



**YEAR 10**

**Assessment Schedule  
and Policy**

**2023**





**A student booklet aimed at giving all students relevant information regarding school policies and procedures**

### **SCHOOL VISION**

**The community of Fairvale High School shares a vision which is committed to:-**

Quality teaching and learning in an inclusive environment that combines tradition and innovation. Respect and equitable opportunity of participation in all aspects of school life which promotes life long learners.

### **SCHOOL PURPOSE**

**Our vision for the school will be achieved by:-**

The Fairvale community working collaboratively through effective leadership and management, professional learning of teachers, efficient school administration as well as strong discipline and wellbeing structures which support a safe and harmonious learning environment.

## 1. Introduction

The Record of School Achievement (RoSA) provides a record of the full range of student achievement and is issued to students who have completed the mandatory requirement for Stage 5 and who decide to leave school before the end of Year 12. The RoSA will be available electronically or as a verifiable hard copy on demand.

The assessment policy of Fairvale High School reflects the strict guidelines of the NSW Education Standard Authority (NESA).

The RoSA assessment is designed to determine how well students have achieved across the whole range of outcomes for any given course. It allows for flexibility in the nature of the assessment task and so tests a wider range of skills than it is possible to test in examinations. It gives students credit for what they have achieved throughout their courses and reflects their overall performance during Year 10 more fairly and accurately than would a single examination.

## 2. What is the Record of School Achievement Assessment Process?

Each school in New South Wales is required to submit a grade to NESA for every course a student takes in Year 10. The grades for each course range from A to E (or N) and they are determined by a student's level of achievement in the assessment tasks for each course during the year.

The assessments that determine the RoSA grade for each course are comprised of a range of class based tasks. These may include research work and analyses of findings, oral presentations, practical work, portfolios or more traditional pen and paper tests. In these RoSA assessment tasks, student performance will be mapped to one of the five clearly defined grades, based on what students have demonstrated they know and can do. The grades indicate the standard at which the student is performing in a given course, with the grade A being the highest level of achievement and grade E the lowest and are outlined below:

|   |                         |   |
|---|-------------------------|---|
| A | Outstanding Achievement | 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 | High Achievement        | 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 | Sound Achievement       | 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 | Basic Achievement       | 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 | Limited Achievement     | 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.   |
| N | Non-Completion          | The student has failed to meet the minimum requirements of the course.  |

These descriptions are used in schools across the state and help to moderate the differences that would otherwise occur from school to school. They can be viewed at the NSW Education Standard Authority (NESA) website – [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au) - then follow the links to the required course.

### 3. Notification of Assessments

This assessment booklet shows the assessment schedule in each course of study. The faculty assessment schedule will show:

- The weightings as specified in the requirements for the course
- An indication of when each assessment task will take place
- The nature of each assessment task (e.g. assignment, research project, class essay, exam)

As well, each faculty will provide an assessment information sheet in advance of each task which contains:

- Written notice of the specific date of the task (at least 2 weeks prior to the due date)
- An outline of the specific nature of the task
- The outcomes students are expected to attain in the assessment task
- The criteria for the marking of each task
- Details of any special administrative arrangements associated with each task

Any student who satisfactorily completes the RoSA Assessment Program will be eligible for the RoSA if they decide to leave school and will be able to proceed to Stage 6 (Years 11 and 12).

### 4. Non-attendance at assessment tasks and examinations

The only satisfactory reasons for non-attendance at assessment tasks or examinations are:

- **Illness:** Students absent from an assessment task or examination due to illness must obtain a **Doctor's Certificate** that clearly states that the student has been affected by illness during the period of time the assessment task / examination was to be completed AND indicate the nature of the illness. This medical certificate must be submitted on the first day of return to school. It should be addressed to the subject Head Teacher. Provisions exist for students substantially affected by illness during an assessment task.
- Leave granted by the Principal or authorised representative prior to the date of the assessment task or exam. Early/late holidays will not be accepted as a reason for missing an assessment task.
- Misadventure (accidents or extreme non-medical problems that can be documented)

***Students or their parents/guardians must advise the school by phone on the day of an assessment task if they are unable to attend.***

If the reason for missing a task is accepted by the Deputy Principal, in consultation with the Head Teacher, a substitute task may be given as soon as possible after the original task date. In some circumstances, an estimated mark may be awarded.

## 5. Late submission of assessment tasks

It is expected that all assessment tasks will be completed and submitted by the date and time as specified on the assessment information sheet. Extensions will not normally be granted except in the case of illness. **Students who are ill on the day that an assessment task is due must hand in the assessment task with a copy of their medical certificate on the day of their return to school.** The medical certificate must cover the student for the entire period of the absence.

In the case of prolonged illness leading up to the date an assessment task is due, students should negotiate a suitable date for submission prior to the date of the assessment task with their class teacher.

Students submitting an assessment task late will receive zero for that task. Assessment tasks which are awarded a zero should still be completed immediately to ensure the student satisfies the minimum outcomes and so completes the course.

Compensation **should not be expected** during marking for the following factors:

- Prolonged illness
- Long-term domestic problems
- Holiday trips which affect preparation or performance on a task
- Computer / printer malfunction

### Extensions

Extensions for assessment tasks will not be granted except in exceptional circumstances. Extensions will not be granted at all unless application for extension is made at least one week before the due date. The application (Assessment – Appeal / Extension / Exemption Form) must be accompanied by supporting documentation.

## 6. Malpractice in Assessment Tasks and Examinations

Students must follow examination rules regarding conduct within an examination room or during the administration of an assessment task. Students whose behaviour adversely affects the performance of other students during the sitting of an assessment task or examination may be withdrawn from the task and receive a zero score.

Students found to be cheating or behaving in an inappropriate manner during an assessment task will be awarded a zero for the **whole** of the task concerned. If the results of an assessment task are found to be invalid or unreliable due to malpractice, then an alternative assessment task may be given at the discretion of the faculty Head Teacher in order to satisfy course requirements.

## 7. Zero Awards

Students will receive zero for their assessment task if:

- they are absent from an assessment task and do not provide acceptable evidence upon their return to school.
- they are found to be cheating in an assessment.
- the student's behaviour during an assessment task is deemed to have adversely affected the performance of others sitting the same assessment task.
- a student has a 'non-serious' attempt at a task. Such attempts include frivolous or objectionable material or answers in a language other than English (unless specifically instructed to do so).

**If a zero mark is awarded, a letter of notification will be sent to the student's parent / guardian by the Principal, following the advice of the Head Teacher or exam supervisor.**

## 8. Reporting Results

Students will receive clear feedback on their performance in assessment tasks. It will indicate:

- The levels at which students have met the outcomes of the task
- Any outcomes that have not been met satisfactorily
- Advice on ways of meeting outcomes more effectively in the future

The School is not obliged to report the performance of students in terms of marks. The half yearly and yearly reports will indicate the level at which students achieved outcomes using an A - E continuum.

## 9. Changing Assessment Dates

Where it is necessary to change the date of an assessment task, students will be given sufficient written notice to prepare. If the task is to be brought forward, a minimum of two weeks written notice will be given. Where the assessment date is to be extended, sufficient warning should be given to allow students to check for clashes. Unless exceptional circumstances apply, one week notice should be given of extensions to assessment tasks. All changes to assessment dates must be approved by a Deputy Principal before they can go ahead.

## 10. Distribution and Collection of Assessment Tasks

### Distribution:

When an assessment task is issued, students will be asked to sign a class roll as evidence that they have received the task. This document will be kept by class teachers for future reference if required.

### Collection / Submission:

When an assessment task is submitted for marking, students are required to sign a class roll as evidence that they have submitted a task. This must be completed at the time of submission.

Assessment tasks **MUST** be submitted by the due date and time to the class teacher as specified on the assessment information sheet.

## 11. Student Responsibilities

A student's work must be consistent and of as high a standard as possible throughout the all of Years 9 and 10 in both assessment and non-assessment tasks. Non-assessment tasks prepare students for assessment tasks and examinations. If students do not complete non-assessment work related to the course, they risk losing the Teacher's certification that they have shown acceptable participation and application in the course. This may lead to them not being awarded the course in their RoSA credentials.

If students have been selected to represent the school in an extracurricular activity, which clashes with an in-class assessment task, *they* must notify their classroom teacher at least three days prior to the task due date. Students must have proof that a clash has occurred (e.g., show the classroom teacher a permission note). If a take home task is due on a date that an extracurricular activity is scheduled, students must still submit the task on or before the due date. Forward planning is required and students may wish to submit the task one day prior to the due date or make arrangements for the task to be delivered to the school. In both instances, the onus is on the student to coordinate the correct submission or completion of the assessment task.



# APPLICATION FOR SPECIAL CONSIDERATION FORM

Please tick

APPEAL

EXTENSION

EXEMPTION

This form is for students who have a valid reason for an appeal/extension/exemption

- *APPEALS can only be lodged about the process, not the marks received for an assessment task.*
- *Details of the reason for appeal/extension/exemption should be completed, and a Doctor's Certificate, Statutory Declaration or other relevant information attached.*
- *For an APPEAL or EXEMPTION, the form should be handed to the subject Head Teacher within 2 DAYS of returning to school after the task was due / completed.*
- *For an EXTENSION please submit the form at least ONE WEEK before the task is due.*
- *The completion of this form does not automatically mean that the appeal will be successful. The school may contact the doctor listed on Doctor's Certificate to verify the validity of the certificate and further action may be required.*

**Student Name:** \_\_\_\_\_ **Year:** \_\_\_\_\_

**Stage 5 Course or Preliminary Course or HSC Course** (please circle)

**Due Date of Task:** \_\_\_\_\_

**Assessment Task Title:** \_\_\_\_\_

**Reason for Appeal/ Extension/ Exemption** (cross out what isn't needed)

\_\_\_\_\_

\_\_\_\_\_

**Attachments:** (List all documents attached including Doctors Certificate)

\_\_\_\_\_

\_\_\_\_\_

**Signature of Student:** \_\_\_\_\_  
 (I verify that the information above is a true and accurate account for non-completion of task)

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_  
 (for student under 18 years)

Further appeal is available if the student is not satisfied with the original outcome of the appeal.

**Result of Appeal (to be completed by the Head Teacher and copy returned to student)**

\_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I wish to appeal to the Deputy Principal for the above-mentioned matter.  
 (Hand in appeal form to the Deputy Principal for consideration). (Student Signature) \_\_\_\_\_

**Result of Appeal (to be completed by the appeal panel)**

\_\_\_\_\_

Signature of Principal/Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

## Assessment Schedule Summary – 2023 Year 10

|                    | Week 1  | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  | Week 7   | Week 8  | Week 9  | Week 10   | Week 11 |  |
|--------------------|---|---|---|--|---|---|--|---|---|---|---------|--|
| <b>Term 1 2023</b> |   |   |   |  | <ul style="list-style-type: none"> <li>• Visual Arts</li> </ul>                                   |   | <ul style="list-style-type: none"> <li>• PDHPE</li> </ul>                    | <ul style="list-style-type: none"> <li>• PDHPE</li> <li>• PASS</li> <li>• Science</li> <li>• English</li> <li>• Graphics Tech</li> <li>• Ind. Tech</li> <li>• Ind. Tech Timber</li> </ul> | <ul style="list-style-type: none"> <li>• Commerce</li> <li>• PASS</li> <li>• Music</li> </ul>                     | <ul style="list-style-type: none"> <li>• Child Studies</li> <li>• IST</li> <li>• Food Tech</li> <li>• History</li> <li>• Music</li> <li>• PDHPE</li> <li>• Geography</li> <li>• Work Education</li> </ul> |         |  |
| <b>Term 2 2023</b> | <ul style="list-style-type: none"> <li>• Science</li> </ul>   | <ul style="list-style-type: none"> <li>• Visual Design</li> <li>• Graphics Tech</li> </ul>  | <ul style="list-style-type: none"> <li>• PASS</li> <li>• Ind. Tech</li> <li>• Ind. Tech Timber</li> </ul> | <ul style="list-style-type: none"> <li>• English</li> </ul>                  | <ul style="list-style-type: none"> <li>• PASS</li> <li>• Work Education</li> </ul>                | <ul style="list-style-type: none"> <li>• PASS</li> <li>• PDHPE</li> </ul> | <ul style="list-style-type: none"> <li>• Commerce</li> <li>• PASS</li> </ul> | <ul style="list-style-type: none"> <li>• PASS</li> </ul>  | <ul style="list-style-type: none"> <li>• History</li> <li>• PASS</li> <li>• Geography</li> <li>• Music</li> </ul> | <ul style="list-style-type: none"> <li>• Child Studies</li> <li>• Food Tech</li> <li>• IST</li> <li>• Music</li> </ul>  |         |  |
| <b>Term 3 2023</b> |   | <ul style="list-style-type: none"> <li>• Visual Arts</li> </ul>   | <ul style="list-style-type: none"> <li>• PDHPE</li> <li>• Visual Design</li> </ul>                        | <ul style="list-style-type: none"> <li>• PDHPE</li> <li>• Science</li> </ul> |   |   |  | <ul style="list-style-type: none"> <li>• English</li> <li>• Graphics Tech</li> <li>• Ind. Tech</li> <li>• Ind. Tech Timber</li> </ul>   | <ul style="list-style-type: none"> <li>• PDHPE</li> <li>• Music</li> </ul>  | <ul style="list-style-type: none"> <li>• Child Studies</li> <li>• Food Tech</li> <li>• PDHPE</li> <li>• IST</li> </ul>  |         |  |
| <b>Term 4 2023</b> | <ul style="list-style-type: none"> <li>• Commerce</li> <li>• Geography</li> <li>• History</li> <li>• PDHPE</li> <li>• Visual Arts</li> <li>• Visual Design</li> <li>• Work Education</li> <li>• English</li> <li>• History</li> </ul> | <ul style="list-style-type: none"> <li>• Child Studies</li> <li>• Food Tech</li> <li>• PASS</li> <li>• Work Education</li> <li>• Science</li> <li>• Visual Arts</li> <li>• Graphics Tech</li> <li>• Ind. Tech Timber</li> </ul> | <ul style="list-style-type: none"> <li>• Ind. Tech</li> </ul>   | <ul style="list-style-type: none"> <li>• Music</li> </ul>                    | <ul style="list-style-type: none"> <li>• Visual Design</li> <li>• Music</li> <li>• IST</li> </ul> |   |  |   |   |   |         |  |

|  |  |  |   |  |
|--|--|--|---|--|
| <b>PDHPE</b> – Personal Development, Health & Physical Education | <b>IST</b> – Information & Software Technology | <b>PASS</b> – Physical Activity & Sports Studies | <b>Ind.Tech</b> – Industrial Technology | <b>Ind. Tech Timber</b> – Industrial Technology Timber |
|--|--|--|---|--|



# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## CHILD STUDIES – ASSESSMENT SCHEDULE

| Task number   | Task 1                | Task 2                | Task 3                    | Task 4                |             |
|---|-----------------------|-----------------------|---------------------------|-----------------------|-------------|
| Nature of task                                      | Children's Toy        | Baby Simulator        | Children's Birthday Party | Yearly Examination    |             |
| Timing  | Term 1<br>Week 10     | Term 2<br>Week 10     | Term 3<br>Week 10         | Term 4<br>Week 2      |             |
| Outcomes assessed                                   | CS5-4, CS5-5<br>CS5-9 | CS5-2, CS5-8<br>CS5-9 | CS5-2, CS5-11<br>CS5-12   | CS5-2, CS5-3<br>CS5-9 |             |
| Components  |                       |                       |                           |                       | Weighting   |
| Knowledge and Understanding of course content       | 10%                   | 10%                   | 10%                       | 20%                   | 50%         |
| Skills in researching, communicating and evaluating | 15%                   | 15%                   | 15%                       | 5%                    | 50%         |
| <b>Total</b>  | <b>25%</b>            | <b>25%</b>            | <b>25%</b>                | <b>25%</b>            | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## COMMERCE – ASSESSMENT SCHEDULE

| Task number                 | Task 1   | Task 2                        | Task 3                      |             |
|-----------------------------|--|-------------------------------|-----------------------------|-------------|
| Nature of task              | Research and Presentation                              | MD Course Exam                | Yearly Examination          |             |
| Timing                      | Term 1<br>Week 9                                       | Term 2<br>Week 7              | Term 4<br>Week 1            |             |
| Outcomes assessed           | COM5-1 to COM5-5,<br>COM5-6, COM5-7,<br>COM5-8, COM5-9 | COM5.1-5.5, COM5-8,<br>COM5-9 | COM5-1 to COM5-5,<br>COM5-8 |             |
| Components                  |  |                               |                             | Weighting   |
| Skills                      |  | 10%                           | 10%                         | 20%         |
| Knowledge and Understanding | 10%  | 10%                           | 20%                         | 40%         |
| Research                    | 20%  |                               |                             | 20%         |
| Communication               | 10%  | 5%                            | 5%                          | 20%         |
| <b>Total</b>                | <b>40%</b>   | <b>25%</b>                    | <b>35%</b>                  | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## ENGLISH – ASSESSMENT SCHEDULE

| Task number             | Task 1                       | Task 2                                  | Task 3                       | Task 4                       |             |
|-------------------------|------------------------------|---|------------------------------|------------------------------|-------------|
| Nature of task          | In Class Essay               | Creative Writing and Reflection         | Multimodal Presentation      | Yearly Examination           |             |
| Timing                  | Term 1<br>Week 8             | Term 2<br>Week 4                        | Term 3<br>Week 8             | Term 4<br>Week 1<br>TBC      |             |
| Outcomes assessed       | EN5-1A,<br>EN5-6C,<br>EN5-7D | EN5-1A,<br>EN5-3B,<br>EN5-5C,<br>EN5-9E | EN5-3B,<br>EN5-4B,<br>EN5-7D | EN5-1A,<br>EN5-2A,<br>EN5-8D |             |
| Components              |                              |   |                              |                              | Weighting   |
| Poetry                  | 25%                          |   |                              |                              | 25%         |
| Shakespeare Close Study |                              | 25%                                     |                              |                              | 25%         |
| Novel Study             |                              |   | 25%                          |                              | 25%         |
| Thematic Study - change |                              |   |                              | 25%                          | 25%         |
| <b>Total</b>            | <b>25%</b>                   | <b>25%</b>                              | <b>25%</b>                   | <b>25%</b>                   | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## FOOD TECHNOLOGY – ASSESSMENT SCHEDULE

| Task number  | Task 1   | Task 2                    | Task 3                                  | Task 4                                |             |
|--|--|---------------------------|---|---------------------------------------|-------------|
| Nature of task   | Food styling assignment                        | Food Service and Catering | New food product design and preparation | Yearly Examination                    |             |
| Timing   | Term 1<br>Week 10                              | Term 2<br>Week 10         | Term 3<br>Week 10                       | Term 4<br>Week 2                      |             |
| Outcomes assessed  | FT5-1,<br>FT5-3,<br>FT5-4,<br>FT5-9,<br>FT5-12 | FT5-2, FT5-5,<br>FT5 -10  | FT5-11,<br>FT5-13,<br>FT5-7,<br>FT5-8   | FT5-2,<br>FT5-6,<br>FT5-12,<br>FT5-13 |             |
| Components   |  |                           |   |                                       | Weighting   |
| Knowledge and Understanding of food preparation and nutrition  | 10%  | 5%                        | 15%                                     | 20%                                   | 50%         |
| Skills in researching, communicating, designing and evaluating | 15%  | 15%                       | 15%                                     | 5%                                    | 50%         |
| <b>Total</b>   | <b>25%</b>                                     | <b>20%</b>                | <b>30%</b>                              | <b>25%</b>                            | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## GEOGRAPHY – ASSESSMENT SCHEDULE

| Task number                 | Task 1   | Task 2   | Task 3  |             |
|-----------------------------|--|--|---|-------------|
| Nature of task              | Geographic Inquiry Task                        | MID Course Exam                                | Yearly Examination  |             |
| Timing                      | Term 1<br>Week 10                              | Term 2<br>Week 9                               | Term 4<br>Week 1  |             |
| Outcomes assessed           | GE5-2, GE5-3,<br>GE5-4, GE5-5,<br>GE5-7, GE5-8 | GE5-2, GE5-3,<br>GE5-4, GE5-5,<br>GE5-7, GE5-8 | GE5-1, GE5-2,<br>GE5-3, GE5-4,<br>GE5-5, GE5-6,<br>GE5-7, GE5-8 |             |
| Components                  |  |  |   | Weighting   |
| Geographic tools            |  | 10%  | 10%   | 20%         |
| Geographical concepts       | 5%   | 15%  | 20%   | 40%         |
| Geographical inquiry skills | 40%  |  |   | 40%         |
| <b>Total</b>                | <b>45%</b>                                     | <b>25%</b>                                     | <b>30%</b>  | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## HISTORY – ASSESSMENT SCHEDULE

| Task number  | Task 1                      | Task 2                            | Task 3                       |                  |
|--|-----------------------------|-----------------------------------|------------------------------|------------------|
| <b>Nature of task</b>  | <b>Skills and Knowledge</b> | <b>Research and Communication</b> | <b>Yearly Examination</b>    |                  |
| <b>Timing</b>  | Term 1<br>Week 10           | Term 2<br>Week 9                  | Term 4<br>Week 1             |                  |
| <b>Outcomes assessed</b>                                       | HT5-9, HT5-10               | HT5-8, HT5-7<br>HT5-9, HT5-10     | HT5-3, HT5-9<br>HT5-4, HT5-6 |                  |
| <b>Components</b>  |                             |                                   |                              | <b>Weighting</b> |
| Knowledge and understanding of course content                  |                             | <b>20%</b>                        | <b>20%</b>                   | <b>40%</b>       |
| Source-based skills  | <b>5%</b>                   | <b>10%</b>                        | <b>5%</b>                    | <b>20%</b>       |
| Historical inquiry and research                                | <b>20%</b>                  |                                   |                              | <b>20%</b>       |
| Communication of historical understanding in appropriate forms | <b>10%</b>                  |                                   | <b>10%</b>                   | <b>20%</b>       |
| <b>Total</b>   | <b>35%</b>                  | <b>30%</b>                        | <b>35%</b>                   | <b>100%</b>      |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## INDUSTRIAL TECHNOLOGY - ENGINEERING – ASSESSMENT SCHEDULE

| Task number   | Task 1   | Task 2                 | Task 3   | Task 4                 |             |
|---|--|------------------------|--|------------------------|-------------|
| Nature of task  | FOLIO ASSIGNMENT & PRACTICAL PROJECT (Progressive) | Half Yearly Exam       | FOLIO ASSIGNMENT & PRACTICAL PROJECT (Progressive) | Yearly Examination     |             |
| Timing  | Term 1<br>Week 8                                   | Term 2<br>Week 3       | Term 3<br>Week 8                                   | Term 4<br>Week 3       |             |
| Outcomes assessed   | IND5-2, IND5-3, IND5-4, IND5-6, IND5-8             | IND5-3, IND5-4, IND5-9 | IND5-5, IND5-6, IND5-7                             | IND5-3, IND5-4, IND5-9 |             |
| Components  |  |                        |  |                        | Weighting   |
| Alternative Energy – School Dev. (Indigenous). Control Systems. | Prac – 20%<br>Folio – 10%                          | 20%                    |  |                        | 50%         |
|   |  |                        | Prac – 20%<br>Folio – 10%                          | 20%                    | 50%         |
| <b>Total</b>  | <b>30%</b>   | <b>20%</b>             | <b>30%</b>   | <b>20%</b>             | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## INDUSTRIAL TECHNOLOGY - TIMBER – ASSESSMENT SCHEDULE

| Task number          | Task 1   | Task 2                                 | Task 3  | Task 4                                 |             |
|----------------------|--|--|---|--|-------------|
| Nature of task       | FOLIO ASSIGNMENT & PRACTICAL PROJECT (Progressive)     | Half Yearly Exam                       | FOLIO ASSIGNMENT & PRACTICAL PROJECT (Progressive)              | Yearly Examination                     |             |
| Timing               | Term 1<br>Week 8                                       | Term 2<br>Week 3                       | Term 3<br>Week 8  | Term 4<br>Week 2                       |             |
| Outcomes assessed    | IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8 | IND5-2, IND5-3, IND5-4, IND5-5, IND5-8 | IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9, IND5-10 | IND5-2, IND5-3, IND5-4, IND5-5, IND5-8 |             |
| Components           |  |  |   |  | Weighting   |
| Specialised Module 3 | Practical – 20%<br>Folio Ass – 10%                     | 20%                                    |   |  | 50%         |
| Specialised Module 4 |  |  | Practical – 20%<br>Folio Ass – 10%                              | 20%                                    | 50%         |
| <b>Total</b>         | <b>30%</b>   | <b>20%</b>                             | <b>30%</b>  | <b>20%</b>                             | <b>100%</b> |



# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## INFORMATION AND SOFTWARE TECHNOLOGY – ASSESSMENT SCHEDULE

| Task number            | Task 1            | Task 2                        | Task 3                 | Task 4           |             |
|------------------------|-------------------|-------------------------------|------------------------|------------------|-------------|
| Nature of task         | Database Design   | FVHS News Report              | Game Development       | Programming      |             |
| Timing                 | Term 1<br>Week 10 | Term 2<br>Week 10             | Term 3<br>Week 10      | Term 4<br>Week 5 |             |
| Outcomes assessed      | 5.5.2,<br>5.5.3   | 5.2.1, 5.3.2,<br>5.5.1, 5.5.3 | 5.1.1, 5.2.2,<br>5.2.3 | 5.2.3, 5.5.3     |             |
| Components             |                   |                               |                        |                  | Weighting   |
| Authoring & Multimedia |                   | 15%                           | 10%                    |                  | 25%         |
| Digital Media          |                   | 15%                           | 10%                    |                  | 25%         |
| Programming            |                   |                               | 15%                    | 10%              | 25%         |
| Database Design        | 25%               |                               |                        |                  | 25%         |
| <b>Total</b>           | <b>25%</b>        | <b>30%</b>                    | <b>35%</b>             | <b>10%</b>       | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## MATHEMATICS – ASSESSMENT SCHEDULE

| Task number   | Task 1      | Task 2      | Task 3      | Task 4      |             |
|---|-------------|-------------|-------------|-------------|-------------|
| Nature of task  | Term 1 Exam | Term 2 Exam | Term 3 Exam | Term 4 Exam |             |
|   |             |             |             |             |             |
|   |             |             |             |             |             |
| Components  |             |             |             |             | Weighting   |
| <b>Communicating</b> – Students develop the ability to use a variety of representations, in written, oral, or graphical form to formulate and express mathematical ideas  | 5%          | 5%          | 5%          | 5%          | 20%         |
| <b>Problem Solving</b> – Student develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively                                     | 5%          | 5%          | 5%          | 5%          | 20%         |
| <b>Reasoning</b> – Students develop an increasingly sophisticated capacity for logical thought and actions, such as analyzing, proving, evaluating, explaining, inferring, justifying and generalising          | 5%          | 5%          | 5%          | 5%          | 20%         |
| <b>Understanding</b> – Students build a strong foundation that enables them to adapt and transfer mathematical concepts.  | 5%          | 5%          | 5%          | 5%          | 20%         |
| <b>Fluency</b> – Students develop skills in choosing appropriate procedures, carrying out procedures flexibly, accurately, efficiently and appropriately, and recalling factual knowledge and concepts readily. | 5%          | 5%          | 5%          | 5%          | 20%         |
| <b>Total</b>  | <b>25%</b>  | <b>25%</b>  | <b>25%</b>  | <b>25%</b>  | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## MUSIC – ASSESSMENT SCHEDULE

| Task number       | Task 1                            | Task 2                              | Task 3                                      | Task 4                              |             |
|-------------------|-----------------------------------|-------------------------------------|---|-------------------------------------|-------------|
| Nature of task    | Performance                       | Performance & Listening             | Listening and Compulsory                    | Performance                         |             |
| Timing            | Term 1<br>Week 9/10               | Term 2<br>Week 9/10                 | Term 4<br>Week 4                            | Term 4<br>Week 5                    |             |
| Outcomes assessed | 5.1, 5.2, 5.3                     | 5.1, 5.2, 5.3<br>5.7, 5.8, 5.9      | 5.7, 5.8, 5.9, 5.10                         | 5.4, 5.5, 5.6<br>5.7, 5.8, 5.9      |             |
| Components        |                                   |                                     |   |                                     | Weighting   |
| Performance       | Task 1<br>Performance Task<br>10% | Task 2 B<br>Live Performance<br>15% |   |                                     | <b>25%</b>  |
| Composition       |                                   |                                     |   | Task 4 B<br>Composition Task<br>25% | <b>25%</b>  |
| Musicology        |                                   |                                     | Task 3 A<br>Musicology<br>Major Work<br>25% |                                     | <b>25%</b>  |
| Aural             |                                   | Task 2 A<br>Listening<br>10%        | Aural Test<br>15%                           |                                     | <b>25%</b>  |
| <b>Total</b>      | <b>10%</b>                        | <b>25%</b>                          | <b>40%</b>                                  | <b>25%</b>                          | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION – ASSESSMENT SCHEDULE

| Task number                 | Task 1                                 | Task 2   | Task 3                      | Task 4  | Task 5                    |                  |
|-----------------------------|--|--|-----------------------------|---|---------------------------|------------------|
| <b>Nature of task</b>       | <b>Athletics</b>                       | <b>Enhancing Personal &amp; Community Health</b> | <b>Elective Team Sports</b> | <b>Dance</b>                                    | <b>Yearly Examination</b> |                  |
| <b>Timing</b>               | Term 1<br>Week 7 & 8<br>(During Sport) | Term 1<br>Week 10                                | Term 2<br>Week 6            | Term 3, Week 3 & 4<br>Or<br>Term 3, Week 9 & 10 | Term 4<br>Week 1<br>TBC   |                  |
| <b>Outcomes assessed</b>    | PD5-4                                  | PD5-2, PD5-7                                     | PD5-11                      | PD5-11  | PD5-6/10                  |                  |
| <b>Components</b>           |  |  |                             |   |                           | <b>Weighting</b> |
| Knowledge and Understanding |  | <b>20%</b>                                       |                             |   | <b>30%</b>                | <b>50%</b>       |
| Skills                      | <b>15%</b>                             |  | <b>20%</b>                  | <b>15%</b>                                      |                           | <b>50%</b>       |
| <b>Total</b>                | <b>15%</b>                             | <b>20%</b>                                       | <b>20%</b>                  | <b>15%</b>                                      | <b>30%</b>                | <b>100%</b>      |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## PHYSICAL ACTIVITY AND SPORTS STUDIES – ASSESSMENT SCHEDULE

| Task number                 | Task 1                               | Task 2                        | Task 3             | Task 4                            |             |
|-----------------------------|--------------------------------------|-------------------------------|--------------------|-----------------------------------|-------------|
| Nature of task              | Event Case Study – European Handball | Nutrition & Physical Activity | Coaching           | Yearly Examination (Body Systems) |             |
| Timing                      | Term 1<br>Week 8/9                   | Term 2<br>Week 3              | Term 2<br>Week 5-9 | Term 4<br>Week 2                  |             |
| Outcomes assessed           | 5-5, 5-9                             | 5-3, 5-8, 5-10                | 5-5, 5-6, 5-8      | 5-1, 5-2                          |             |
| Components                  |                                      |                               |                    |                                   | Weighting   |
| Knowledge and Understanding |                                      | 20%                           | 10%                | 20%                               | 50%         |
| Skills                      | 25%                                  |                               | 25%                |                                   | 50%         |
| <b>Total</b>                | <b>25%</b>                           | <b>20%</b>                    | <b>35%</b>         | <b>20%</b>                        | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## SCIENCE – ASSESSMENT SCHEDULE

| Task number  | Task 1                        | Task 2                          | Task 3                          | Task 4                        |             |
|--|-------------------------------|---------------------------------|---------------------------------|-------------------------------|-------------|
| Nature of task   | Semester 1 Skills Test        | Survivor Topic Test             | Fast and Fusions Topic Test     | Semester 2 Skills Test        |             |
| Timing   | Term 1<br>Week 8              | Term 2<br>Week 1                | Term 3<br>Week 4                | Term 4<br>Week 2              |             |
| Outcomes assessed  | SC5-7WS<br>SC5-8WS<br>SC5-9WS | SC5-14LW<br>SC5-15LW<br>SC5-9WS | SC5-16CW<br>SC5-17CW<br>SC5-9WS | SC5-4WS<br>SC5-7WS<br>SC5-8WS |             |
| Components   |                               |                                 |                                 |                               | Weighting   |
| Knowledge and Understanding  |                               | 20%                             | 20%                             |                               | 40%         |
| Skills in planning and conducting first hand investigations and communicating this information | 10%                           | 5%                              | 5%                              | 10%                           | 30%         |
| Skills in scientific thinking, problem solving and communicating understanding and conclusions | 10%                           | 5%                              | 5%                              | 10%                           | 30%         |
| <b>Total</b>   | <b>20%</b>                    | <b>30%</b>                      | <b>30%</b>                      | <b>20%</b>                    | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## VISUAL ARTS – ASSESSMENT SCHEDULE

| Task number                        | Task 1                                    | Task 2                         | Task 3                                  | Task 4                      |                  |
|------------------------------------|---|--------------------------------|---|-----------------------------|------------------|
| Nature of task                     | Sweet Treats 2D<br>Collection of<br>Works | Urban<br>Environment           | Yearly<br>Examination<br>(Body Systems) | Independent<br>Project      |                  |
| Timing                             | Term 1<br>Week 5                          | Term 3<br>Week 2               | Term 4<br>Week 1                        | Term 4<br>Week 2            |                  |
| Outcomes assessed                  | 5.1, 5.6, 5.7                             | 5.1 to 5.3, 5.6,<br>5.8 to 5.9 | 5.7, 5.8, 5.9                           | 5.1, 5.4, 5.5, 5.6,<br>5.10 |                  |
| <b>Components</b>                  |   |                                |   |                             | <b>Weighting</b> |
| Armaking                           | 20%                                       | <b>20%</b>                     |   | <b>20%</b>                  | <b>60%</b>       |
| Critical and Historical<br>Studies | <b>10%</b>                                | <b>10%</b>                     | <b>10%</b>                              | <b>10%</b>                  | <b>40%</b>       |
| <b>Total</b>                       | <b>30%</b>                                | <b>30%</b>                     | <b>10%</b>                              | <b>30%</b>                  | <b>100%</b>      |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## VISUAL DESIGN – ASSESSMENT SCHEDULE

| Task number                     | Task 1             | Task 2             | Task 3              | Task 4                     |             |
|---------------------------------|--------------------|--------------------|---------------------|----------------------------|-------------|
| Nature of task                  | Jewellery Design   | Street Wear        | Yearly Examination  | Independent Project        |             |
| Timing                          | Term 2<br>Week 2   | Term 3<br>Week 3   | Term 4<br>Week 1    | Term 4<br>Week 5           |             |
| Outcomes assessed               | 5.1, 5.4, 5.6, 5.8 | 5.2, 5.3, 5.5, 5.7 | 5.7, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.6, 5.8,<br>5.9 |             |
| Components                      |                    |                    |                     |                            | Weighting   |
| Artmaking                       | 10%                | 20%                |                     | 30%                        | 60%         |
| Critical and Historical Studies | 10%                | 10%                | 10%                 | 10%                        | 40%         |
| <b>Total</b>                    | <b>20%</b>         | <b>30%</b>         | <b>10%</b>          | <b>40%</b>                 | <b>100%</b> |



# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## WORK EDUCATION – ASSESSMENT SCHEDULE

| Task number                 | Task 1                         | Task 2                                  | Task 3  |             |
|-----------------------------|--------------------------------|---|---|-------------|
| Nature of task              | Research and Extended Response | Mid-Course Examination                  | Yearly Examination  |             |
| Timing                      | Term 1<br>Week 10              | Term 2<br>Week 5                        | Term 4<br>Week 1-2  |             |
| Outcomes assessed           | WE5-1 TO WE5-10                | WE5-1, WE5-2,<br>WE5-3, WE5-4,<br>WE5-7 | WE5-1, WE5-2,<br>WE5-3, WE5-4,<br>WE5-5, WE5-6,<br>WE5-7, WE5-8 |             |
| Components                  |                                |   |   | Weighting   |
| Skills                      |                                | 10%                                     | 10%   | 20%         |
| Knowledge and Understanding | 10%                            | 15%                                     | 15%   | 40%         |
| Research                    | 20%                            |   |   | 20%         |
| Communication               | 5%                             | 5%                                      | 10%   | 20%         |
| <b>Total</b>                | <b>35%</b>                     | <b>30%</b>                              | <b>35%</b>  | <b>100%</b> |

# FAIRVALE HIGH SCHOOL - 2023 YEAR 10

## GRAPHICS TECHNOLOGY – ASSESSMENT SCHEDULE

| Task number           | Task 1                        | Task 2                 | Task 3                     | Task 4                   |                  |
|-----------------------|-------------------------------|------------------------|----------------------------|--------------------------|------------------|
| Nature of task        | Graphics Assignment / Task    | Half Yearly Exam       | Graphics Assignment / Task | Yearly Exam              |                  |
| Timing                | Term 1<br>Week 8              | Term 2<br>Week 2       | Term 3<br>Week 8           | Term 4<br>Week 2         |                  |
| Outcomes assessed     | GT5-2, GT5-3,<br>GT5-6, GT5-7 | GT5-4, GT5-5,<br>GT5-9 | GT5-8, GT5-11,<br>GT5-12   | GT5-8, GT5-11,<br>GT5-12 |                  |
| <b>Components</b>     |                               |                        |                            |                          | <b>Weighting</b> |
| Core & Option Modules | 30%                           | <b>20%</b>             |                            |                          | <b>50%</b>       |
| Core & Option Modules |                               |                        | <b>30%</b>                 | <b>20%</b>               | <b>50%</b>       |
| <b>Total</b>          | <b>30%</b>                    | <b>20%</b>             | <b>30%</b>                 | <b>20%</b>               | <b>100%</b>      |