



# San Clemente High School Mayfield NSW

## Assessment Guidelines

Year 10

2024



**San Clemente High School**

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[www.mayfieldsanc.catholic.edu.au](http://www.mayfieldsanc.catholic.edu.au)

## Introduction

Dear Students, Parents and Carers,

The following **Assessment schedules** outlines the formal **Assessment Tasks** for 2024. These assessment tasks are based on the syllabus outcomes that comply with the **Standards Referenced Assessment** requirements set by the NSW Education and Standards Authority (NESA). The schedules and term calendars have been provided to aid students in planning their workload for the term.

A Catholic worldview that guides and informs everything we do in Catholic schools, as espoused in the Nature and Purpose of Catholic Schools (2011), the Maitland-Newcastle Diocesan Vision Statement for Catholic Schools (2016) and the Catholic Schools Office's Learning Framework (2017) underpins assessments conducted at San Clemente High School. The Assessment Tasks reflect San Clemente's provision of quality opportunities through teaching programs which relate the curriculum to students' needs and abilities, recognising that students learn differently. They also recognise NESA and diocesan requirements to develop:

- an **Assessment Policy** which overviews the overall school process for assessing, monitoring and recording of student learning.
- an **Assessment Plan** for each KLA which complements the school's Scope and Sequence and programming documents and indicates how students' performance is **assessed, monitored** and **recorder**.

The Assessment Calendar has been designed to support the notion that Assessment Tasks should:

- be an integral part of the teaching and learning cycle
- reflect a belief that all students can learn and improve
- be inclusive of and accessible to all students
- be valid and be based on syllabus outcomes
- include criteria to clarify for students what aspects of learning are being assessed
- enable students to demonstrate their learning (what they know and can do) in a range of learning contexts
- be reliable, free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- enable students and teachers to use feedback effectively and reflect on the learning process
- be part of an ongoing process where progress is monitored over time.

The Assessment Calendar and Schedules are a plan for the year ahead, and the dates of these tasks may need to be adjusted due to unforeseen circumstances. If this should happen, students and parents will be advised by email.

While Assessment Tasks are a part of the formal teaching and learning programs we deliver to your child, we understand this can be a daunting process for students and their parents. Together with the comprehensive information contained on the San Clemente Website ([www.mayfieldsanc.catholic.edu.au](http://www.mayfieldsanc.catholic.edu.au)), this booklet aims to help you understand the assessment requirements to allow each student to experience success. It is a privilege to be working with you and your child/guardian supporting them to reach their best academically. Together we can achieve the academic best of each individual.

**Ms Leticia Wakely**  
**Assistant Principal - Teaching and Learning**

## Leaders of Learning 2024

Name	Learning Area	Contact Details
<p><i>Please refer to:</i> <b>Mr Beckett or Mr Fuller</b></p>	<p><b>Religious Studies</b></p>	<p><b>nathan.beckett@mn.catholic.edu.au</b> <b>michael.fuller@mn.catholic.edu.au</b></p>
<p><b>Ms Dempsey</b></p>	<p><b>English</b></p>	<p><b>belinda.dempsey@mn.catholic.edu.au</b></p>
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<p><b>Mrs James</b></p>	<p><b>CAPA: Art Music Language</b></p>	<p><b>kate.james@mn.catholic.edu.au</b></p>
<p><b>Ms Amm</b></p>	<p><b>Learning Support</b></p>	<p><b>hayley.amm@mn.catholic.edu.au</b></p>

**If you have any enquires/concerns regarding assessment tasks please contact the relevant Leader of Learning**

## Standards Referenced Assessment

Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Syllabus outcomes:

- indicate the knowledge, understanding and skills expected to be acquired by most students by the end of a stage as a result of effective teaching and learning
- are derived from the syllabus objectives
- present a sequence of learning for each stage and take into account prior and subsequent learning of students.

Syllabus outcomes are used by teachers to:

- plan and develop learning and assessment opportunities
- monitor student progress throughout each stage
- assess and measure student achievement against intended learning at each stage
- report student progress and achievement during, and at the end of, a stage.

Using syllabus outcomes for developing assessment activities emphasises:

- that outcomes are central to the decisions teachers make about teaching, learning and assessment
- the importance of gathering evidence about student learning in relation to the outcomes
- how teachers use evidence to determine how well students are achieving in relation to the outcomes
- the importance of teacher feedback and student reflection
- how evidence of student achievement informs future teaching and learning.



## Academic Support at San Clemente High School

In ensuring that teaching programs are inclusive of, and cater for all students, San Clemente embraces the overall responsibility for the provision of quality teaching, learning and assessment opportunities, and for monitoring the implementation of Assessment Tasks.

### Students with Special Education Needs

Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity. These may be:

- alternative formats for responses, for example written point form instead of essays, scaffolded structured responses, short objective questions or multimediapresentations
- adjustments to assessment activities, for example rephrasing questions, using simplified language, fewer questions or alternative formats for questions
- adjustments to the assessment process, for example additional time, rest breaks, quieter conditions, or the use of a reader and/or scribe or specific technology.

It is a requirement under the *Disability Standards for Education 2005* for schools to ensure that assessment tasks are accessible to students with a disability. Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in- schools tests.

Examples of adjustments to assessment for students with special education needs and information on assessment of students undertaking Life Skills outcomes and content can be found on the NESA website in support materials for Life Skills Years 7–10.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/adjustments>

### Gifted Students

Gifted students have specific learning needs that may require adjustments to the pace, level and content of the curriculum. Differentiated educational opportunities assist in meeting the needs of gifted students. Gifted students may also benefit from individual planning to determine the curriculum options, as well as teaching, learning and assessment strategies, most suited to their needs and abilities.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/gifted-and-talented-students>

### Support Services

San Clemente has many avenues of academic support for students including: Class teacher, Leader of Learning, School Librarian, the Feldt Centre and Homework Hub. Students are strongly encouraged to utilise the support the staff are so willing to give students.

### Formal Notification

Students will receive **formal notification** for each task at least two weeks prior to the submission date by their class teachers. At this time class teachers will outline the requirements of the task and guide students' approach to completing the task.



## Academic Support (continued)

### Submission of Tasks

Students need to submit the task as per the instructions on the assessment notification.

#### Issue/Concern

Late Submission of a Task

#### Penalty

25% per day for two (2) days More than two (2) days late = zero

*Note that weekends will count as two (2) days. A public holiday will count as one (1) day.*

Non-completion of an Assessment Task	Zero mark No valid reason or supportive evidence	Zero
mark Academic Misconduct/Malpractice	Zero mark	

Example 1: If the due date is Monday 15 February and the work is handed in on 16 February, 25% deduction applies.

Example 2: If a task is due on Friday and not submitted until Monday, this would result in a zero mark given as it is the third day late.

Students are able to email assessment tasks to teachers, including photographing practical work to show completion over the weekend period.

#### Extensions:

If a student requires an extension of time to complete a task they are required to complete an Assessment Variation form. The Assessment Variation form is available on the school's website and at the Front Office. The extension request must be completed with all signatures (parent and student) and submitted to the relevant Leader of learning (LOL) **five school days prior to the task due date**.

Request for extension will be determined by the relevant LOL and in consultation with the Assistant Principal of Teaching and Learning.

#### Absence:

Students away on the day of the task are required to complete an 'Assessment Variation' form and return it the following day, signed by a parent, to the relevant LOL. The 'Assessment Variation' form is available on the school's website or Front Office.

Students are required to **submit or complete the task on their first day of return to school**. For in-class/examination style tasks, students will need to attend the assessment catch-up session scheduled in the library on that day.

Due to:

#### ○ Illness:

- Year 10 students must submit a Doctors certificate and/or independent verification in addition to the 'Assessment Variation' form to be approved as 'Illness' (\*if a student has COVID no medical certificate is needed, the assessment variation just needs to be submitted)

#### ○ Misadventure (unforeseen circumstances eg funeral):

- Stage 5 students must complete the 'Assessment Variation' form and include relevant documentation.

- **Absence due to acceptable school activities (eg Mock Trial, representative sports):**
  - For hand-in style tasks, students should hand in the task the day before if it is unable to be handed in on the day it is due.
  - For in-class/examination style tasks, students will complete the task on the day of return in the catch-up session scheduled.
- **Absence due to other acceptable reasons (eg granted leave):**
  - Students must submit an 'Assessment Variation' form signed by parent/guardian.
  - For hand-in style tasks, students should hand in the task the day before if it is unable to be handed in on the day it is due\*.
  - For in-class/examination style tasks, students will complete the task on the day of return in the catch-up session scheduled\*.

\*as negotiated by LOL and in consultation with Assistant Principal of Teaching and Learning.

- **Illness/Misadventure during task**

Students are required to complete an Assessment Variation form and submit on the day of the task or first school day of attendance on return.

Approval of application of assessment variation due to absence will be determined by the relevant LOL and in consultation with Assistant Principal of Teaching and Learning.

In the case of in-class/examination style tasks, students absent will be required to complete the task after the cohort.

**Malpractice (including cheating, copying, plagiarising, etc.)**

If a student is found to have obtained an unfair advantage due to malpractice during an exam or assessment task, the matter will be referred to the relevant Leader of Learning (LOL).

In Stage 5, the matter will be considered by the LOL and the Assistant Principal of Teaching & Learning who will together meet with the student. Possible outcomes may include loss of marks, zero result, and/or parent interview.

**Student Appeals against Assessment result**

Should a student feel he/she has grounds for appeal the process is as follows:

- Discuss the issue with the class teacher
- If the issue cannot be resolved the student should complete the Assessment Appeal form and submit to relevant Leader of Learning (LOL) within 3 school days.

**Appropriate Referencing**

When students are completing an assignment, they may need to do some research to find out about the topic. Student can get information from different sources including books and websites to support their work. Referencing is a way of showing what sources they have used.

Students must use appropriate reference methods to:

- Avoid plagiarism (presenting the words and ideas of someone else as your own without giving credit to the original author)
- Respect and acknowledge the work of others
- Support your own work with authoritative work of another author (work that can be trusted as being accurate or true)
- Show that you have researched your assignment
- Help readers to find the sources of information you have used

Detailed information on appropriate referencing techniques can be found on the San Clemente website.

## Glossary of Assessment Terms

### **Assessment**

Is the ongoing process of collecting, analysing and recording information about student progress towards achievement of syllabus outcomes. Assessment involves reflecting on evidence to make informed and consistent judgements to improve future student learning. Assessment is integral to teaching and learning. A variety of assessment strategies and contexts should be used to give students opportunities to demonstrate in an authentic manner, what they know and understand as well as what they can do.

### **Assessment as Learning**

Occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

### **Assessment for Learning**

Involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This is sometimes referred to as 'formative assessment, it usually occurs throughout the teaching and learning process to clarify student learning and understanding. Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.



## **Assessment of Learning**

Assists teachers in using evidence of student learning to assess student achievement against learning outcomes and standards, sometimes referred to as 'summative assessment.' It usually occurs at defined key points during a unit of work or at the end of a unit of work, term, semester. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

## **Evidence**

A range of data that indicates students' progress and achievements over time.

## **Feedback**

Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Students should be provided with opportunities to improve their knowledge, understanding and skills through feedback that:

- is timely, specific and related to the learning and assessment intention
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the activity and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how they can improve
- facilitates the development of and provides opportunities for self-assessment and reflection during the learning process
- informs future teaching and learning opportunities.

Feedback can occur at any point in the teaching, learning and assessment cycle. It may:

- include regular teacher–student dialogue to guide student learning
- focus on particular knowledge, understanding and skills related to content, and/or processes applied to an activity.



## Glossary of Key Learning Terms

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



# SAN CLEMENTE HIGH SCHOOL MAYFIELD

## ASSESSMENT - ILLNESS/MISADVENTURE/VARIATION FORM

Please complete, sign, and submit this form to the relevant Leader of Learning.

Tick one of the following boxes:

**Illness/Misadventure** – Unforeseen absence on the day of a task

Submit this form on the **FIRST** school day of attendance after the due date of the task.

**Illness/Misadventure** – During an assessment task

Submit this form on the **DAY OF THE TASK** or the **FIRST** school day of attendance after the task.

**Assessment Variation** – Extension request for task submission

Submit this form at least **FIVE SCHOOL DAYS** prior to the due date of the task.

**Assessment Variation** – Change of date for in-class task (foreseen absence)

Submit this form at least **FIVE SCHOOL DAYS** prior to the due date of the task.

### SECTION ONE: To be completed by the Student:

Name: ..... Mentor:.....

Course: ..... Assessment Task Number: .....

Due Date: ..... Class Teacher:.....

Reason for the submission of the Illness/Misadventure/Variation Form:

.....  
.....  
.....  
.....

The following actions **MUST** be completed by the student (please tick each box once finalised):

Supporting Parent/Guardian statement:

.....  
.....  
.....

Appropriate independent evidence attached (e.g. Medical certificate, funeral notice) – **YEAR 10 only**

Signed: ..... (Student) Date: .....

Signed: ..... (Parent/Carer) Date: ..... |



# Assessment Details

## Mandatory Courses:

### Year 10 Religious Studies

	Task description	Scheduled for	Weighting
Task 1	Research project	Term 1 – Week 8	25%
Task 2	Multi Modal Presentation	Term 2 – Week 10	35%
Task 3	Examination	Term 3 – Week 9	40%

### Year 10 English

	Task description	Scheduled for	Weighting
Task 1	Imaginative Response	Term 1 – Week 9	25%
Task 2	Discursive	Term 2 – Week 6	25%
Task 3	Visual Essay	Term 3 – Week 10	25%
Task 4	Short Answer	Term 4 – Week 5	25%

### Year 10 Mathematics

	Task description	Scheduled for	Weighting
Task 1	Test	Term 1 – Week 7	20%
Task 2	Examination	Term 2 – Exam Week	30%
Task 3	Test	Term 3 – Week 5	20%
Task 4	Examination	Term 4 – Exam Week	30%

### Year 10 Science

	Task description	Scheduled for	Weighting
Task 1	Research Task	Term 1 – Week 9	25%
Task 2	Examination	Term 2 – Exam Week	25%
Task 3	Research Project	Term 3 – Week 3	25%
Task 4	Examination	Term 4 – Exam Week	25%

## Year 10 HSIE - History

	Task description	Scheduled for	Weighting
Task 1	Research Task	Term 1 – Week 9	50%
Task 2	Examination	Term 2 – Exam Week	50%

## Year 10 HSIE - Geography

	Task description	Scheduled for	Weighting
Task 1	Research Action Plan	Term 3 – Week 9	50%
Task 2	Examination	Term 2 – Exam Week	50%

## Year 10 PDHPE

	Task description	Scheduled for	Weighting
Task 1	Research Task	Term 1 – Week 8	35%
Task 2	Fitness Testing	Term 1 - ongoing	20%
Task 3	Practical - Dance	Term 3 – Week 9	20%
Task 4	Practical skills testing	Term 4 – Weeks 1-4	25%

## Elective Courses:

### Year 10 Child Studies

	Task description	Scheduled for	Weighting
Task 1	Research Task	Term 1 – Week 9	25%
Task 2	Research Task	Term 2 – Week 6	25%
Task 3	Research Task & in-class task	Term 3 – Week 8	25%
Task 4	Examination	Term 4 – Exam Week	25%

### Year 10 Commerce

	Task description	Scheduled for	Weighting
Task 1	Research Task	Term 1 – Week 9	25%
Task 2	Examination	Term 2 – Exam Week	25%
Task 3	Examination	Term 3 – Week 9	25%
Task 4	Research Task	Term 4 – Week 5	25%

## Year 10 Design & Technology

	Task description	Scheduled for	Weighting
Task 1	Research Task 1	Term 1 – Week 10	10%
Task 2	Design Project 1	Term 2 – Week 6	40%
Task 3	Research Task 2	Term 3 – Week 9	15%
Task 4	Design Project 2	Term 4 – Week 4	35%

## Year 10 Food Technology

	Task description	Scheduled for	Weighting
Task 1	Music festival catering brief	Term 2 – Week 3&4	25%
Task 2	Examination	Term 2 – Exam Week	25%
Task 3	Novelty Cake Assessment Task	Term 3 – Week 7&8	30%
Task 4	Examination	Term 4 – Exam Week	20%

## Year 10 French

	Task description	Scheduled for	Weighting
Task 1	Writing Task	Term 1 – Week 10	25%
Task 2	Examination	Term 2 – Exam Week (TBC)	25%
Task 3	Speaking Task	Term 3 – Week 9	25%
Task 4	Listening Examination	Term 4 – Week 5 (TBC)	25%

## Year 10 History Elective

	Task description	Scheduled for	Weighting
Task 1	Research Task	Term 1 – Week 10	20%
Task 2	Examination	Term 2 – Exam Week	30%
Task 3	Research Essay	Term 3 – Week 5	30%
Task 4	Examination	Term 4 – Exam Week	20%

## Year 10 Industrial Technology

	Task description	Scheduled for	Weighting
Task 1	Sheetmetal projects & theory concepts	Term 1 – Week 10	25%
Task 2	Metal fabrication and theory concepts	Term 2 – Week 6	25%
Task 3	Practical and folio task	Term 4 – Week 4	30%
Task 4	Examination	Term 4 – Exam Week	20%

## Year 10 Information Software Technology

	Task description	Scheduled for	Weighting
Task 1	Short Film Project	Term 1 – Week 10	25%
Task 2	App Development Project	Term 2 – Week 6	25%
Task 3	Game Development	Term 3 – Week 10	35%
Task 4	Personal Interest Project	Term 4 – Week 4	15%

## Year 10 iStem

	Task description	Scheduled for	Weighting
Task 1	Portfolio	Term 1 – Week 10	25%
Task 2	Portfolio	Term 2 – Week 8	25%
Task 3	Portfolio	Term 3 – Week 9	25%
Task 4	Depth Study	Term 4 – Week 4	25%

## Year 10 Marine

	Task description	Scheduled for	Weighting
Task 1	Coastal Management Study	Term 1 – Week 10	25%
Task 2	Presentation	Term 2 – Week 5	25%
Task 3	Presentation	Term 3 – Week 6	25%
Task 4	Topic Test	Term 4 – Week 4	25%



## Year 10 Music

	Task description	Scheduled for	Weighting
<b>Task 1</b>	Performance	Term 1 – Week 8	25%
<b>Task 2</b>	Viva Voce/Podcast	Term 2 – Exam Week	25%
<b>Task 3</b>	Composition	Term 3 – Week 7	25%
<b>Task 4</b>	Performance	Term 4 – Exam Week	25%

## Year 10 PASS

	Task description	Scheduled for	Weighting
<b>Task 1</b>	In-class research Task	Term 1 – Weeks 4-8	25%
<b>Task 2</b>	Research Assignment & Practical	Term 1 – Week 3-8	25%
<b>Task 3</b>	Practical Testing	Term 3 –Weeks 3-8	25%
<b>Task 4</b>	Examination	Term 4 – Exam Week	25%

## Year 10 Visual Art

	Task description	Scheduled for	Weighting
<b>Task 1</b>	Critical/Historical Task	Term 1 – Week 8	20%
<b>Task 2</b>	VAPD & Body of Works	Term 2 – Week 6	30%
<b>Task 3</b>	Critical/Historical Task	Term 3 – Week 6	20%
<b>Task 4</b>	VAPD & Body of Works	Term 4 – Week 4	30%