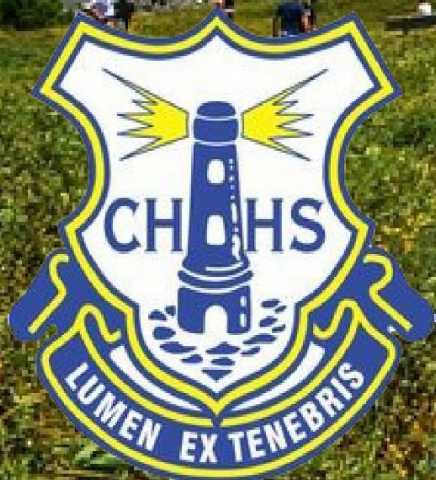




Coffs Harbour High School 2025

Year 10 Assessment Procedures and Schedules



Coffs Harbour High School
Cnr Nile & Edinburgh Streets, PO Box 4021,
Coffs Harbour NSW 2450
Telephone: (02) 66523466

Website: <https://coffsharb-h.schools.nsw.gov.au/>
Email: coffsharb-h.school@det.nsw.edu.au

UNDERSTANDING THE RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

The RoSA records completed Year 10 and Year 11 courses and grades, Year 12 assessment results, and where applicable participation in any uncompleted Year 11 or Year 12 courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

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

Eligibility for a RoSA

To be eligible for a Year 10 RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.

RoSA Life Skills

Students with special needs can complete the Life Skills curriculum option.

For every successfully completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

Students who don't qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If student leaves after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study from NESA.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

Schools must let NESA know when a student leaves school.

To receive a RoSA, students must attend school until the final day of Year 10.

Meeting the requirements for successful completion of Year 10 RoSA

Students must complete the following mandatory Years 7 – 10 curriculum areas

English: The NESA syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be complete.

Mathematics: The NESA syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Science: The NESA syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed.

Human Society and its Environment: The NESA syllabus must be studied substantially throughout Years 7–10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each Stage.

Languages Other than English: 100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.

Technological and Applied Studies: The NESA Technology (mandatory) Years 7–8 syllabus to be studied for 200 hours.

Creative Arts: 200 hours to be completed, consisting of our 100-hour mandatory courses in each of Visual Arts and Music.

Personal Development, Health and Physical Education: The NESA mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7–10.

Satisfactory Completion of Courses

The following course completion criteria refer to all Stage 5 courses. 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:

- Followed the course developed or endorsed by NESA.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all of the course outcomes.

For courses where school assessment marks are submitted to NESA, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

If the Principal determines that a student is in danger of not meeting the above course completion criteria, the student will be given a written warning in sufficient time to correct any problems regarding their satisfactory completion of course requirements.

If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform NESA and the student in writing.

If a student does not satisfactorily complete a course, they will receive no results in that course, the course will not appear on their NESA record, and the course will not count towards their pattern of study for the award of a Higher School Certificate. This may mean that the student is no longer eligible to receive a Year 10 RoSA or to undertake Year 11 courses the following year.

Satisfactory Completion of VET Curriculum Frameworks

The satisfactory course completion criteria outlined for Stage 5 Courses above also applies to the completion of any courses requiring competency-based assessment.

In addition to this, courses in the VET Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages. Work placement is a mandatory requirement of each framework course, and for some other VET courses. For each course, a minimum number of hours are required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If a student fails to complete the mandatory work placement component of a VET course, it may be determined that they have not made a genuine attempt to complete the course requirements as outlined above. These expectations also apply to students who undertake Stage 5 VET courses at TAFE as part of their pattern of study.

Satisfactory Attendance

Whilst NESA does not mandate attendance requirements, Principals may determine that as a result of absence, a student has not met the course completion criteria outlined above. The school will regard absences seriously as Teachers, Head Teachers, Year Advisers, Deputies and the Principal must decide if there is sufficient evidence to show that a student is making satisfactory progress towards achieving the outcomes of a course. It is generally accepted that a student's attendance will need to be at least 85% if they are to satisfactorily complete a course of study.

Assessment Procedures

The school reserves the right to substitute or alter any part of this Assessment Information Booklet at any time provided that such changes are consistent with the policy of NESA, and that students and parents are notified of the change.

General

1. Assessment tasks:

a) Each student, including late enrolments and partial enrolments, will receive a copy of the Coffs Harbour High School Assessment Handbook. An electronic copy of the handbook can also be found on the school website.

b) The actual weighting for each task in each course is shown in the course-specific assessment schedules included in this document.

c) Teachers will issue an Assessment Task notification to each student which clearly describes:

- The nature of the task.
- The syllabus outcomes on which achievement will be assessed.
- The criteria which will be used to measure a student's achievement in relation to the specified outcomes.
- The due date and format for submission.

2. Students must submit tasks by the due date and time. The task should be handed to their class teacher. It is the responsibility of the student to arrange an early submission of a task in the event of a planned absence. Where no specific time is noted on the assessment task notification it is assumed that it to be submitted by 3.10pm

3. In the event that the class teacher is absent on the day a task is due, the faculty Head Teacher will make alternative arrangements to receive the students' work.
4. In the event that the class teacher is absent on the day an in-class task is to be completed, the assessment should go ahead as planned. If this is not possible, the task should be rescheduled at the earliest appropriate date.
5. If a task proves to be invalid or fails to discriminate, the faculty involved will adjust the marking scheme to allow for differentiation between students.
6. In the case of exams, students should be aware that achievement may be assessed in relation to all of the outcomes covered to that point in the course. The timing of Semester exams is outlined in this Assessment Information Booklet.
7. In a standards-referenced approach to assessment:
 - Tasks are designed to focus on outcomes.
 - The types of assessment tasks are appropriate for the outcomes being assessed.
 - Tasks reflect the weightings and components specified in the relevant syllabus documents.
 - Students know the assessment criteria before they begin a task.
 - Students get meaningful feedback about what they are able to do and what they need to do in order to improve their level of performance.
 - Students will be assessed according to their achievements against course standards.
 - Measures that reflect a student's conduct and behaviour are not included.
8. For each assessment task, each student will be given a mark and meaningful feedback on the task. Students will be kept informed of their progress via their academic school reports.
9. Assessment results must be recorded in three locations: the class teacher's daybook, the class teacher's personal Sentral Markbook and a course specific faculty Markbook also in Sentral. These records must show the results on all tasks to date and the current cumulative assessment mark and rank of all students.
10. Assessment task notifications will indicate the degree to which AI can be used in the assessment task as per the table below.

0 No AI use	AI must not be used at any point during the assessment Requires signature acknowledging assessment policy and plagiarism
1 AI-assisted idea generation and structuring	No AI content is allowed in the final submission AI can be used in the assessment for brainstorming, creating structures and generating ideas for improving work AI disclosure statement must be included disclosing how AI was used Link(s) to AI chat(s) must be submitted with final submission

2 AI-assisted editing	No new content can be created using AI AI can be used to make improvements to the clarity and quantity of student created work to improve final output AI disclosure statement must be included disclosing how AI was used Link(s) to AI chat(s) must be submitted with final submission
3 AI for specific task completion	AI is used to complete certain elements of the task, as specified by assignment directions and/or teacher All AI-created content must be acknowledged and/or cited using proper citation Link(s) to AI chat(s) must be submitted with final submission
4 Full AI use with student oversight	AI use is allowed throughout the entire assessment to support your own work You are responsible for providing student oversight and evaluation of all AI generated content All AI-created content must be acknowledged and/or cited using proper citation Link(s) to AI chat(s) must be submitted with final submission

11. Academic School Reports:

- a) Students will be issued with a Semester 1 Report at the end of Term 2 and a Semester 2 Report at the end of Term 4. Each report will reflect the student's progress towards achieving the outcomes covered and their overall rank for that semester.
- b) Presentation Day awards are based on a student's performance over the whole year. Semester 1 and 2 results will be combined according to the assessment schedules contained in this booklet. This combined mark will be used to rank students in each course. Students who place first in a course will receive an award to acknowledge their academic achievement at the Presentation Day Assembly.
- c) A Common Grade Scale is used to report student achievement in Years 10 in all NSW schools. The scale describes performance at each of the following grade levels:

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

E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N Determination	The student has not applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course. In addition, they have not achieved some or all of the course outcomes including work placement for vocational courses. They are at risk of not satisfactorily completing the course.

12. Disability Provisions

- a) Students with special education needs work towards syllabus outcomes identified through a collaborative curriculum planning process. They will be given a range of opportunities to demonstrate achievement of these outcomes. Some students with special education needs will require adjustments to assessment activities to enable them to complete the task. This will ensure they have an equitable opportunity to demonstrate what they know and what they can do.
- b) Adjustments enable a student with special education needs to attempt syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with special education needs rather than confer an advantage. The types of adjustments made will vary according to the needs of the individual student.
- c) Adjustments can include practical arrangements to help students with special education needs complete assessment tasks. These practical arrangements are known as disability provisions and schools are responsible for any decisions about adjustments to coursework and formal school-based assessment tasks. There is no guarantee that the disability provisions granted at school for coursework and assessment tasks, will also be granted for the HSC examinations.
- d) In order to access adjustments (for example, small group supervision, a reader, a writer, diabetic provisions, etc.) for assessment tasks, students, their parents or carers need to contact the Learning and Support Teachers (LaST) located in the Library. They can explain the process which needs to be followed and the paperwork which needs to be completed.

Illness/Misadventure

- 1.** Planned absence on the day of an assessment task:
 - a) If a student knows they are going to be absent on the day of an assessment task, they must inform their teacher, prior to the absence and complete an Illness/Misadventure form.
 - b) Hand-in tasks will need to be submitted to the teacher prior to the absence.
 - c) Under no circumstances may a student attempt a formal examination before the scheduled time without express approval of the Deputy Principal.
- 2.** If a student is suspended from school at the time an assessment task is due, upon return to school the student must discuss with the classroom teacher and faculty Head Teacher to arrange a revised date to submit or sit the assessment.
- 3.** Illness/Misadventure at the time of an Assessment Task

It is necessary that a parent or carer contacts the school immediately if one or more of the following occurs:

- a) There is a problem completing an assessment task by the due date or allotted time (assumed 3.10pm close of business). Only in exceptional cases will an extension be given. The Deputy Principal, in consultation with the faculty Head Teacher and the class teacher is the only person who can give an extension. Teachers should regularly monitor student progress so that a fair and reasonable assessment of the situation is possible in the event that a task is submitted late.
- b) A student's performance in an assessment task has been affected by illness or unforeseen misadventure which occurred immediately before or during the assessment period.
- c) A student is prevented from attending an assessment task due to illness and/or misadventure.
- d) A student is prevented from submitting an ongoing assessment task in person (this includes practical projects, reports, speeches etc. requiring preparation before the due date) due to illness and/or misadventure.

Where a student does not submit or sit an assessment task on the due date, students are required to complete an illness / misadventure application form that is to be completed by the student, parent and course teacher. This application must outline the explanation for the non-submission of assessment task and include supporting evidence. It is assumed that students receive a zero mark until the illness / misadventure application has been approved.

All applications for illness/ misadventure must be submitted to the course teacher within five (5) working days of the assessment due date.

A copy of the misadventure form is included in this assessment booklet and can also be found on the school website under the assessment and reporting tab.

Only in exceptional cases, can the Deputy Principal, in conjunction with the faculty Head Teacher and the class teacher, accept a task without penalty. Where individual circumstances are of a highly confidential and exceptional nature, special cases may be presented to the Principal for consideration.

4. Unacceptable grounds for Illness/Misadventure

The provisions for Illness/Misadventure generally **do not** cover:

- a) Attendance at a family holiday or social occasion.
- b) Attendance at a sporting or cultural event or music event.
- c) Visiting sick relatives or friends.
- d) Alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. This includes technology failure.
- e) Disabilities for which the school has already granted special provisions unless an unforeseen episode occurs.
- f) Long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the assessment task.
- g) Matters avoidable by the student (e.g. misreading or misinterpretation of assessment deadlines or exam timetables and instructions, loss of work due to a technology failure).

Please note that tracking of student Illness/Misadventure will occur in order to monitor repeated occurrences from the same student. It may occur that a first application is accepted and a later one for the same reason is declined. This will ensure that the assessment process is not compromised.

5. Technology and technology failure

- a) With the exception of computer-based courses, the use of computers in the preparation and presentation of assessment tasks is optional. Students using computers must accept responsibility for the loss of any data or the non-completion of tasks due to computer related problems.
- b) If a student suffers any form of technology failure, they will need to provide printouts of drafts or partial drafts or associated notes and summaries in order for extensions or misadventure to be considered.
- c) Students will be solely responsible for maintaining backups of all personal data files, independently of the school's computers and network.

6. Irrespective of the outcome of a request for consideration due to Illness/Misadventure, all students will be required to complete all tasks or a substitute task to show evidence that they have met the course completion criteria.

7. Estimates and Substitute Tasks

- a) A substitute task may be administered, or an estimated mark may be given at the discretion of the faculty Head Teacher when a student is absent from a task with a valid reason.
- b) It is anticipated that parents or the student would have already contacted the school regarding the problem and consideration due to Illness/Misadventure would have been requested.
- c) Consultation between the Deputy Principal, the Year Adviser, the faculty Head Teacher and the teacher will determine appropriate measures for a student who is absent for a prolonged period with valid reasons, or a student who suffers from a chronic trauma.
- d) Where an estimate is given this will count as the student having completed the

task in relation to the requirement that students must complete more than 50% of the assessment for a course in order for it to count towards the completion of a Stage 5 course for the purpose of their RoSA.

Award of Zero Marks

1. Zero marks will be awarded:

- a) For any task or component of an ongoing task that is submitted late and for which Illness/Misadventure is not approved. This includes tasks submitted after the time stated on the Assessment Task Notification.
- b) If a student is absent from a task without a valid reason.
- c) If there is sufficient evidence of malpractice as outlined below.
- d) If there is sufficient evidence of a non-serious attempt. In all assessment tasks, non-serious attempts will be identified by the teacher and the faculty Head Teacher and dealt with by the Deputy Principal and the Year Adviser
- e) A student refuses to complete a task. This could jeopardise the student's ability to satisfactorily complete a course.
- f) The answers are not written in English, except where required or permitted by the question paper.

2. Frivolous or Objectionable Material.

Teachers and Head Teachers will bring to the Deputy Principal's attention assessment tasks that contain frivolous or objectionable material. Frivolous or objectionable material may result in an assessment task being deemed a non-serious attempt. This could result in a mark of zero.

Malpractice

1. Malpractice is any activity that allows a student to gain an unfair advantage over other students. It includes, but is not limited to:

- a) Copying someone else's work in part or as a whole and presenting it as their own.
- b) Using material directly from books, journals, CDs or websites without referencing the source.
- c) Building on the ideas of another person without reference to the source.
- d) Buying, stealing or borrowing another person's work and presenting it as their own.
- e) Submitting work to which another person such as a parent, coach, tutor or subject expert has contributed substantially.
- f) Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- g) Paying someone to write or prepare material.
- h) Breaching school examination rules.
- i) Using non-approved aides or devices during an assessment task.
- j) Contriving false explanations to explain work not submitted by the due date.
- k) Assisting another student to engage in malpractice.

- l) The use of AI or similar programs to generate and create work for final assessment submission.
 - m) Students are required to attend all timetabled classes on the day prior to and the day of any class task or formal examination. Failure to attend timetabled classes without following the Illness and Misadventure process, will result in a mark of zero awarded.
2. All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be the student's own work or it must be acknowledged appropriately. Malpractice, including plagiarism, will lead to a student receiving zero marks and may jeopardise their RoSA /HSC results.

Students at Risk of Non-Completion

1. Official Warning that a student is at risk of not completing a course
 - a) Students who do not complete an assessment task, and/or have not been granted approval for Illness/Misadventure will be issued with an official N-warning letter. They will then have two weeks to resolve the issue by completing the task.
 - b) A student who has been issued with at least two N-warnings for the same course is at risk of not meeting the course completion criteria and may be N-determined.
2. Representing the School
 - a) Students who have unresolved N-warning may not be eligible to represent Coffs Harbour High School at any sporting or cultural events.
 - b) Also, they may not be eligible to attend non-curriculum-based excursions.
 - c) Once the N-warning has been resolved, the restrictions will be lifted.
3. Official Determination of Non-completion of a Stage 5 Course
 - a) Where it is determined that a student has not met the course completion criteria as outlined in this document, they place themselves at risk of receiving an N-determination. An N-determination will mean that the course will not be listed on the student's NESA record. Students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be completed.
 - b) NESA requires that the Principal must warn students as soon as possible and advise their parents or carers in writing if they are at risk of not completing a course. This warning should be given in time for the problem to be corrected. NESA also requires that if the first warning letter is not effective, a further warning letter(s) should be sent.
 - c) A minimum of two course-specific N-warnings must be issued prior to a final N-determination being made for a course.
 - d) Students who are in danger of being given an N-determination will be interviewed by the teacher and faculty Head Teacher before being referred to the Year Adviser and the Principal. (Notation of any such interview will be recorded in Sentral.)
 - e) A parent/carer interview will be conducted if applicable.
 - f) Students who have not complied with the above requirements cannot be

regarded as having satisfactorily completed the course. The Principal will then apply the N-determination as outlined below.

4. Procedures required to issue a Non-Completion of Course Determination

- a) A Principal's Determination Form will be completed for each student who is to be given an N-determination.
- b) Where possible, the Principal will explain to the student the reasons for the determination(s) made on the form and advise them of the consequences of this determination. The course(s) will not be listed on the student's Record of Achievement unless the student seeks a review of this determination and the appeal is successful. The N- determination may also affect the student's ability to commence their Year 11 studies, as they must have successfully completed all of the mandatory Year 10 courses.
- c) Where possible, the student will be advised of their right to seek a reconsideration of this determination, and the procedures involved in submitting an appeal.
- d) Where possible, the Principal will ensure the student has read the Information for Students and read and signed the Student's Declaration on the Principal's Determination Form.

Appeals

1. Assessment Review - Individual Tasks

- a) Students must check assessment results at the time a task is returned to them.
- b) Once a task has been assessed and the mark accepted, i.e. recognised by both the teacher and the student, then it constitutes an agreed mark and cannot be altered. The work does not have to be kept by the teacher, as it cannot be remarked.
- c) If a student does not accept the teachers' judgement of the marks to be awarded for their performance in an assessment task i.e. there is not an agreed mark, they are entitled to lodge an appeal. Students wishing to appeal need to indicate their intention to the teacher who will retain the assessment task and forward it to the faculty Head Teacher.
- d) The appeal will be considered within 3 school days of being submitted to the faculty Head Teacher by a review committee comprised of the Head Teacher of the subject concerned and the alternate Deputy Principal.
- e) If the student's appeal is successful, the student will be informed, and any changes will be recorded.
- f) If the student's appeal is unsuccessful, the student will be informed, and no further actions are available.

2. Appeal an N-determination

- a) A student may appeal an N-determination. When an N-determination is made, the Principal's Report should be completed, and a copy given, together with the Student Appeal form, to the student, or forwarded to the student's home address. A student wishing to appeal needs to complete the Student Appeal form and submit it to the Principal.
- b) If the student's appeal is successful at the school level, notification will be sent to NESAs so that the N - determination can be removed from the unsatisfactory

completion of course schedule.

- c) If the student's appeal is unsuccessful at the school level, the Principal's Report form, the Student Appeal form and any other relevant documentation will be submitted by the date specified to NESA.
- d) Students have the right to appeal to NESA if their appeal is unsuccessful at the school level.

NESA - HSC Minimum Standards

NESA requires that students need to meet the HSC Minimum Standard to receive the HSC.

To show they meet the standard students need to:

- achieve Level 3 or 4 in the online reading test and
- achieve Level 3 or 4 in the online writing test and
- achieve Level 3 or 4 in the online numeracy test.

Only students who meet the HSC Minimum Standard in all three areas will receive a Higher School Certificate testamur.

Students do not need to meet the HSC Minimum Standard to:

- study HSC courses
- sit HSC exams
- receive HSC assessment and exam results
- receive an ATAR
- receive a Record of School Achievement

Many students will sit their Minimum Standard tests during Year 10. Any student who does not meet a Level 3 or 4 level during Year 10 will have four additional testing opportunities in each year for Year 11 and Year 12 to meet the standards. Test windows will be advised at school for students to sit and achieve the levels required to meet the HSC Minimum Standards requirements.

- More information regarding the HSC Minimum Standards can be found at <https://www.youtube.com/watch?v=T3y6yuRYBiw>

Accessing Results – NESA Students Online

Students who have completed Year 10 can access their Year 10 RoSA and HSC Minimum Standards results via their <https://studentsonline.nesa.nsw.edu.au/> account. The RoSA is a cumulative record and as such, as a student progress through Year 11 and 12 their RoSA can be accessed and downloaded as required.

It is the responsibility of students to ensure that they have activated their account and created a PIN and ensure that all information in their Students Online account is up to date and accurate. Further assistance about accessing Students Online can be obtained from the Head Teacher Senior Studies.

STUDENT SUPPORT

All students are encouraged to seek support from teaching staff during the year as needed. These support staff include:

Support personnel	Type of support
Classroom Teachers	Assistance with course work and assessment tasks.
Head Teachers	Warning Letters, Misadventure forms and appeals of assessment marks.
Year Advisers	Assistance and support with wellbeing related issues which may impact on school for the student.
Mentors	A teacher whom the student has a good relationship with and can seek support from.
School Counsellor	Support and counselling relating to personal and wellbeing issues and disabilities.
Careers Adviser/ Head Teacher Senior Studies	Career and exit planning, assistance and advice about scholarships, UAC guide, University Open days.
Learning and Support Teacher	Support and advice about Disability Provisions including having a reader/writer, additional time or rest breaks for exams if a student has a learning disability or medical illness which affects their performance.
Deputy Principals and Principal	Final "N" Award determinations, wellbeing issues.

Additional useful sites that can provide you with very good information related to your courses and the exam are <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5> and <https://studentsonline.nesa.nsw.edu.au/>.



Illness / Misadventure Application Form

Year 9, 10, 11 and 12

This form is to be completed if a student misses a school-based assessment task or will be unable to complete an assessment on the due date and can justify their reasoning.
Applications for illness/ misadventure must be lodged within five working days of the due date.

SECTION 1: Student to Complete

STUDENT NAME: _____ Year level _____

Course / Assessment Task not completed:

Course	Class Teacher	Task Name and Number	Due Date:
			/ /

Select one

☐

I have been unable to submit the task by the required date

☐

I have been / or will be unable to attempt a task/s or examination /s on the required date

Reason for Application

☐

Illness – Please have a Doctor / Medical certificate as evidence of illness (Section 2)

Misadventure – Please attach independent evidence of the Misadventure (Section 3)

Description of illness / Misadventure:

Student Signature: _____ Date form submitted: ____/____/____

Parent Signature: _____

SECTION 2: Medical Evidence to support Application

Please attach a copy of a valid Medical Certificate from your Medical Practitioner that includes specific dates and an explanation of the medical incident to support your application. Is the medical certificate attached? ☐ Yes ☐ No

SECTION 3: Independent Evidence of Misadventure

Type of Misadventure		Date of Misadventure	
Please describe how the misadventure affected the student's ability to complete this assessment task / examination on the due date. (Attach relevant supporting documentation)			
Name of person making statement _____			
Signature of person making statement _____ Date: ____/____/____			

Upon completion of page one, students are to give it to their course teacher. The teacher shall submit their comments and seek approval from their Head Teacher.

SECTION 4: Course teacher to complete

Course Name: _____ Teacher Name: _____

Teacher Comment:

Teacher Signature: _____ Date ____/____/____

SECTION 5: Head Teacher to complete**APPLICATION DECISION** (As recommended by the Head Teacher, based on all evidence supplied)**UPHELD**

- ☐ (a) Further extension of time: until new due date ____/____/____
- ☐ (b) Alternative task to be undertaken
- ☐ (c) Estimate to be given
- ☐ (d) No penalty, because of acceptable extenuating circumstances

DISMISSED

- ☐ (e) Submitted late without acceptable reason, so mark of zero (0) will be recorded
- ☐ (f) Zero mark for non-attempt to be recorded for this task
- ☐ (g) As per assessment notification

Head Teacher Signature _____ Date ____/____/____

Deputy Principal Signature _____ Date ____/____/____

Has this student submitted more than one illness/ misadventure application for the same course?

☐ Yes ☐ No
SECTION 6: DECISION APPEAL (must be lodged within two school days of receiving the decision above)

I wish to appeal against the above decision. Reason for appeal (attach extra documentation if needed)

Student Signature: _____ Date ____/____/____

RESULT OF APPEAL: Upheld / Dismissed

Alternate Deputy Principal Signature _____ Date ____/____/____

Once completed and signed by both Teacher and Head Teacher the form is to be given to the Deputy. A copy of the completed form is to be provided to the student. A Sentral entry will be recorded.

Office Use only:

- ☐ Copy provided to student
- ☐ Illness / Misadventure entered into Sentral
- ☐ Copy provided to course teacher to be placed in monitoring folder.

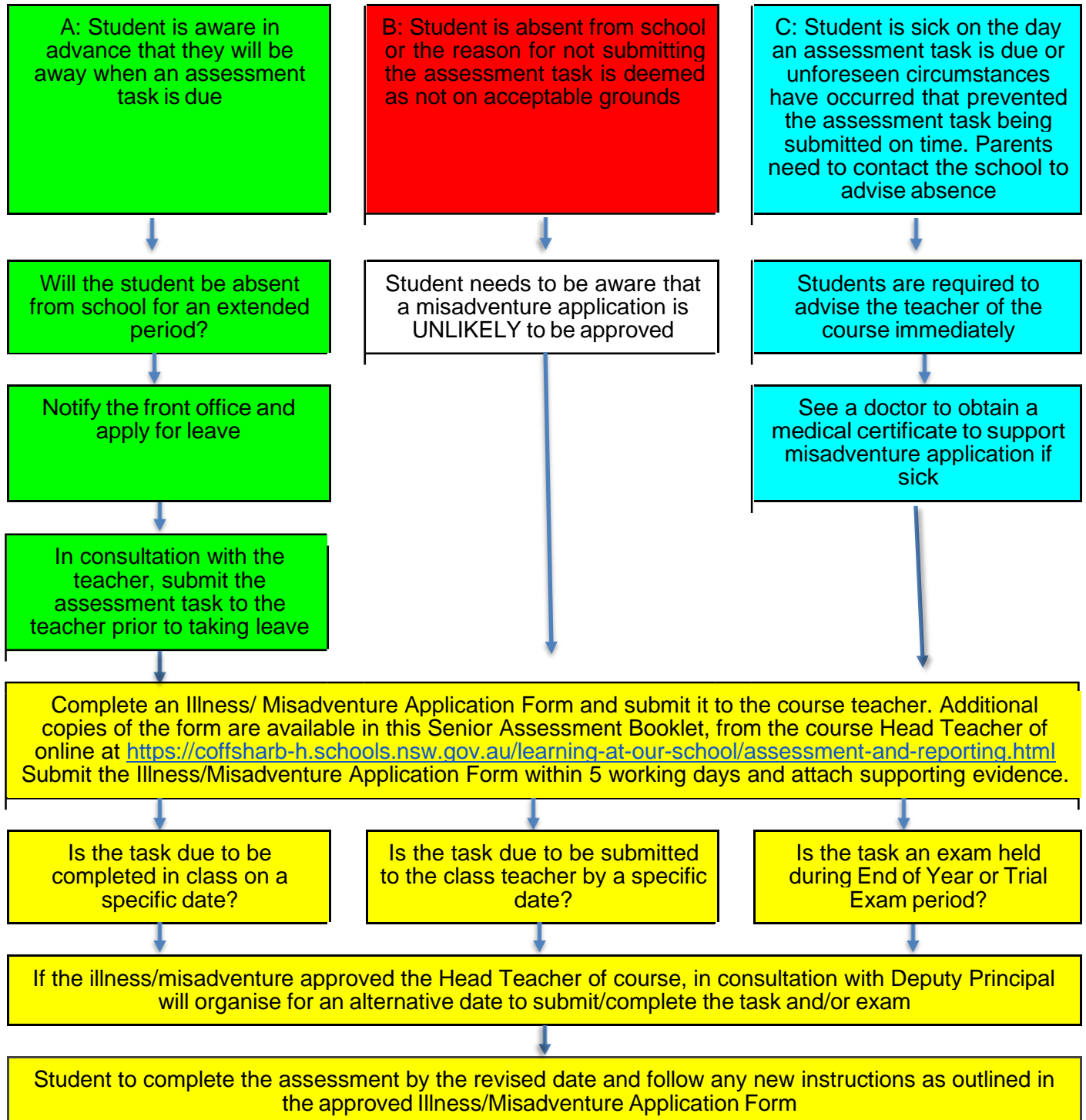
Final copy to be placed in student file.



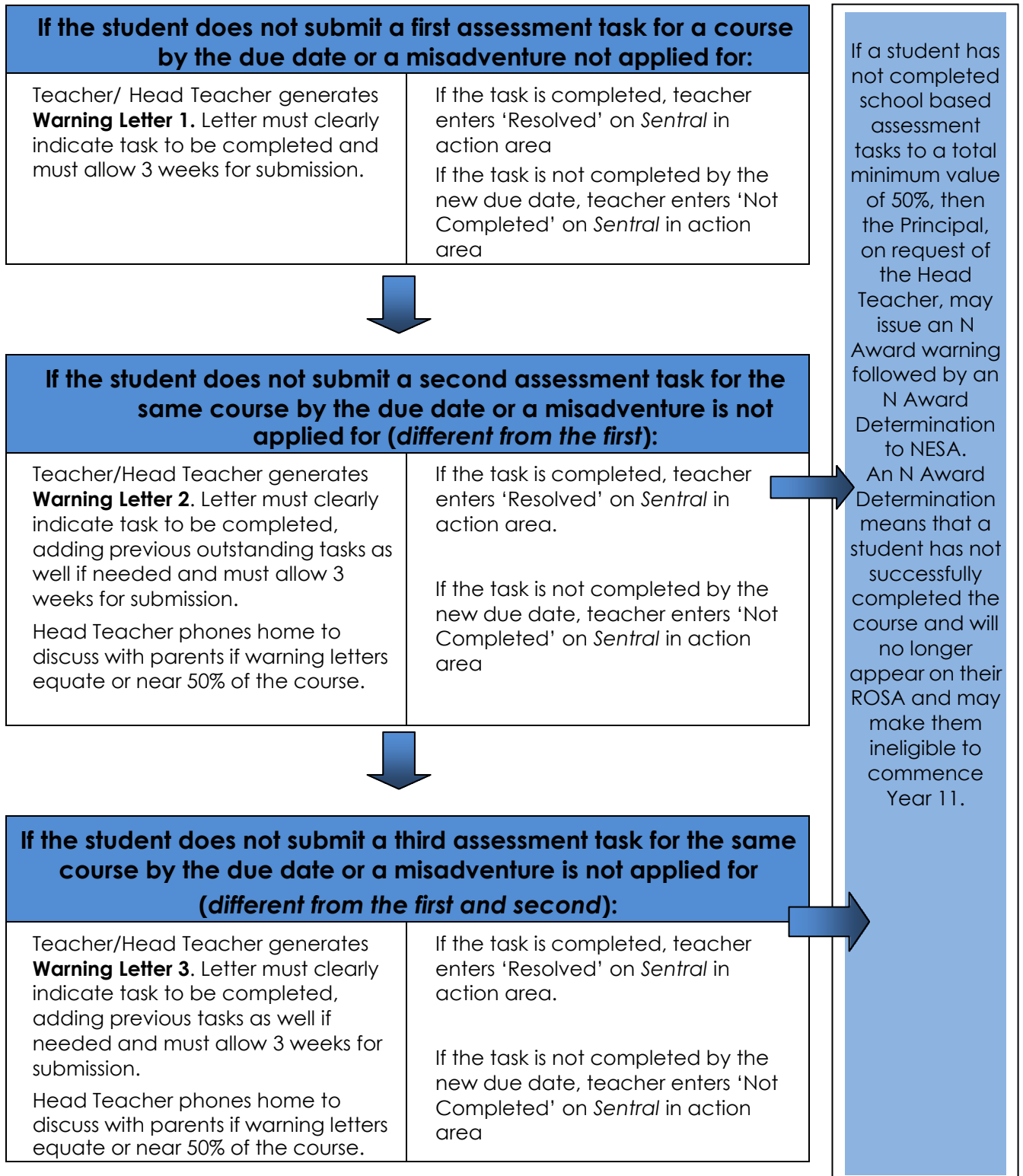
Coffs Harbour High School

Assessment Task Illness/Misadventure

FLOW CHART illustrating the management of Assessment Task Illness/Misadventure



PROCEDURES FOR N AWARD WARNINGS AND N AWARD DETERMINATION YEAR 9/ 10





Year 10 Courses included in this Assessment Guide

Courses assessed by Coffs Harbour High School

Mandatory courses

English

Human Society in its Environment

- Geography
- History

Mathematics

- Mathematics 5.3
- Mathematics 5.2
- Mathematics 5.1

Personal Development, Health and Physical Education

- PDH Practical
- PDH Theory

Science

Electives courses (200 hour)

Commerce

Engineering Studies

Food Technology

Industrial Technology Wood

Marine Technology

Music

Photography

Physical Activity and Sport Study – PASS

Visual Art

Visual Design

Other courses not assessed by Coffs Harbour High School

Languages via Distance Education

TAFE delivered Stage 5 VET courses (TVET)

Mandatory Courses

ENGLISH

Mr D. Inkley

Mandatory course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 9	Creative	EN5-ECB-01 EN5-ECA-01	25%
Term 2, Week 5	Unseen Poem Response	EN5-RVL-01, EN5-URC-01,	30%
Semester 2			
Term 3, Week 9	In class essay	EN5-RVL-01, EN5-URB-01, EN5-URA-01,	25%
Term 4, Week 4	End of Year Exam	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	20%
	Final Mark		100%

Human Society in its Environment

GEOGRAPHY

Mr S Donald

Mandatory course

*Students will be studying History OR Geography each semester depending on their timetable

Time / Due Date	Description	Outcomes	Weighting
Semester 1 or 2			
Term 1/3, Week 5	Environmental Change and Management Google Quiz	GE5-1; GE5-4; GE5-5	10%
Term 1/3, Week 9	Environmental Change and Management Topic Test	GE5-2; GE5-5; GE5-7	35%
Term 2/4, Week 3	Human Wellbeing – Google Quiz	GE5-1 GE5-2 GE5-7	10%
Term 2/4, Week 3	Human Wellbeing Stimulus Topic Test	GE5-6; GE5-8	35%
Before Term 2/4 Week 5	Geography Literacy and Numeracy Activities	GE5-5; GE5-6; GE5-8	10%
	Final Mark		100%

Human Society in its Environment

Mr S Donald

HISTORY

Mandatory course

*Students will be studying History or Geography each semester depending on their timetable

Time / Due Date	Description	Outcomes	Weighting
Semester 1 or 2			
Term 1/3, Week 5	The Holocaust Google Quiz	HT5-2; HT5-4; HT5-6	10%
Term 1/3, Week 7	Holocaust Topic and Skills Test	HT5-2; HT5-4; HT5-10	35%
Term 2/4, Week 2	Rights and Freedoms Google Quiz	HT5-2; HT5-4; HT5-6	10%
Term 2/4, Week 4	Rights and Freedoms Topic and Skills Test	HT5-2; HT5-5; HT5-6; HT5-10	35%
Before Term 2/4 Week 5	History Literacy Booklet	HT5-6; HT5-7; HT5-9; HT5-10	10%
	Final Mark		100%

Mandatory course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1	Term 1 Assessment Portfolio Financial Mathematics B Trigonometry C	MAO-WM-01 MA5-FIN-C-01 MA5-TRG-P-01	15%
Term 2	Term 2 Assessment Portfolio Non-Linear Relationships A & B Introduction to Networks	MAO-WM-01 MA5-NLI-C-01 MA5-NLI-C-02 MA5-NET-P-01	15%
Term 2, Week 8-9	Half-Yearly Exam All Semester 1 topics may be assessed	All prior outcomes are assessable	25%
Semester 2			
Term 3	Term 3 Assessment Portfolio Algebraic Techniques B and Equations B Data Analysis B & C	MAO-WM-01 MA5-ALG-P-01 MA5-EQU-P-01 MA5-DAT-C-02 MA5-DAT-P-01	10%
Term 4	Term 4 Assessment Portfolio Probability B	MAO-WM-01 MA5-DAT-C-01 MA5-PRO-P-01	10%
Term 4, Week 3-4	Yearly Exam All Semester 1 and 2 topics may be assessed	All prior outcomes are assessable	25%
	Final Mark		100%

Mandatory course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1	Term 1 Assessment Portfolio Financial Mathematics B Trigonometry C *Circle Geometry	MAO-WM-01 MA5-FIN-C-01 MA5-TRG-P-01 *MA5-CIR-P-01	15%
Term 2	Term 2 Assessment Portfolio Non-Linear Relationships A & B Introduction to Networks *Variation & Rates of Change B	MAO-WM-01 MA5-NLI-C-01 MA5-NLI-C-02 MA5-NET-P-01 *MA5-RAT-P-01	15%
Term 2, Week 8-9	Half-Yearly Exam All Semester 1 topics may be assessed	All prior outcomes are assessable	25%
Semester 2			
Term 3	Term 3 Assessment Portfolio Algebraic Techniques B & Equations B *Algebraic Techniques C & Equations C Data Analysis B & C and Probability B	MAO-WM-01 MA5-ALG-P-01 MA5-EQU-P-01 *MA5-ALG-P-02 *MA5-EQU-P-02 MA5-DAT-C-02 MA5-DAT-P-01 MA5-PRO-P-01	10%
Term 4	Term 4 Assessment Portfolio *Linear & Non-Linear Relationships C *Polynomials *Functions & Other Graphs	MAO-WM-01 *MA5-LIN-P-01 *MA5-NLI-P-01 *MA5-POL-P-01 *MA5-FNC-P-01	10%
Term 4, Week 3-4	Yearly Exam All Semester 1 and 2 topics may be assessed	All prior outcomes are assessable	25%
	Final Mark		100%

*Advanced pathway topics and outcomes may be assessed for some Year 10 students, depending upon their completion of additional work during class time

Personal Development, Health and Physical Education Practical

Mr. C Field

Mandatory course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Weeks 1-3 Ongoing	Fitness Testing	PD5-4, PD5-5	20%
Term 1, Weeks 4-8 Ongoing	Beach Games & Aquatics Participation	PD5-4, PD5-5, PD5-10, PD5-8,	10%
Term 2, Weeks 1-5 Ongoing	Athletics	PD5-4, PD5-5,	20%
Semester 2			
Term 2, Weeks 6-10 Ongoing	Team & Individual Games - Net & Court Games	PD4-5, PD4-8, PD4-10, PD4-11	12.5%
Term 3, Weeks 1-5 Ongoing	Team & Individual Games - Invasion Games	PD4-5, PD4-8, PD4-10, PD4-11	12.5%
Term 3, Weeks 6-10 Ongoing	Team & Individual Games - Target Games	PD4-5, PD4-8, PD4-10, PD4-11	12.5%
Term 4, Weeks 1-4 Ongoing	Team & Individual Games - Striking & Fielding	PD4-5, PD4-8, PD4-10, PD4-11	12.5%
	Final Mark		100%

Personal Development, Health and Physical Education Theory

Mr. C Field

Mandatory course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 3, Week 7-8	In-Class Literacy Task	PD5-1, PD5-2, PD5-3, PD5-9	30%
Term 4 Week 3-4	Bookmark	PD5-6, PD5-7, PD5-11	20%
Semester 2			
Term 3, Week 7-8	In-Class Text Analysis	PD5-9 PD5-11	30%
Term 4 Week 3-4	Bookmark	PD5-6, PD5-7, PD5-11	20%
	Final Mark		100%

Mandatory course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 10	Physical World Topic Test	SC5 – 10PW	25%
Term 2, Week 1	Student Research Project – Practical Report	SC5 – 7WS	30%
Semester 2			
Term 3, Week 6	Living World Research Task	SC5 – LW3	20%
Term 4, Week 3	Yearly Exam	SC5 – WS9 SC5- 17CW SC5 – 13ES SC5- 10PW SC5 – 14LW	25%
	Final Mark		100%

Elective Courses (200hr)

COMMERCE 200h

Miss A Castor

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 9	Economic & Business Environment "Exam"	COM5-1, COM5-2, COM5-4	25%
Term 2, Week 8	Running a Business "Business Proposal"	COM5-6, COM5-7, COM5-9	30%
Semester 2			
Term 3, Week 7	Employment & Work Futures "Extended Response"	FT 5-8, FT 5-9, FT 5-10, FT 5-11	25%
Term 4, Week 4	Towards Independence "Research Task"	FT 5-1, FT 5-2, FT 5-5, FT 5-10	20%
	Final Mark		100%

ENGINEERING STUDIES 200h

Ms A Kay

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 9	Research Presentation ICE Engines	IND5-2, IND 5-3, IND 5-4, IND 5-5, IND 5-6, IND 5-8	26%
Term 2, Week 10	Basic Electronics	IND 5-1, IND 5-2, IND 5-3, IND 5-5, IND 5-8, IND 5-9	26%
Semester 2			
Term 3, Week 10	Alternative Energy	IND 5-1, IND 5-2, IND 5-3, IND 5-8, IND 5-9	24%
Term 4, Week 5	Engineering Applications	IND 5-1, IND 5-2, IND 5-3, IND 5-8,	24%
	Final Mark		100%

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 9	Food Service and Catering "Yum town"	FT 5-4, FT 5-5, FT 5-10	25%
Term 3, Week 2	Food for Special needs "Fun Tiki World Tour"	FT 5-6, FT 5-7, FT 5-8, FT 5-13	25%
Semester 2			
Term 4, Week 3	Food for special occasions "Time to Party"	FT 5-8, FT 5-9, FT 5-10, FT 5-11	25%
Ongoing	Weekly practical tasks	FT 5-1, FT 5-2, FT 5-5, FT 5-10	25%
	Final Mark		100%

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 2, Week 1	Game developments and Design Documents	IND5-2 IND5-3 IND5-7 IND5-8	40%
Semester 2			
Term 3, Week 1	App UI Design and Development	IND5-1 IND5-6 IND5-7 IND5-9	40%
Term 4, Week 4	Digital Portfolio	IND5-2,1IND5-5 IND5-9 IND5-10	20%
	Final Mark		100%

INDUSTRIAL TECHNOLOGY- WOOD 200h

Mr J Myles

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 2, Week 5	Chessboard	IND5-1 IND5-3 IND5-7	35%
Semester 2			
Term 3, Week 9	Project 2	IND5-1 IND5-3 IND5-7	35%
Term 4, Week 4	Bluetooth Speaker	IND5-2IND5-3 IND5-6IND5-9	30%
	Final Mark		100%

MARINE TECHNOLOGY 200h

Mr T Mackay

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 2, Week 3	Marine mammals Research and careers topic test	MAR 5 – 11 MAR5 - 12	40%
Semester 2			
Term 3, Week 5	Mangrove Ecology Study	MAR 5-1 MAR 5-7	30%
Term 4, Week 2	Aquaculture Research Task	MAR 5 – 4 MAR 5 – 5 MAR 5 - 6 MAR 5 - 13	30%
	Final Mark		100%

MUSIC 200h

Ms N Heinrich

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 7	Baroque	5.10, 5.2, 5.5, 5.8, 5.9, 5.10	30%
Term 2, Week 6	Rock Music	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10	30%
Semester 2			
Term 3, Week 7	Jazz Music	5.1, 5.3, 5.7, 5.8, 5.10	25%
Term 4, Week 4	Song Writing	5.2, 5.4, 5.5, 5.6, 5.10	15%
	Final Mark		100%

PHOTOGRAPHY 200h

Ms N Heinrich

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 5	Shooting Through the Frame	1,3,4,6,7,9	15%
Term 1, Week 10	Still Life	1,4,6,7,10	15%
Term 2, Week 6	Special FX2	1,3,5,6,7,9	15%
Semester 2			
Term 3, Week 2	Sports & Action	1,4,6,7,8	15%
Term 3, Week 8	Moving Picture	2,4,5,6,7,10	15%
Term 4, Week 5	Major Project	1,4,5,6,7,10	25%
	Final Mark		100%

Physical Activity and Sport Study 200h

Mr N Henry / Mrs J Pearce

Elective course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 9-10	Technology in sport research task	PASS5-1, PASS5-2	20%
Ongoing Term 1, Weeks 1- 10	In class practical assessments	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	15%
Term 2, Weeks 1 - 5	In class practical assessments	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	15%
Semester 2			
Term 3, Week 9 - 10	Worldwide Sporting Tournaments	PASS5-3, PASS5-4,	20%
Term 3, Weeks 1- 10 ongoing	In class practical assessments	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	15%
Term 4, Weeks 1 - 5	In class practical assessments	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	15%
	Final Mark		100%

Visual Art 200h

Ms N Heinrich

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 9	Don't Lose Your Head	1,3,5,6,8,9	35%
Term 2, Week 10	Frames	1,3,4,5,6,7,9,10	25%
Semester 2			
Term 3, Week 10	Mini Body of Work	1,2,3,5,7	25%
Term 4, Week 5	Printmaking/Postmodern Proactive	1,4,5,6,7,10	15%
	Final Mark		100%

VISUAL DESIGN 200h

Ms N Heinrich

Elective Course

Time / Due Date	Description	Outcomes	Weighting
Semester 1			
Term 1, Week 6	Typography	1,5,6,7,9,10	30%
Term 2, Week 10	Skateboarder	1,2,4,6,8,9	30%
Semester 2			
Term 3, Week 10	Major Project	1,4,6,7,9	30%
Term 4, Week 5	Coffee Cup/Candleholder	1,5,6,8,9	10%
	Final Mark		100%

Courses delivered by external providers

All courses below are delivered and assessed by schools other than Coffs Harbour High School.

LANGUAGES VIA DISTANCE EDUCATION

Ms A Montgomery

Board Developed Courses

All language courses delivered by approved Distance Education providers have their own set of assessment schedules, deadlines and guidelines for students to adhere to.

For full details, please liaise with Ms Montgomery in the Coffs Harbour High School library and maintain communication with your language teacher with the nominated Distance Education school.

Stage 5 TAFE DELIVERED COURSES

Ms S Ellis

Board Developed Courses and Board Endorsed Courses

All TAFE delivered courses are bound by the same processes and expectations in relation to attendance and completion of VET competencies. Students are required to meet the submission requirements of courses as outlined by TAFE.

Courses that are included under these guidelines are:

Stage 5 Certificate I Automotive (commences Term 3)
Stage 5 Certificate I Construction (commences Term 3)

It is student's responsibility to:

- Advise their TAFE teacher of any absences
- Advise their TAFE teacher of any change of address and other information
- Connect with the TAFE Student Portal at www.tafensw.edu.au

School Based Apprenticeships and Traineeships

Ms S Ellis

(SbAT)

Board Developed Courses and Board Endorsed Courses

Some students will undertake their stage 5 schooling whilst also undertaking an approved School based Apprenticeship or Traineeship (SbAT). These are qualifications that include a combination of paid employment, vocational training and school subjects. All SbAT's are required to have a specific Training Plan and be signed off by the Careers Adviser.

When a student is undertaking a SbAT, they may be required to attend the workplace up to one day per week. Should this occur, students are to consult with the Careers Adviser to have their attendance noted as being on School Business. Many students may also be required to attend TAFE as part of their training and this day would also appear as School Business.

Students undertaking a SbAT are still required to submit assessment tasks for all school-based courses. Should assessment tasks be due on days that the student is at the approved workplace or TAFE, they should seek approval from the Careers Adviser to negotiate an alternative submission date or time.

Record of Student Achievement (RoSA) – Glossary of Key Words

To help develop a consistent understanding of some key words in the Year 10 curriculum, the following glossary provides the meaning of these words as they generally apply across subject areas:

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

