



Batemans Bay High School

LEARNING LEADS TO EMPOWERMENT



Year 10

Assessment Procedures 2025

Learning Leads to Empowerment

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Welcome to Year 10 2025

The School Certificate was abolished in 2011, recognising the new school leaving age of 17 and the importance of the Higher School Certificate as the preferred credential for school leavers. As a result, no certificate is automatically awarded to students prior to the completion of Year 12, however successful completion of Year 10 is still a pre-requisite to commencement of the Preliminary course in Year 11. Assessment in Year 10 is overseen by the NSW Education Standards Authority (NESA) and students have to conform to a mandatory statewide assessment policy.

If a student leaves school for any reason between the end of Year 10 and Year 12, he/she will be awarded a Record of School Achievement (ROSA), reporting on his/her performance in the most recently completed year.

This assessment handbook outlines the Batemans Bay High Year 10 Assessment Policy.

It aims to help senior students by:

- informing them of the aims and various practical aspects of the NESA assessment system and
- warning them of certain rules they must follow and requirements they must meet to successfully complete Year 10

For each course an assessment schedule has been included in this booklet. It identifies;

- the general nature of each task
- the course outcomes that will be assessed
- the estimated date of the task
- the weighting of each task towards the final assessment mark.

This booklet should be read in conjunction with NESA assessment policies available online at www.educationstandards.nsw.edu.au

Staff Contacts

Principal	Paula Brennan
Deputy Principals	Caroline Preston Andrew Histon Diarna Kalmanidis
Year Advisor	Priscilla Li
Learning and Support	Maria Love

Batemans Bay High School – phone 4478 3600

Assessment tasks are subject to change from year to year.
Information in this booklet applies to students in Year 10, 2025.

While the information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task that is issued by their class teacher.

Key terms used in this booklet

AMOW	HSC: All My Own Work <i>HSC: All My Own Work</i> is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of the HSC studies.
NESA	NSW Education and Standards Authority NESA organises and conducts the Higher School Certificate Examinations in all NSW schools and are responsible for the awarding of the Higher School Certificate Credential.
RoSA	Record of School Achievement The Certification students receive from NESA if they leave school prior to completing the HSC
HSC	Higher School Certificate Highest level of certification in NSW high schools, usually completed in Year 12 of high school
Preliminary HSC	First stage of the HSC; usually completed in Year 11 of high school
Stage	A period of learning, typically of two years duration. Stage 5 refers to Years 9 and 10 and Stage 6 refers to Years 11 and 12
Unit	The amount of time involved in a course
BDC	Board Developed Course Courses developed by NESA than can be used in the calculation of an ATAR
BEC	Board Endorsed Course Courses endorsed by NESA that count towards the HSC but cannot be used in the calculation of an ATAR
CEC	Content Endorsed Course These courses are endorsed by NESA to be delivered in all schools. There is no HSC external exam and they do not count towards an ATAR
TAFE	Technical and Further Education
VET	Vocational Education and Training
TVET	TAFE delivered Vocational Education and Training courses
UAC	University Admissions Centre
ATAR	Australian Tertiary Admission Rank A rank calculated by UAC as a way of determining entry to university courses
<p>Useful websites: https://www.educationstandards.nsw.edu.au/ www.uac.edu.au</p>	



NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) governs assessment requirements for the Higher School Certificate which are implemented by this school. The NESA website allows you to access full copies of each syllabus, assessment requirements, lists of prescribed texts, specifications for each course, as well as publications including past examination papers, specimen papers and notes from the Marking Centre.

<http://educationstandards.nsw.edu.au>

Students Online

During Year 10 the NESA Students Online service will be available for you to log on and view your enrolment details. By using your student number and PIN provided by NESA, you will be able to check important details relating to your enrolment and view important information about your studies.

Pattern of Study

At Batemans Bay High School, students in Year 9 and 10 will study:

a) The mandatory courses of:

- English
- Mathematics
- Science
- Geography
- History
- Personal Development, Health and Physical Education
- Sport.

and

- b) THREE (3) electives from those outlined in Year 10 2025. Either continuing courses chosen in 2024, or new courses on offer.**

For further course information and syllabus documents go to:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

What is assessment?

School-based assessment allows Year 10 teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the course and is a vital component of learning. Students will be ranked and graded in each course at the end Year 10.

Assessment is also used to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of achievement.

Assessment tasks take a variety of forms in an attempt to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.

In all subjects these may involve some of the following:

- half-yearly and yearly examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity,
- oral presentations or fieldwork

The Record of School Achievement (RoSA)

What is the RoSA?

The Record of School Achievement (RoSA) is the credential for students who leave school at the completion of Stage 5 and before they receive their Higher School Certificate (HSC). The RoSA is a cumulative record of all academic achievement. To summarise:

- The RoSA is designed to record all academic results for each secondary school student up until they receive their HSC.
- If a student leaves school prior to obtaining their HSC, the RoSA will detail grades for the courses they have completed.
- If a student leaves school before receiving a grade in Year 11 or Year 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that some students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

What is the RoSA actually made up of?

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, and Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (ie English, Mathematics, Science, HSIE, Languages, Technology, Music, Visual Arts, PDHPE) listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.
- VET courses will be recorded as 'Completed' with the footnote *Refer to Vocational Documentation*.
- Courses based on Life Skills outcomes and content will be recorded as 'Completed' with the footnote *See Profile of Student Achievement*.



Assessment across courses

Year 10 students complete school-based assessments as part of their Year 10 course. (except VET and Life Skills courses) Assessment is based on mandatory weightings and components as set out in the syllabuses for each Year 10 course being studied.

VET courses

VET courses use competency-based assessment. This enables students to gain a nationally recognised Australian Qualification Framework (AQF) credential. It is mandatory that all students studying VET courses do the mandatory work-placement. Failure to satisfactorily complete work-placement will result in an “N Determination” for the course.

Life Skills courses

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.

Assessment tasks

For each course (except externally delivered courses such as TVET and Distance Education courses), an assessment schedule has been included in this booklet. It identifies;

- The general nature of each task;
- the course outcomes that will be assessed;
- the estimated date of the task;
- the weighting of each task towards the final assessment mark.

Notification of assessment tasks

Assessment tasks are clearly labelled and notice of the due date is given in writing to students typically 14 days in advance. Students who are absent from school or class on the day a task is issued have the responsibility to collect the task from the teacher and sign for it. Students cannot use the excuse that they were absent on the day a task was issued and therefore unable to complete or sit the task. Assessment tasks will not be due or take place in the one-week period before half-yearly or yearly examinations.

Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

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

For the satisfactory completion of a course, NESA does not mandate an attendance requirement. As a guide, however, student attendance falling below 95% is considered by the Department to place a student at educational risk.

The principal may then determine that, because of absence, the course completion criteria may not be met. Students need to be aware that learning experiences are delivered in class and high absenteeism leads to gaps in this learning.

If at any time it appears that a student is at risk of receiving an ‘N Determination’ (a non-successful completion of a course), the principal must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be issued in time for the problem to be corrected.

Periodically, each student’s progress will be monitored by their class teacher, subject head teachers and the deputy principal. Students who are in danger of receiving an N-Determination will be interviewed, and parents/guardians will be informed of their child’s status.



Students who have not complied with the above requirements and have received at least two written warnings may be regarded as not having satisfactorily completed the course. The principal may then issue an N-Determination.

Ultimately it is a student's responsibility to ensure they are meeting all requirements for the courses they are enrolled in. Students need to make every effort to achieve a successful record of study.

Calculating assessment marks

When the assessment program ends, the school will total all the individual assessment task marks and apply any weightings to create a final assessment grade.

Students do not receive a final assessment mark, however, they do receive a school report showing their final assessment grade and 'rank' (position in your school group) per course.

Excursions and school events

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their Year 10 assessment obligations on the given date unless alternative arrangements have been pre-arranged and approved by the head teacher and deputy principal.



The responsibilities of the school

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESA, incorporating mandatory assessment components and weightings for that course
- The assessment policy and procedure and a student sign off acknowledgement
- Written notification provided to students typically 14 calendar days in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- Their rank for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void or invalid, a new task will be set, and the same requirement of typically 14 calendar days will be upheld.

The responsibilities of the student

It is the responsibility of the student to:

- Complete each course in which they are enrolled. This will be demonstrated by:
 - following the course that has been developed or endorsed by NESA,
 - applying themselves with diligence and sustained effort to the set tasks and experiences provided by the course, and
 - achieving some or all of the course outcomes.
- Attend all classes. Continued absence from class may mean that a student is not applying themselves with diligence and sustained effort and can therefore lead to an “N Determination” warning.
- Complete all set course work and learning tasks (not just assessment tasks) in order to achieve course outcomes even when absent from class.
- Make a serious attempt at all tasks which are set out in the assessment program for each course.
- Ensure that all personal technology devices (such as phones, smart watches, ipads and laptops) are off and away for all assessment tasks unless approved for the task.
- Complete all tasks by 11:59pm on the due date unless otherwise specified in the task notification.
- Present work that is their own, in the specified form by the due date. A student who is found guilty of malpractice will be a zero mark for the task and an “N Determination” warning will be issued.
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should communicate with the head teacher of the relevant faculty. An “Illness and Misadventure Application” **must** be sought on the first day back at school, completed and returned to the deputy principal, who will then determine the case. Supporting documentation must be provided in writing, such as a medical certificate for illness, or a satisfactory explanation in the case of misadventure, explaining the inability to do the task. It is not the responsibility of teachers to request an appeal. An “Illness and Misadventure Application” has been included in this document or is available from the deputy principal.
- Complete tasks immediately on return to the course specific class after an absence. In cases where tasks may be assessed over several days (for example, speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day they return to school.
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness and misadventure process must be followed.
- Comply with all the rules of the examination setting as provided on the exam timetable at the date of issue.



- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Students should use the “Appeal for Change of Date” form, or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. An alternative date or task cannot be negotiated during examination periods.
- Failure to negotiate a change of date in advance may result in a zero mark and N Warning.
- Complete mandatory work placement if enrolled in a VET course.

The responsibilities of the teacher

It is the responsibility of the teacher to:

- Develop an assessment schedule for Year 10 (of various assessment types in line with NESA requirements).
- Allocate weightings to each of the tasks in accordance with the component weightings and the school’s judgement of the relative importance of each task.
- Supply their students with detailed information (task notifications) about each assessment.
- Notify students in writing of the course assessment requirements.
- Notify students in writing typically 14 calendar days prior to each task. This notification will include:
 - The date the task is due,
 - A description of the task,
 - The weighting of the task,
 - The outcomes being assessed, and
 - The criteria on which the task will be marked.
- Notify students and their parents in writing by issuing a “N Determination Warning” letter if they fail to meet course requirements, including assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task and eligibility requirements have been met.
- Arrange for disability provisions and or adjustments for the completion of assessment tasks for those students who were granted such provisions by the Learning and Support Teacher (LaST), or in accordance with the adjustments and accommodations agreed upon in the student’s current Individual Learning Plan.
- Ensure that assessment tasks are returned within two weeks of submission to students (unless exceptional circumstances occur) with a mark / grade, rank and feedback to assist improvement in student performance. This feedback should include:
 - The student’s achievement in relation to the outcomes
 - The student’s rank for that task
 - Appropriate and specific feedback about the student’s performance in the task.
 - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course.
- Refer appeals and variations to the deputy principal and/or principal for determination, under exceptional circumstances.
- If a change of date for completion of a task is required there is no need for a further two weeks’ notice provided the task is not being brought forward.
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur approval will be sought from the head teacher and deputy principal, and students will be informed in writing.



The responsibilities of head teachers

In order to support students to successfully meet the NESA requirements for Year 10 courses and assessment, head teachers will:

- Negotiate with the deputy principal any alternative arrangements for a task to be approved.
- Keep a copy of the task in print and/or electronic form in case the original is mislaid.
- Make recommendations about extensions, malpractice, illness/misadventure and refer to the deputy principal for the final decision.
- Follow up any concerns with assessment tasks at the time they are marked and returned. (see Appeals Procedure for school based assessment task)
- Check assessment schedules to ensure they accurately reflect course component weightings and ensure all students must follow the principles and practices of good scholarship, as described in the [HSC: All My Own Work](#) program.
- Ensure all students comply with the standard set out by NESA in [Honesty and Integrity in HSC Assessment](#).
- Maintain 'markbooks' and or centralised systems of record keeping to suit the reporting methods used by Batemans Bay High School.
- Ensure that all classes doing the same assessment task for the same course are dealt with equitably.

What happens if a student fails to fulfil their responsibilities?

If a student fails to fulfil their responsibilities, they may receive:

- A zero mark for work that is not their own.
- A zero mark for work not submitted by the due date.
- A zero mark for a non-serious attempt.
- A zero mark for work not granted consideration due to illness/misadventure.
- An "N Determination" warning in a particular course if he/she fails to complete assessment tasks.

Failure to meet responsibilities may result in a "N Determination" warning letter, which may place a student's successful completion of Year 10 in jeopardy. Students and parents will be warned in writing.

Non-serious attempts

Students are warned that NESA does not treat non-serious attempts lightly and may prevent the award of the RoSA. Non serious attempts include:

- Failure to submit an assessment task.
- Failure to show ongoing work towards an assessment task over time
- Submitting a frivolous attempt of an assessment task.
- Failure to attempt all sections of an exam or assessment task.
- Failure to submit, on request, evidence of weekly work completed.

Where a student fails to comply with NESA or school requirements for the satisfactory completion of a Year 10 course, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.

Grading

Students in Year 10 study the mandatory courses of English, Mathematics, Science, History, Geography and PDHPE. In addition, students at Batemans Bay High School study three 200 hour elective courses.

A grade from A to E will be awarded by the school in all courses on the basis of performance descriptors issued by NESA. These grades will indicate the student's level of achievement relative to the knowledge and skills objectives of the course.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
N	An "N determination" may be applied, meaning the student has failed to meet course outcomes.

The grades form part of a student's ROSA.

Student Progress Concerns

Students recognised as causing concern will be encouraged to improve their commitment to their studies to ensure successful completion of the course.

Progress Concern Process

1	<p>Teacher identifies student as causing concern in relation to:</p> <ul style="list-style-type: none"> • Attendance (below 95%) and/or truancy from class • no evidence of missed work being completed • classwork and homework regularly incomplete • not participating in classroom learning and/or practical based activities • no evidence of progress towards the completion of an assessment task
2	<p>Class teacher in consultation with head teacher:</p> <ul style="list-style-type: none"> • interview the student (where possible) to discuss; <ul style="list-style-type: none"> - the issue, available supports and what is required to address the issue - a timeframe that the student is required to resolve the issue - actions required by the teacher should the issue continue or not be resolved • phone or email parents/carers of the student to inform them of the concern • record interview into Sentral (notifying DP, HT, YA, WC, LST, ALC as required)
3	<p>3a. Concerns resolved:</p> <ul style="list-style-type: none"> • student continues in course • teacher adjusts Sentral entry to confirm resolution of concerns raised <p>3b. Concerns not resolved:</p> <ul style="list-style-type: none"> • N Warning process will be followed

N Warning Process - Official warning letters

Where students do not resolve concerns raised or do not complete components of the course, official warning letters of concern (“N” determination warning letters) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements. The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To resolve an official warning letter, the student must comply with the letter’s requirements in full.

Failure to submit assessment items to a reasonable standard will make it difficult for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate will follow the “N” Determination process.

N Warning Process

1	Student has not met their responsibilities for completion of work, assessment tasks and/or applying themselves with diligence or sustained effort
2	<p>2a. Class teacher and head teacher will:</p> <ul style="list-style-type: none"> • Issue an N Warning letter to the student both in class and send to parents/carers • Provide a timeframe to resolve the task <p>2b. Student has a valid reason for missing the task:</p> <ul style="list-style-type: none"> • Student approach the deputy principal to request an Illness and Misadventure Form • Misadventure process to be followed
3	<p>Student does not require Illness and Misadventure</p> <p>3a. Student resolves N Warning</p> <ul style="list-style-type: none"> • Student completes the required work in the timeframe • Teacher adjusts Sentral entry to confirm resolution of the N Warning <p>3b. Student does not resolve N Warning</p> <ul style="list-style-type: none"> • A follow up N Warning will be issued

Change of Date Process

Change of date process is available to students who become aware of a clash with an assessment task and a school or personal commitment. Students need to apply as soon as possible to change the date of a task and provide appropriate supporting documentation.

Change of Date Process

1	<p>1a. Student requests a consideration for a change of date to complete a task.</p> <ul style="list-style-type: none"> • approach deputy principal for a Change of Date form during break times • complete form and give to class teacher • class teacher and head teacher recommend an alternative date • head teacher gives the form to the deputy principal • deputy principal makes final decision • student completes task
	<p>1b. Student does not apply for change of date</p> <ul style="list-style-type: none"> • student does not complete task • N Warning letter issued and zero marks will apply

Illness and Misadventure Process

Illness/Misadventure is available to students who experience sickness, illness or unforeseen circumstances immediately before or at the time of the assessment or exam. All Illness and Misadventure applications must be accompanied with a certificate from a doctor or specialist and/or an incident notification from a relevant reputable business or person eg. police statements, statutory declaration or a legal document, depending upon the incident.

Illness/Misadventure does not cover:

- attendance at a sporting, artistic or cultural event
- a family holiday
- alleged inadequacies of teaching
- long term matters relating to loss of preparation time, or loss of study time or facilities
- disabilities for which NESAs has already granted disability provisions, unless unforeseen episode occurs

Illness and Misadventure Process

1	<p>Student will contact the class teacher or head teacher on the day of the task to inform them of the need for Illness and Misadventure</p>
2	<p>2a. Student has a valid reason for missing the task:</p> <ul style="list-style-type: none"> • approach deputy principal on the first day back at school for a Illness and Misadventure form • complete the form, attach appropriate documentation and give to the class teacher • class teacher and head teacher recommend how the student can redeem the task • head teacher gives the form to the deputy principal • deputy principal makes final decision • student completes task and marks are awarded
	<p>2b. Student has no upheld valid reason for missing the task:</p> <ul style="list-style-type: none"> • teacher issues N Warning letter • student must still resolve the task • zero marks will still apply



Technology problems

Computer, internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- Online evidence of the work in progress in google classroom by the student
- A draft printout of the task
- A handwritten draft version of the task
- An electronic copy of the task given to the teacher, in the case of a printer malfunction

Students should also regularly show their teacher drafts of their work as it progresses so that teachers can verify they have sighted this and seen the work in progress.

If a printout is required students must be able to supply independent evidence of technology problems (for example, a letter from a computer repairer).

An “N Determination” warning and zero mark will be awarded if a student is unable to show evidence of the task in draft form or the teacher has not seen the task in development at all. It is recommended that students keep a back-up copy of tasks in progress.

New enrolments

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks or provided with alternative tasks.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

Honesty and Integrity of school-based assessment

The honesty of students in completing assessment tasks, exams, and tests underpins the integrity of their study and means;

- **Being honest and ethical** – being honest about what is your own work and what isn't, and about where you got your information.
- **Listing all your sources** – research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source.
- **Using your own words** – communicate what you have learnt in your own words.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specification documentation. Use of and inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

General teaching and learning does not require formal acknowledgement.

Malpractice

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process undermines the standard of scholarship represented by the award of the RoSA and constitutes malpractice.

NESA's rules regarding malpractice must be read in conjunction with any course specific requirements outlined in NESA syllabus packages including Assessment and Reporting information.

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

- **Misrepresentation** – when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- **Plagiarism** – when a student pretends to have written, created or developed work that has originated from another source.
- **Collusion** – when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
- **Breach of assessment conditions** – when a student does not follow the rules set out for assessment or examination.

Students are responsible for knowing and complying with NESA's ACE Rules and policies regarding malpractice.



Suspected Malpractice

If malpractice is suspected by the classroom teacher they will inform their head teacher and the student of this and their options. The investigation of suspected malpractice will be managed by a panel formed by the deputy principal.

In the case of Malpractice (suspected plagiarism and the use of AI generated work specifically), the student will be asked to provide evidence that all unacknowledged work is entirely their own.

Such evidence might include but is not limited to:

- explaining the process of their work, which might include journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas;
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If malpractice is concluded to have occurred, the following range of consequences may apply:

- zero marks for all or part of the task
- a formal warning
- an N Warning may be issued
- student may need to re-submit all or part of the task
- If applicable the student may have the ability to resolve the N Warning and re-submit the task – *the zero mark may still be upheld*

If plagiarism is determined by the panel additionally:

- the students name will be recorded in NESA via schools online.

Malpractice Process

(5 school day turnaround from notification in Sentral)

1	Class teacher; <ul style="list-style-type: none"> - identifies suspected malpractice - informs head teacher - makes a Sentral entry (confidential) and notifies the Deputy Principal
2	Class teacher and Head teacher meet with student to discuss the malpractice process and their options and communicates this to the parents
*	2a. - <i>If the student agrees to malpractice, then an appropriate consequence will be issued</i>
*	2b. - <i>If student disagrees to malpractice</i> Student approaches deputy principal and requests a review
3	Deputy Principal forms panel. This may consist of another deputy principal and a head teacher (excluding the Faculty HT from the course involved) and gathers all information
4	The Assessment Review panel analyses the information gathered and interviews: <ul style="list-style-type: none"> - the student (support person offered) - the class teacher - the head teacher (as required) The Assessment Review panel makes their decision
5	DP convening the Assessment Review Panel meets with the student and informs them of the outcome of the investigation and communicates this to the parent/carer
6	If malpractice is found – an appropriate consequence will be issued and an entry into NESA malpractice register via schools online
7	Student informed they can follow the Appeals process if they want to appeal the outcome

School Based Appeals Process

In the event that a student questions the outcome of an assessment process they can follow the appeals process.

They need to apply to the deputy principal within 3 days of the first outcome being issued.

The appeals process can apply to;

- Individual Assessment Task results (apply to the deputy principal within 3 days of the outcome being issued)
- Assessment Rank
- Illness and Misadventure outcomes
- Malpractice process outcomes
- Other relevant assessment concerns

In particular note that appeals for assessment results can only be made on the basis of:

- The weightings specified by the school not conforming with the Board's requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach of the Batemans Bay High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark

A request for an appeal cannot be based on questioning the professional judgement of teachers in the marking of work.

School Based Appeals Process

1	Student has concerns regarding the outcome of a process relating to assessment.
2	Student applies to the deputy principal for an appeals form
3	The Deputy Principal refers the appeal to the Principal
4	The Principal forms an appeals panel consisting of relevant executive (excluding the deputy principal who managed the original process and the head teacher of the curriculum area of concern) and gathers all information
5	The Appeals panel assesses the information gathered and a decision is made
6	The Principal meets with the student and informs them of the outcome of the investigation and appeal and communicates this to the parent/carer
7	The Principals decision is final



Students Requiring Additional Support

NESA special provisions

NESA may grant special provision to students who have medical conditions that require, for example: rest breaks, increased time and/or special furniture. Where provisions are likely to be granted by NESA they will also be available to students during exams. Students who have special needs should discuss them with the school counsellor/learning support teacher as early as possible so that appropriate documentation can be completed.

Disability Provisions

Any student with a recognised disability can apply for disability provision. Disability provisions are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. Disability provisions also apply to temporary and emergency-related disabilities such as where a student fractures their writing arm a week before an examination. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large print papers, use of a reader and/or writer, extra time, or rest breaks.

Students who become ill during an examination period may be eligible to make an Illness and Misadventure Application rather than a disability provisions application.

Life Skills

Life Skills courses have been developed by NESA to extend the stage 5 curriculum to meet the special educational needs of some students. There are Life Skills courses for Stage 5 in each broad area of learning.

An additional learning plan will be developed collaboratively with the student, teacher and a representative from the learning and support team to select the outcomes, content and appropriate assessment of the course that will be covered, specific to that student's learning needs.

Students studying a Life Skills pattern of study are also subject to N-Award warnings.



Student support at Batemans Bay High School

The library

The greater library is a place for research and study and period 4 study sessions are conducted there on Wednesdays.

Year Advisor, Senior Wellbeing Coordinator and Year Group Deputy Principal

The Year 10 Year Advisor, Senior Wellbeing Coordinator and Deputy for Year 10 can offer a range of support including with things like;

- Stress
- An unexpected change of circumstances
- Family issues
- Pressure from work, home, friends
- Financial hardship
- Study support
- Pattern of study questions

Essentially they will listen, support where they can and refer you to more specialised help where necessary.

Classroom teachers and head teachers

Our teaching staff understand the pressures of Year 10. If students are worried about classwork or assessment tasks, please speak with your teacher as soon as possible rather than worry. They can clarify expectations and tasks. Head teachers are also available if you need further clarification, support, or for referral to collect an Illness and Misadventure application.

Principal and deputy principals

The principal and deputy principals are always available to discuss any issues or queries that may be concerning students. It is always better to discuss a concern than let something become a major issue. The office staff can always pass on a message if they are not available when students need them.

Counsellors and school psychologists

The counselling team at Batemans Bay High School are available to discuss any concerns that require more specialised support. Students can self-refer or speak to their year advisor or the deputy principal. Our counsellors can help with a range of concerns including stress, anxiety and relationship issues with friends, family and others.



Tips for Being a Successful Student

Be Organised

The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and can find things when you need them. If you have your own room, make sure that all your books and equipment are in one place.

Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment. A school diary is a very useful resource that can help you get organised. Your diary will have a calendar and a weekly planner where you can write when homework, assignments or other school work is due. Develop a habit of regularly writing in your diary and looking up the things you write. A study guide is a great tool that can help you get organised. You can quickly glance over important dates and events. Your study guide works well with your diary if you regularly update your guide with dates you write in your diary. A weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.

Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks. You should have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

Prioritise Your Time and Work

To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.

Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.

Your *To Do* list will help you always feel in control and it will give you a sense of achievement. Your *To Do* list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list. Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you.

It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.

School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use a weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.



Get Things Done

Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you move on to the next step. Your study schedule should help you work out how much time you have to complete each step.

Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.

You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

Glossary of key verbs for the Higher School Certificate

Subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do.

This glossary of key verbs has been developed to help provide a common language and consistent meaning from year 10 through into Preliminary and HSC tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

Key Word	Definition – what you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate
Apply	Use, utilise, employ in 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 (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/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
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 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 (for example 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	Putting together various elements to make a whole

Formatting a Bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task bibliographical references need to be cited in an alphabetical list at the end of the work.

Web site

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

E-mail references

Langford, L (1998). Information Literacy (online). Available at: emailangford@csu.edu.au

Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

CD-ROMs

Author's surname, initials. (Year). Title: (*use italics*) [CD-ROM]. Place of publication: Publisher.

Hawking, S.W. (1994). *A Brief History of Time: an interactive adventure*. [CD-ROM]. New York: Crunch Media.

Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

Reference Books

Title of book. (Year). Place of publication: Publisher.

The Cambridge Encyclopaedia of Human Evolution. (1992). Cambridge: Cambridge Uni. Press.

Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999.

Videos

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

Annotated Bibliography

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.



Change of Date Application

This appeal should be made verbally to the class teacher initially, and then in writing to the head teacher

Part A: To be completed by student				
Student name:		Year:		
Course:		Class teacher:		
Assessment task:		Official due date:		
Proposed new date:				
Has the matter been discussed with class teacher? Yes No				
Circle category for appeal	Work placement	Excursion	Approved leave	School rep
Other: _____				
Explanation: (attach supporting documents and/or letter from parent/carer)				
<input type="checkbox"/> I declare that the information I have provided is true and accurate <input type="checkbox"/> If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date <input type="checkbox"/> If I am completing the assessment task after the scheduled date, I will not seek to gain information from other students				
Student (signature):			Date:	
Part B: Head teacher recommendation				
Recommendation:				
Head teacher (signature):			Date:	
Part C: Completed by deputy principal				
<input type="checkbox"/> Change of Date granted <input type="checkbox"/> New due date			<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral	
Deputy principal (signature):			Date:	

Change of Date: Upheld Dismissed

Illness and Misadventure Application

If illness, misadventure or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Advise the head teacher on or before the due date, either in person or by a phone call to the school
- Upon returning to school, complete this form and attach any appropriate documentation and present it to the deputy principal as soon as possible.

Part A: To be completed by student			
Student name:		Year:	
Course:		Class teacher:	
Assessment task:		Official due date:	
Proposed new date (if applicable):			
Has the matter been discussed with class teacher?		Yes	No
Circle category for appeal	Illness/injury	Bereavement	Misadventure
Other (specify)			
Explanation (attach supporting documents and/or letter from parent/carer)			
<input type="checkbox"/> I declare that the information I have provided is true and accurate			
Student (signature):		Date:	
Part B: Head teacher recommendation			
Recommendation:		<input type="checkbox"/> School notified on day	
Head Teacher (signature):		Date:	
Part C: Completed by deputy principal			
<input type="checkbox"/> Sit or submit the task without penalty <input type="checkbox"/> Extension granted without penalty <input type="checkbox"/> Complete an alternative task <input type="checkbox"/> Estimate to be given <input type="checkbox"/> No extension granted <input type="checkbox"/> No marks to be awarded		<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral	
Deputy Principal (signature):		Date:	

Illness and Misadventure: Upheld Dismissed



School Based Assessment Appeal

Part A: To be completed by student	
Student name:	Year:
Course:	Class teacher:
Details of the appeal:	
Reasons for the appeal:	
Supporting evidence provided: (please attach)	
<input type="checkbox"/> I declare that the information I have provided is true and accurate	
Student (signature):	Date:
Parent name:	
Parent (signature):	Date:
Part B: Completed by Principal	
Appeal Panel:	
1.	
2.	
3.	
Comments:	
	<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on Sentral
Principal (signature):	Date:

School Based Appeal: Upheld Dismissed



Year 10 Term by Term Whole Assessment Schedule

T1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
							Science	English Vis Design	Aboriginal Language Drama HSIE Marine St World Hist	Commerce Food Tech Maths Multimedia Music Timber	Agriculture Aboriginal St Engineering PDHPE Photography Textiles Visual Arts
T2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
			Science		International	HSIE Maths PASS	Aboriginal Language Marine St Vis Design World Hist	Commerce Drama English Food Tech Multimedia Music Photography Timber	Aboriginal St Agriculture Commerce Engineering Visual Arts		
T3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
						Textiles World Hist	Aboriginal Language English HSIE Marine St Vis Design	Commerce Food Tech International Maths Multimedia Music Photography Timber	Aboriginal St Agriculture Engineering PDHPE Science Visual Arts	Drama PASS	
T4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
			Aboriginal Language Marine St Maths World Hist	HSIE International Multimedia Science Timber	Aboriginal St Agriculture Commerce Drama Engineering Food Tech Textiles Visual Arts	Photography Vis Design					

Aboriginal Languages - Dhurga Composite class 2025 Year 9 and 10		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	Term 4 Week 3
		Beach and Bush Description	Report Contemporary Family Roles R/W	In Class Exam Story and Learning	Reciprocity Language Resources
Topic	Syllabus Weightings	Outcomes: AL5-INT-01, AL5-RES-01, AL5-COM-01, AL5-RLC-01, AL5-LAB-01	Outcomes: AL5-INT-01, AL5-RES-01, AL5-COM-01, AL5-RLC-01, AL5-LAB-01	Outcomes: AL5-INT-01, AL5-RES-01, AL5-COM-01, AL5-RLC-01, AL5-LAB-01	Outcomes: AL5-INT-01, AL5-RES-01, AL5-COM-01, AL5-RLC-01, AL5-LAB-01
Local Area	20%	20%			
Social Systems	30%		30%		
Stories and Learning	25%			25%	
Beyond our Borders	25%				25%
TOTAL	100%	20%	30%	25%	25%

Aboriginal Studies		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5
		Case Study Aboriginal Identities	Research Task Aboriginal People in Film and Television	Case Study Aboriginal Technologies	Research Task Aboriginal Peoples and Oral and Written Expression
Topic	Syllabus Weightings	Outcomes: AST5-1, AST5-2, AST5-5, AST5-7, AST5-11	Outcomes: AST5-4, AST5-6, AST5-7, AST5-9	Outcomes: AST5-2, AST5-4, AST5-10, AST5-11	Outcomes: AST5-2, AST5-4, AST5-8, AST5-11
Aboriginal Identities	25%	25%			
Aboriginal People in Film and Television	25%		25%		
Aboriginal Technologies	25%			25%	
Aboriginal Peoples and Oral and Written Expression	25%				25%
TOTAL	100%	25%	25%	25%	25%



Agriculture		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5
		Careers in Agriculture	Research Task	Beef Task	Test
Topic	Syllabus Weightings	Outcomes: 5.41, 5.42	Outcomes: 5.34, 5.43	Outcomes: 5.42, 5.34	Outcomes: 5.34, 5.43
Agricultural enterprises and systems	50%	20%	15%	10%	5%
Production and marketing	10%				10%
Safe, ethical and sustainable practices	30%	5%	10%	5%	10%
Problem solving and communicating	10%			10%	
TOTAL	100%	25%	25%	25%	25%

Commerce		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
		Investment Portfolio Investing	Scenario Analysis and Written Response Employment and Work Futures	Travel Plan Travel	Independence Plan Towards Independence
Topic	Syllabus Weightings	Outcomes: COM5-1, COM5-4, COM5-5, COM5-7	Outcomes: COM5-1, COM5-3, COM5-5, COM5-7	Outcomes: COM5-4, COM5-6, COM5-8	Outcomes: COM5-2, COM5-5, COM5-6, COM5-7
Investing	25%	25%			
Employment and Work Futures	25%		25%		
Travel	25%			25%	
Towards Independence	25%				25%
TOTAL	100%	25%	25%	25%	25%



Drama		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	Term 4 Week 5
		Topic: Improvisation/ Acting/ Playbuilding Task: Performance and Logbook	Topic: Production Elements Task: Actup Performance and Production Task	Topic: Physical Theatre/ Commedia dell'arte Task: Performance and Logbook	Topic: Theatre Through the Ages Task: Research/ Extended Response
Topic	Syllabus Weightings	Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.3, 5.3.1	Outcomes: 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	Outcomes: 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3	Outcomes: 5.3.1, 5.3.2, 5.3.3
Making	40%	20%	5%	15%	
Performing	30%	10%	10%	10%	
Appreciating	30%	5%	10%	5%	10%
TOTAL	100%	35%	25%	30%	10%

English		Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 7
		Imaginative and Reflective Response Topic: Future Tales	Multimodal and Related Text Resource Topic: Dispute, Discord and Dynamite	Yearly Examination Topic: Australian Stories
Content area	Syllabus Weightings	Outcomes: EN5-RVL-01, EN5-URC-01, EN5- ECA-01 Life Skills Outcomes: ENLS-RVL-01, ENLS-URC-01, ENLS-ECA-01	Outcomes: EN5-URB-01, EN5-URC-01, EN5- ECB-01, Life Skills Outcomes: ENLS-URB-01, ENLS-URC-01, ENLS-ECB-01	Outcomes: EN5-RVL-01, EN5-URC-01, EN5- URB-01 Life Skills Outcomes: ENLS-RVL-02, ENLS-URC-01, ENLS-URB-01
Future Tales	30%	30%		
Dispute, Discord and Dynamite	35%		35%	
Australian Stories	35%			35%
“And Thereby Hangs a Tale” (Shakespeare and Modern Adaptation)	Formative Learning Tasks			
TOTAL	100%	30%	35%	35%

Food Technology		Task 1	Task 2	Task 3	Task 4	Practical Activities
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5	Term 4 Tasks 1, 2, 3
		Catering Lasagna 'Lunch'	Theory Task	Birthday Party Plan Theory and Practical Task	'Grazy Dayz' Snap Blog Theory Task	Practical Tasks
Content Area	Syllabus Weighting	Outcomes: FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	Outcomes: FT5-6, FT5-7, FT5-8, FT5-13	Outcomes: FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	Outcomes: FT5-3, FT5-4, FT5-9, FT5-12	Outcomes: FT5-1, FT5-2, FT5-5, FT5-10
Food service and catering	25%	25%				
Food for specific needs	25%		10%			15%
Food for special occasions	25%			25%		
Food trends	25%				10%	15%
Total	100%	25%	10%	25%	10%	30%

Geography		Task 1	Task 2
		Term 1 Week 9	Term 2 Week 6
		Case Study Environmental Change and Management	Comparative Study Human Wellbeing
Areas for Assessment	Syllabus Weightings	Outcomes: GE5-2, GE5-4, GE5-7	Outcomes: GE5-1, GE5-6, GE5-8
Develop knowledge and understanding of the features and characteristics of places and environments across a range of scales	30%	20%	10%
Develop knowledge and understanding of interactions between people, places and environments	30%	10%	20%
Develop skills to acquire, process and communicate geographical information	40%	20%	20%
TOTAL	100%	50%	50%



History		Task 1	Task 2
		Term 3 Week 7	Term 4 Week 4
		Topic Test The Holocaust	Extended Response Changing Rights and Freedoms
Areas for Assessment	Syllabus Weightings	Outcomes: HT5-2, HT5-3, HT5-8	Outcomes: HT5-2, HT5-9, HT5-10
Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia	40%	20%	20%
Develop skills to undertake the process of historical inquiry	20%	5%	15%
Develop skills to communicate their understanding of history	40%	25%	15%
TOTAL	100%	50%	50%

Industrial Technology Engineering		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5
		Research Task	Project 1 and Folio 1	Research Task	Project 2 and Folio 2
Course Component	Syllabus Weightings	Outcomes: Ind 5-4, 5-5, 5-8, 5-9, 5-10	Outcomes: Ind 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	Outcomes: Ind 5-4, 5-5, 5-8, 5-9, 5-10	Outcomes: Ind 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8
Tools, equipment and techniques	30%		15%		15%
Materials	20%	5%	5%	5%	5%
Design	15%		5%		10%
Workplace communication skills	10%	5%		5%	
WHS and risk management	20%	5%	10%	5%	
Links to industry	5%	5%			
TOTAL	100%	20%	35%	15%	30%

Industrial Technology Multimedia Composite class 2025 Year 9 and 10		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4
		Photoshop Poster Design	Blender Modelling	CAD 3D Printing	Video Game Production
Course Component	Syllabus Weightings	Outcomes: Ind 5-1, 5-2, 5-3, 5-4, 5-9; 5-10	Outcomes: Ind 5-1, 5-2, 5-3, 5-4, 5-5, 5-9, 5-10	Outcomes: Ind 5-1, 5-3, 5-4, 5-5, 6-6, 5-7, 5-8, 5-9, 5-10	Outcomes: Ind 5-1, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10
Tools, equipment and techniques	30%	5%	10%		15%
Materials	20%	5%	5%	5%	5%
Design	15%		5%	10%	
Workplace communication skills	5%			5%	
WHS and risk management	20%	5%	5%		10%
Links to industry	10%			10%	
TOTAL	100%	15%	25%	30%	30%

Industrial Technology Timber		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 4 Week 4
		Research Task 1	Project 1 and Folio 1	Research Task 2	Project 2 and Folio 2
Course Component	Syllabus Weightings	Outcomes: Ind 5-5, 5-8, 5-9, 5-10	Outcomes: Ind 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8	Outcomes: Ind 5-1, 5-4, 5-5, 5-8, 5-9, 5-10	Outcomes: Ind 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 5-7, 5-8
Tools, equipment and techniques	30%		15%		15%
Materials	20%	5%	5%	5%	5%
Design	15%		5%		10%
Workplace communication skills	5%	5%		5%	
WHS and risk management	20%	5%	10%	5%	
Links to industry	10%	5%			
TOTAL	100%	20%	35%	15%	30%



International Studies Composite class 2025 Year 9 and 10		Task 1	Task 2	Task 3
		Term 2 Week 5	Term 3 Week 8	Term 4 Week 4
		Multimodal Presentation Understanding Culture	Research Culture in Film and Literature	Portfolio Culture on the Move
Topic	Syllabus Weightings	Outcomes: IS5-1, IS5-2, IS5-3, IS5-4, IS5-5, IS5-6, IS5-7, IS5-8, IS5-9, IS5-10, IS5-11, IS5-12	Outcomes: IS5-3, IS5-4, IS5-10, IS5-12	Outcomes: IS5-3, IS5-6, IS5-7, IS5-8, IS5-12
Understanding culture	35%	35%		
Culture in film and literature	35%		35%	
Culture on the move	30%			30%
TOTAL	100%	35%	35%	30%



Marine and Aquaculture Technology Composite class 2025 Year 9 and 10		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	Term 4 Week 3
		Introduction to Marine and Aquaculture Technology Test and Practical Task	Marine Biology Practical Work	Maritime Employment Research Task	Marine Leisure Online Test
Course Component/ Areas for Assessment Topic/Content area	Syllabus Weightings	Outcomes: 1-3, 7, 9-12, 13, 14 MAR 4/5	Outcomes: 7, 9, 10, 13, 14 MAR 4/5	Outcomes: 2, 8, 11 MAR 4/5	Outcomes: 8, 9, 10, 11, 14, MAR 4/5
Core	50%		25%		25%
Marine aqua technology introduction	25%	25%			
Marine biology	25%			25%	
Total	100%	25%	25%	25%	25%

Mathematics		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 10	Term 2 Week 6	Term 3 Week 8	Term 4 Week 3
		Task: Topic Test Topic: Algebra and Equations	Task: Examination Topic: Area and Surface, Area, Volume, Trigonometry	Task: Investigation Topic: Linear and Non Linear Relationships	Task: Portfolio Topic: Properties of Geometrical Figures
Course Component/ Areas for Assessment Topic/Content area	Syllabus Weightings	Outcomes: MA0.WM-01, MA5-ALG-C-01, MA5-EQU-C-01	Outcomes: MA0.WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-TRG-C-01, MA5-TRG-C-02	Outcomes: MA0.WM-01, MA5ILIN-C-02, MA5-NL1-C-01, MA5-NLI-C-02	Outcomes: MA0.WM-01, MA5-GEO-C-01
Understanding, fluency and communicating	50%	15%	15%	10%	10%
Problem solving, reasoning and justification	50%	15%	15%	10%	10%
Total	100%	30%	30%	20%	20%

Music Composite class 2025 Year 9 and 10		Task 1	Task 2	Task 3
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8
		Popular Music Solo or Ensemble Topic Related Performance Compose a Topic Related Piece	Classical Music Compose a Topic Related Piece Listening Task	Australian Music Solo or Ensemble Topic Related Performance Listening and Score Reading Task
Course Component Areas for Assessment Topic/Content Area	Syllabus Weightings	Outcomes: 5.3, 5.4	Outcomes: 5.5, 5.7	Outcomes: 5.1, 5.9
Performance	35%	20%		15%
Composition	30%	15%	15%	
Listening	35%		15%	20%
Total	100%	35%	30%	35%



Personal Development, Health and Physical Education (PDHPE)		Task 1	Task 2	Formative Tasks		
		Term 1 Week 11	Term 3 Week 9	Tasks	Date	Outcomes
		Balanced Lifestyles and Wellbeing	Mythbusters: Critical Thinking			
		Design a Physical Activity Plan	Youth Media Article			
Outcomes: PD 5-7, 5-8	Outcomes: PD 5-2, 5-7, 5-10					
Course Component/ Areas for Assessment Topic/Content area	Syllabus Weightings					
Knowledge and understanding	60%	20%	40%			
Skills	40%	30%	10%			
Total	100%	50%	50%			

Photographic and Digital Media		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 11	Term 2 Week 8	Term 3 Week 8	Term 4 Week 6
		Topic: Surrealism Manipulated Photographic Images	Topic: Portraiture and Film Portraits and Video	Topic: Capturing Movement Photo Montage, Collage, Blended Images	Topic: Body of Work Major Portfolio
		Outcomes: 5.2, 5.4	Outcomes: 5.3, 5.5, 5.6	Outcomes: 5.7, 5.8	Outcomes: 5.1, 5.9, 5.10
Course Component/ Areas for Assessment Topic/Content area	Syllabus Weightings				
Making	70%	10%	20%	20%	20%
Critical and historical studies	30%	10%		10%	10%
TOTAL	100%	20%	20%	30%	30%



Physical Activity and Sport Studies (PASS)		Task 1	Task 2
		Term 2 Week 6	Term 3 Week 10
		Planning a Mini Olympics Coaching Overview and Risk Assessment Module – Coaching/ Participating with Safety	Planning an Excursion (Wellbeing or Water Day) Module – Lifestyle, Leisure and Recreation
Objectives	Syllabus Weightings	Outcomes: PASS 5-5, 5-6, 5-8, 5-10	Outcomes: PASS 5-2, 5-3, 5-4, 5-5, 5-7, 5-9, 5-10
Knowledge and understanding	40%	20%	20%
Skills	60%	30%	30%
TOTAL	100%	50%	50%

Science		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Week 3	Term 3 Week 9	Term 4 Week 4
		Biotechnology Research Task	Motion Practical Task	Student Research Project	Yearly examination
		Outcomes: SC 5.9WS, SC 5- 15LW, SC 5-14LW	Outcomes: SC 5-10PW, SC 5- 9WS	Outcomes: SC 5.4WS, SC 5.5WS, SC 5.6WS, SC 5.7WS, SC 5.8WS	Outcomes: All course outcomes
Course Component/ Areas for Assessment Topic/Content area	Syllabus Weightings				
Skills working scientifically	40%	5%	15%	15%	5%
Knowledge and understanding	60%	20%		10%	30%
TOTAL	100%	25%	15%	25%	35%



Textile Technology Composite class 2025 Year 9 and 10		Task 1	Task 2	Task 3
		Term 1 Week 11	Term 3 Week 6	Term 4 Week 5
		'Baggin It' Part A: Folio Part B: Practical Item Kit Bag Construction	'Hot Hoodies' Part A: Folio Part B: Practical Item Hoodie	'Fabric' Part A: Folio Part B: Practical Item - Cushion
Topic area	Syllabus Weightings			
Focus area: Non apparel	20%	20%		
Focus: Apparel	40%		40%	
Focus: Textile art	40%			40%
TOTAL	100%	20%	40%	40%

Visual Arts Composite class 2025, Year 9 and 10		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 11	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5
		Collection of Works on Paper Architecture	Extended Response Essay Culture of Celebrity	Body of Work Then and Now or Story Time	Artist Research Developing Ideas My Natural World
Course Component/ Areas for Assessment Topic/Content area	Syllabus Weightings	Outcomes: 5.5, 5.6, 5.8, LS1, 6, 8, 9	Outcomes: 5.3, 5.4, 5.7, LS1, 4, 5	Outcomes: ALL and ALL LS, 5.1 to 5.10, LS1-9	Outcomes: 5.2, 5.4, 5.9, LS3, 4, 7
Artmarking	60%	10%		25%	25%
Critical and historical studies	40%	15%	25%		
Total	100%	25%	25%	25%	25%



Visual Design Composite class 2025, Year 9 and 10		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	Term 4 Week 6
		Introduction to Visual Design	Logos and Branding	Power, Publicity and Propaganda	Website Design
Course Components	Syllabus Weigtings	Outcomes: 5.3, 5.7	Outcomes: 5.4, 5.5, 5.6	Outcomes: 5.2, 5.8	Outcomes: 5.1, 5.9, 5.10
Design and making	70%	10%	20%	20%	20%
Critical and historical studies	30%	10%		10%	10%
Total	100%	20%	20%	30%	30%



World History		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 9	Term 2 Week 7	Term 3 Week 6	Term 4 Week 3
		Multimodal Sites and Sources	Written Response Power and Representation	Multimodal Historical Investigation	Multimodal Societies
Course Component	Syllabus Weightings	Outcomes: HTE5-1, HTE5-2, HTE5-4	Outcomes: HTE5-4, HTE5-8, HTE5-9	Outcomes: HTE5-3, HTE5-7, HTE5-10	Outcomes: HTE5-1, HTE5-6, HTE5-10
History, Heritage and Archaeology	25%	25%			
Ancient, Medieval and Modern Societies	25%				25%
Thematic Study	50%		25%	25%	
TOTAL	100%	25%	25%	25%	25%



(Tear out pages)

Batemans Bay High School

Student Assessment Planner

2025

Note:

The following pages have been included so that you may record the actual date of your Assessment tasks.

- By using your term calendar, you should be able to avoid that last minute panic.
- If overcrowding of tasks is evident, speak with your class teacher and/or year advisor.

Term dates

Term 1 2025	Thursday 6 February to Friday 11 April (School Development Days Friday 31 January to Wednesday 5 February)
Term 2 2025	Wednesday 30 April to Friday 4 July (School Development Days Monday 28 April, Tuesday 29 April)
Term 3 2025	Tuesday 22 July to Friday 26 September (School Development Day Monday 21 July)
Term 4 2025	Tuesday 14 October to Friday 19 December (School Development Day Monday 13 October)



Term 1, 2025

	W	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/ Sun
JAN	1					31 School Development Day	
FEB	2	3 School Development Day	4 School Development Day	5 School Development Day	6 All Students Return	7	
FEB	3	10	11	12	13	14	
FEB	4	17	18	19	20	21	
FEB	5	24	25	26	27	28	
MAR	6	3	4	5	6	7	
MAR	7	10	11	12	13	14	
MAR	8	17	18	19	20	21	
MAR	9	24	25	26	27	28	
MAR /APR	10	31	1	2	3	4	
APR	11	7	8	9	10	11 Last day for all students	





Term 2, 2025

	W	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/ Sun
APR /MAY	1	28 School Development Day	29 School Development Day	30 All Students Return	1	2	
MAY	2	5	6	7	8	9	
MAY	3	12	13	14	15	16	
MAY	4	19	20	21	22	23	
MAY	5	26	27	28	29	30	
JUN	6	2	3	4	5	6	
JUN	7	9	10	11	12	13	
JUN	8	16	17	18	19	20	
JUN	9	23	24	25	26	27	
JUN /JUL	10	30	1	2	3	4 Last day for all students	



Term 3, 2025

	W	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/ Sun
JUL	1	21 School Development Day	22 All students return	23	24	25	
JUL /AUG	2	28	29	30	31	1	
AUG	3	4	5	6	7	8	
AUG	4	11	12	13	14	15	
AUG	5	18	19	20	21	22	
AUG	6	25	26	27	28	29	
SEP	7	1	2	3	4	5	
SEP	8	8	9	10	11	12	
SEP	9	15	16	17	18	19	
SEP	10	22	23	24	25	26 Last day for students	



Term 4, 2025

	W	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/ Sun
OCT	1	13 School Development Day	14 All students return	15	16	17	
OCT	2	20	21	22	23	24	
OCT	3	27	28	29	30	31	
NOV	4	3	4	5	6	7	
NOV	5	10	11	12	13	14	
NOV	6	17	18	19	20	21	
NOV	7	24	25	26	27	28	
DEC	8	1	2	3	4	5	
DEC	9	8	9	10	11	12	
DEC	10	15	16	17	18	19 Last day for students	





Year 10 Term by Term Whole Assessment Schedule

T1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
							Science	English Vis Design	Aboriginal Language Drama HSIE Marine St World Hist	Commerce Food Tech Maths Multimedia Music Timber	Agriculture Aboriginal St Engineering PDHPE Photography Textiles Visual Arts
T2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
			Science		International	HSIE Maths PASS	Aboriginal Language Marine St Vis Design World Hist	Commerce Drama English Food Tech Multimedia Music Photography Timber	Aboriginal St Agriculture Commerce Engineering Visual Arts		
T3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
						Textiles World Hist	Aboriginal Language English HSIE Marine St Vis Design	Commerce Food Tech International Maths Multimedia Music Photography Timber	Aboriginal St Agriculture Engineering PDHPE Science Visual Arts	Drama PASS	
T4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
			Aboriginal Language Marine St Maths World Hist	HSIE International Multimedia Science Timber	Aboriginal St Agriculture Commerce Drama Engineering Food Tech Textiles Visual Arts	Photography Vis Design					





Parents/Students

Please tear off this page, fill out the form and return to Batemans Bay High School office

Parent/Student Acknowledgement Slip

Please sign below and return to Batemans Bay High School front office

I/We have read and understood the rules and procedures in the
Year 10 Assessment Procedures 2025

.....
Parent name

.....
Student name

.....
Parent signature

.....
Student signature

Date:

(End of booklet)