV001	Work with diverse people		Term 3 2022	
4	Aboriginal & Torres Strait Islanders	CHCDIV002	Promote Aboriginal and/or Torres Strait Islander cultural safety		Term 3 2022	

Please note:

- Students must participate in a minimum of 20 hours of volunteer work as part of their work placement for this course.



St Clare's Catholic High School

Stage 5 Competency Assessment

Schedule

Year 11 Skills for Work (Vet)

2022

Option 3:

Students undertake three additional prescribed industry units as part of their course to achieve the full qualification

Qualification: FSK20119 Certificate II in Skills for Work and Vocational Pathways

Task	Module	Unit		Task Type	Task Due
1	Communication in the Workplace	FSKRDG009	Read and respond to routine standard operating procedures	<ul style="list-style-type: none"> - Questions - Observation - Structured activities 	<p>Components of the task will be due throughout Term 1 2022.</p> <p>All components of this task must be completed by the end of Term 1 2022.</p>
		FSKLRG009	Use strategies to respond to routine workplace problems		
		FSKRDG010	Read and respond to routine workplace information		
		FSKRDG008	Read and respond to information in routine visual and graphic texts		
2	Calculations in the Workplace	FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work	<ul style="list-style-type: none"> - Questions - Observation - Structured activities 	<p>Components of the task will be due throughout Term 2 2022.</p> <p>All components of this task must be completed by Term 2 Week 8 2022.</p>
		FSKNUM015	Estimate, measure and calculate with routine metric measurements for work		
		FSKDIG003	Use digital technology for non-routine workplace tasks		
3	Career Planning & Work-Related Learning	FSKLRG010	Use routine strategies for career planning	<ul style="list-style-type: none"> - Questions - Observation - Structured activities 	<p>Components of the task will be due during part of Term 2 and throughout Term 3 2022.</p>
		FSKLRG011	Use routine strategies for work-related learning		
		FSKWTG009	Write routine workplace texts		
		FSKOCM004	Use oral communication skills to participate in workplace meetings		
		FSKOCM007	Interact effectively with others at work	<ul style="list-style-type: none"> - Questions - Observation - Structured activities 	<p>All components of this task must be completed by the end of Term 3 2022.</p>
4	Savings	FNSFLT212	Develop and use saving plans		<p>Components of the task will be due during part of Term 4 2022.</p> <p>All components of this task must be completed by mid-Term 4 2022.</p>
		FNSFLT211	Develop and use personal budgets		
		BSBOPS203	Deliver a service to customers		

Appendix 1



ST CLARE'S CATHOLIC HIGH SCHOOL
ILLNESS, MISADVENTURE and SPECIAL CONSIDERATION
FORM

Student: _____

Learning Group: _____

Course: _____

Class teacher: _____

Due date of the assessment task: ____/____/____

Term __, Week __ (as per the Assessment Notification/Assessment Schedule in Handbook)

Actual completion date of the assessment task: ____/____/____

Type of task: _____

Outline the circumstances of your case.

To support this application, you have attached (circle/highlight the appropriate dot-point):

- a medical certificate
-
- a bereavement notice
- other supporting documentation (**A note from your parent/carer is not sufficient.**)

DECLARATION

I declare that the above information is true and accurate.

Student's signature: _____ Date: ____/____/____

Parent's / Guardian's signature: _____

Staff Recommendation

	Approved	Late submission	Alternative task	Estimate grade	Signature/Date
Class teacher	Yes / No	Yes / No	Yes / No	Yes / No	
Leader of Learning	Yes / No	Yes / No	Yes / No	Yes / No	
Leader of Diversity (where relevant)	Yes / No	Yes / No	Yes / No	Yes / No	
Final Decision					
Assistant Principal	Yes / No	Yes / No	Yes / No	Yes / No	



ST CLARE'S CATHOLIC HIGH SCHOOL APPLICATION FOR APPEAL

Student: _____ Learning Group: _____

Course: _____ Course teacher: _____

Describe the nature of the appeal (Eg. Appeal an Assessment Result):

If you are appealing an assessment result, please complete the following information:

Due date of the assessment task: Term __, Week __ (as per the Assessment Handbook)

Type of task: _____

Outline the circumstances of your case in relation to the awarded mark(s) and/or the assessment process.

You may attach relevant documentation to support your appeal.

DECLARATION

I declare that the above information is true and accurate.

Student's signature:

Date: ____/____/____

This form must be lodged with the class teacher within 24 hours of the return of the

assessment item.

Office Use Only

This application has been approved rejected .	
Signed:	
Leader of Learning: _____	Date: _____
Subject content expert teacher: _____	Date: _____
Assistant Principal: _____	Date: _____



St Clare's Catholic High School
'N' GRADE WARNING LETTER Years 10
NSW Educational Standards Authority (NESA)
1st official warning in name of course

Date _____

Parents' address details _____

Student: _____ Homeroom: _____

Dear _____

We are writing to advise that your child, **student's given name**, is in danger of not meeting the Course Completion Criteria for the **Year 10** course, **course name**.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **first** official warning that we have issued concerning **student's name** in **course**. A minimum of two course-specific warnings must be issued, prior to a final 'N' determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires the Principal to have sufficient evidence that the student has: a) **followed** the course that has been developed, or endorsed, by the Board;

b) **applied himself/herself** with diligence and sustained effort to the set tasks and experiences, provided in the course

c) **achieved** some, or all, of the course outcomes.

When it is determined that a student has not met the Course Completion Criteria, **he/she** places **himself/herself** at risk of receiving an 'N' (non-completion of course) determination. Students, who receive an 'N' determination, are not eligible for the award of the Record of School Achievement (RoSA).

Course ☐... is a mandatory course. ☐... is not a mandatory course.

To date, **student's given name** has not satisfactorily met **(a) / (b) / (c)** of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes, not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for **student's given name** to satisfy the Course Completion Criteria, the tasks, requirements or outcomes, which are listed overleaf, need to be completed/achieved satisfactorily within the next two weeks. Furthermore, we require you to attend a meeting at school with **student's name** to discuss **his/her** academic performance in this course.

Yours sincerely

Please detach this section, and return it to the teacher conducting the meeting about this matter.

Requirements for the satisfactory completion of a Stage 5 course

- I have received the letter dated **today's date**, indicating that **student's full name** is in danger of not completing **course** satisfactorily.
- I am aware that, if the warning is not resolved, this course may appear on **his/her** RoSA, with 'Not Complete' indicated.
- I am also aware that the 'N' determination may make **him/her** ineligible for the award of the RoSA.

Parent's/Carer's signature: _____ Date: ____/____/____

Student's signature: _____ Date: ____/____/____

Actions required to be taken by the student to resolve this warning			
Outstanding tasks or issue to be resolved	Initial due date	Action required by the Student	Revised due date



I am
known
understood
valued
learning

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