

YEAR 10

**Assessment Policy Course Assessment Schedules**

2025

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**SECTION 3 - YEAR 10 COURSE ASSESSMENT SCHEDULES**

# SECTION 1

**Year 10 Assessment Information**

This booklet is issued to all students of Lake Macquarie High School, Term 1 2025. It has been prepared to provide students and their parents/carers with information regarding assessment of Year 10 courses. Every school is required by the NSW Education Standards Authority (NESA) to devise an Assessment Schedule for each Board Developed and Board Endorsed course operating within the school, based on the current NESA syllabus documents and other advice from the NESA.

For each course studied, students are provided with an Assessment Schedule, showing tasks to be completed and their weightings. Students sign when they receive each course Assessment Schedule and when they receive this booklet.

Lake Macquarie High School’s Year 10 Assessment Policy aligns with the Rules and Processes of the New South Wales Education Standards Authority (NESA):

<https://curriculum.nsw.edu.au/ace-rules>

## Students Online

Students Online <https://studentsonline.nesa.nsw.edu.au/> is the NESA site where students access their individual enrolment details and results as well as information about study from Year 10 to the HSC. All NSW high school students in years 10, 11 and 12 are eligible for an account. Students activate their account at <https://studentsonline.nesa.nsw.edu.au/go/access/>

Submit your details. Your NESA Student Number will be displayed, and you will also be sent an email to the address your school has supplied to NESA. Open the link in your email and enter your NESA Student Number to create your six-digit PIN.

If you have issues activating your account, contact your school to check how your details, particularly your given name and email address, are officially recorded.

## Record of School Achievement (RoSA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

The RoSA is a cumulative record of achievement that includes a student’s record of academic achievement up until the date they leave school.  The RoSA was introduced in 2012.

The RoSA records (where applicable):

* completed Stage 5 (Year 10) courses and grades
* completed Preliminary Stage 6 (Year 11) courses and grades
* HSC (Year 12) results
* any uncompleted Preliminary Stage 6 courses or HSC courses.

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

Students who have not met the [HSC minimum standard](https://www.nsw.gov.au/education-and-training/nesa/hsc/minimum-standard) to receive their HSC, can receive a RoSA.

## Record of School Achievement (RoSA) Eligibility

To be eligible for a 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
* undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
* left the schooling system after completing Year 10 but before completing the HSC
* complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA.

## RoSA Reporting and Grades

The RoSA shows a student’s comprehensive record of academic achievement, which includes;

* + Completed courses and the awarded grade or mark
	+ Courses a student has participated in but did not complete before leaving school
	+ Results of any minimum standard literacy and numeracy tests that may have been sat
	+ Date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

* Based on student achievement in their assessment work
* Submitted to NESA by the school in Term 4
* Monitored for fairness and consistency.

## Life Skills

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

Students who leave school before completing their HSC, but who have successfully completed Year 11 or Year 10 Life Skills courses, can receive a RoSA.

For every successful 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 students leave after Year 10 and still don’t meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed. Schools must let NESA know when a student leaves schools via Schools Online.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Students Online account.

## RoSA Common Grade Scale for Year 10 Courses

The Common Grade Scale shown below is used to report student achievement in Year 10 across most courses.

|  |  |
| --- | --- |
| 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. |

## Minimum HSC Standards

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

Students need reading, writing and numeracy for everyday life after school. This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC.

To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

The standard is set at level 3 of the Australian Core Skills Framework (ACSF), which means students will have the basic reading, writing and maths skills needed for everyday tasks and future learning after school.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA) and can still receive an ATAR for university entry.

Students who leave school and have not met HSC eligibility requirements will if eligible, receive a Record of School Achievement (RoSA), or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with a Higher School Certificate and have their results re-issued on a Record of Achievement.

## All My Own Work

Students must apply the principles and practices of good scholarship to their HSC studies. As a prerequisite to enrolment in Year 11 courses students are required by NESA to complete the HSC: All My Own Work Program. This program is delivered in Year 10 and is designed to help students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information. The programs modules are:

* Scholarship Principles and Practices
* Acknowledging Sources
* Plagiarism
* Copyright
* Working with others.

Students can review the modules anytime at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

## Attendance in relation to the satisfactory completion of a course

Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal’s satisfaction, following a review of their performance, that they are meeting the course completion criteria. A principal may determine that, due to absence, course completion criteria may not be met.

## Granting of Leave

Granting of leave is a matter for the school Principal to determine. The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

## Student Responsibilities

Students have the following responsibilities:

* + To be familiar with, and follow, the LMHS Year 10 Assessment Policy and individual subject assessment schedules
	+ To activate their NESA Students Online account and ensure their personal details are correctly recorded with NESA
	+ To attend all scheduled lessons, unless there is a valid reason why they can’t
	+ To complete and submit all set tasks on the due date
	+ To follow up any concerns with tasks at the time they are marked and returned
	+ To not engage in any behaviour which could be considered malpractice or cheating
	+ To ensure that all assessment work is their own, or acknowledge the contribution of others.

## NESA Confirmation of Entry

All students are required to confirm their pattern of study and sign the NESA Confirmation of Entry form.

# Section 2: Year 10 Assessment Information

Assessment tasks are designed to measure knowledge, skills, and understanding in relation to a wide range of outcomes. Tasks may include exams, written assessments, practical activities, fieldwork and projects.

The assessment of a Year 10 course is conducted in relation to the Year 10 course only.

### Usually, a minimum of two weeks formal notification is given for each assessment task.

In every faculty a register is maintained to indicate the date that each student receives formal notification of tasks. If a student is absent it is their responsibility to familiarise themselves with the details of any task notifications.

Students are provided with feedback for each assessment. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

## Completion of Year 10 Assessment Tasks

An assessment grade must be submitted to NESA for each student undertaking a course.

Year 10 assessment tasks are scheduled to be completed and submitted for marking by specified dates. Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task **may** be eligible to apply for consideration on the basis of illness or misadventure (see later in this booklet).

## Variation to Year 10 Assessment Policy

The Principal reserves the right to alter the Lake Macquarie High School Assessment Policy should

**exceptional** circumstances present themselves. In such cases advice from NESA will guide variations.

## Policy with Regard to Non Completion of Assessment Tasks

Students studying a Year 10 course must make a genuine attempt at assessment tasks. If a student’s attempt at a particular task scores zero, it is a matter for the teacher’s professional judgement whether the attempt is a genuine one.

Students who do not comply with the assessment requirements in any course will be unable to satisfactorily complete Year 10 course requirements.

If a student is unable to complete any assessment task by the due date, he or she may hand it in unfinished and receive marks according to the quality of the work done.

If a student

* + - does not hand in any evidence of work by the due date or
		- is absent from an assessment task they will automatically be awarded zero.

The student may appeal to the faculty Head Teacher within 2 days of returning to school after an absence which encompasses the due date by submitting an Illness/Misadventure Appeal Form. Students are required to supply evidence to support consideration of their claim in such circumstances.

If an appeal is not lodged under these conditions then the awarded mark will stand.

Copies of the Appeal Form are in the Year 10 Assessment Booklet and are also available on the school website and from the Deputy Principal.

#### NOTES:

-There is no ground for appeal against the value of the mark awarded.

-Medical certificates and/or other supplementary evidence must be provided to cover absences.

-NESA guidelines of illness and misadventure shall form the basis for determination of appeals.

-In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

## Malpractice

If a student is found to have engaged in malpractice in an assessment task, a mark of zero will be awarded for the impacted components. *For a full understanding of malpractice see the section – Malpractice in Assessment Tasks.*

# Non completion of Course ‘N’ Determination

Principals will determine if there is sufficient evidence that each student has applied himself or herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

### Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA; and
2. applied him/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student’s Record of Achievement.

## ‘N’ Determination Warnings

If at any time it appears that a student is at risk of being given a ‘N’ (Non completion of course requirements) Determination in any course, including VET courses, the Principal must warn the student as soon as possible and advise the parent/carer in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences of an ‘N’ Determination in a course.

The Principal must:

* + advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
	+ advise the parent/carer in writing
	+ request from the student/parent/carer a written acknowledgement of the warning
	+ issue at least one follow-up warning letter if the problem has not been corrected
	+ retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirement for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

The Principal must advise the student of the ‘N’ Determination, its consequences and the student’s right to a school review and subsequent appeal to the Board.

## Review of ‘N’ Determination

The procedures for a school review of an ‘N’ Determination are as follows:

* + a student seeking a review of a ‘N’ Determination must apply to the Principal by the date listed in the

*Year 10 Events Timetable*.

* + if the school upholds the appeal, the school advises NESA by the date stipulated in the *Year 10 Events Timetable.*
	+ if the appeal is declined, the student may appeal to NESA.

The NESA review will focus on whether the school reviewed properly and correctly considering the matters before it. Appeals must reach NESA by the date stipulated in the *Year 10 Events Timetable*. NESA will advise students and Principals of the outcome of any appeal as soon as possible.

# Additional Information for Students

## Submission of the Task

The due date and time for an assessment task is published on the Assessment Task Notification. It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date or that they complete assessment tasks satisfactorily and submit them at the designated time on or before the due date.

All tasks are to be submitted according to the instructions on the Assessment Task Notification Sheet. Most tasks will be submitted via printed hard copy unless otherwise indicated on the Assessment Task Notification Sheet. Tasks submitted in hard copy must be given to the classroom teacher on the due date and students must sign the register acknowledging completion, where appropriate the classroom teacher will record the time that the task is submitted. If the teacher is absent or unavailable, then the task must be submitted to the relevant Head Teacher. All tasks should be submitted with the student’s name and the task heading clearly displayed.

For oral/performance assessment tasks such as speeches, any written component must be submitted on the date due to the class teacher. Due to time constraints of speech making/performances etc. it may be necessary for the task to continue over several days, however, the theory/written components MUST be submitted on the date due.

**Disability Provisions** (for students with a disability)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Disability Provisions are available for a range of medical and learning conditions. These are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination. For example, students with Diabetes may need to monitor blood glucose levels and eat during an examination, students with an anxiety disorder may need to be seated in a smaller group, or students with conditions that prevent them from reading the examination questions and/or communicating responses may require a reader or writer. For Year 10 assessments, these will be assessed and approved by the school through the Learning and Support Teacher.

## School Sanctioned Activities

It is the student’s responsibility to prepare their own calendar of assessment tasks for their pattern of study. Students must be familiar with all assessment task requirements and deadlines. Students must make prior arrangements with their teacher or Head Teacher if attendance in class or assessment task requirements will be disrupted by work placement or other school-sanctioned activities. This must be done as soon as it becomes evident.

## Extensions

If there are difficulties of which students are aware before the due date students may apply for an extension of time for submission of the task. The application for extension must be submitted to the faculty Head Teacher at least 5 school days before the assessment due date.

Applications for extensions should be avoided because it often means that there is less time available for the preparation of the next task. Planning ahead will usually mean that an application for extension is not necessary.

## Illness or Misadventure

If students are ill on the day an assessment task is due or are unable to attend school through circumstances beyond the student’s control, the student should attempt to have it delivered to the school. If circumstances arise unexpectedly and the task is unable to be submitted the student, a parent or caregiver **MUST** notify the school. The student may be eligible to apply for consideration of the assessment task being submitted late.

On return to school an Illness/Misadventure Appeal Form must be completed. The form is available from the Deputy Principal. Documentary evidence should be attached to the Appeal form (e.g. Medical Certificate).

Failure to complete the document will result in a mark of zero for the task.

## Technological Malfunction

Computer failure will not be accepted as a reason for failing to submit an assessment task. It is expected that all computer generated work should be saved in more than one location or format.

Assessment tasks must be submitted on paper (handwritten or printed) except where otherwise notified. A teacher may request you to submit your task by email. Where the malfunction of computers or printers prevents the production of a final copy, evidence of completion of the task must be shown to the teacher on the due date. It is recommended that students do not leave the printing of an assessment task until the day before the task is due. Students are also reminded that the technology resources of the school can be utilised if necessary.

## Appeals

Students may appeal to the Appeals Committee established within the school. If they believe the outcome of an Illness/Misadventure Appeal is unfair the student should discuss their grounds for appeal with the Head Teacher of the faculty concerned, the Student Adviser or the relevant Deputy Principal.

**NOTE:** If a candidate becomes ill during the course of an examination an Illness/Misadventure Appeal Form must be lodged as per policy

**Assessment Procedures Flow Chart**

*Student may submit an appeal to the Principal regarding the final decision.*

Task submitted by new due date and meets assessment requirements.

Appeal supported in line with school policy. Recommendations implemented.

Mark awarded.

Failure to complete over 50% of the course assessment may result in ‘N’ Determination being awarded for the subject.

N Warning recorded as ‘**not completed**’.

N Warning marked as **‘resolved**’.

Task not submitted by new due date or doesn’t meet assessment requirements.

N Warning letter issued. Task must be submitted by new due date (if required). Zero (0) mark awarded.

Student interviewed by class teacher &/or Head Teacher.

Appeal rejected.

Zero (0) mark awarded.

Task does not meet assessment requirements e.g., cheating, plagiarism, academic misconduct, non-serious attempt.

Check Assessment Booklet to see if reason meets criteria for Illness / Misadventure Appeal form.

Collect form and submit to Class Teacher within 2 school days on return to school.

Be prepared to do task on day of return to school.

Task completed on time.

Task submitted late, or student absent on task due date.

2-week notification prior to assessment task.

Student acknowledges receipt of notification on Assessment Task Register.

# School Assessments under Examination Conditions

In-school assessments are often carried out under examination conditions. Lake Macquarie High School uses examination procedures modelled on those used for NESA external examinations.

#### We recommend you bring your own non programmable watch to manage your time, as a clock may not be available.

Students need to be aware of the examination procedures and code of conduct. They ensure the smooth running of examinations and an environment in which all students are able to respond to the best of their ability without disruption from others.

## Procedures and Code of Conduct:

* Wear school uniform.
* Bring all necessary equipment in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE. A black or blue pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in mms and cms are allowed in ALL examinations.
* For examinations requiring a calculator use only a NESA approved calculator. Make sure it is fully charged.
* You may bring a clear bottle of water into the examination but you cannot leave to refill it.
* Supervisors have the right to inspect any equipment you bring into the examination room.
* Arrive at the examination room 15 minutes before examination start time. It can take some time to find your seat.
* If you arrive late, it is up to the supervisors’ discretion to admit you to the examination.
* Sit at your allocated desk.
* Remove your watch and place in clear view on the desk in front of you.
* When instructed, thoroughly check your examination paper – it is possible that pages are missing or there has been a glitch in the printing.
* Reading time is for reading only. NO writing or highlighting may be undertaken during reading time.
* Read instructions carefully, noting requirements for the use of answer booklets.
* Supervisors are NOT able to interpret questions.
* Write your name on every page of your answer booklet.
* Write in black or blue pen.
* Stop writing immediately you are instructed to do so.
* Arrange completed answers according to examiner’s instructions.
* Do not remove examination papers from the examination room.
* Only leave the examination room when the supervisor says it is OK to do so. Leave immediately, when instructed to do so.
* If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

## DON’T

* Borrow equipment.
* Take mobile phones or programmable watches or other electronic devices into the examination room
* Speak or communicate to anyone other than a supervisor during the examination
* Behave in a manner that is likely to disturb or disrupt other students
* Smoke, eat or come to examinations under the influence of alcohol or illegal drugs
* Try to cheat or participate in any form of malpractice as these are punishable by a Zero mark.

Students must make a serious attempt at the examination. Where it is considered that a student has made a non-serious attempt, a zero may be awarded and an ‘N’ Determination may issued.

If a student breaches this code of conduct during the examination the student will be dismissed from the examination venue. This will result in a suspension warning letter.

## If you are ill or have a major problem on the morning of the examination:

Notify the front office (49581544) as soon as possible, and make an Illness/misadventure application as soon as you return to school.

Note: Illness/misadventure applications require a Medical Certificate

# Malpractice in Assessment Tasks

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

* copying, buying, stealing or borrowing some else’s work in part or in whole, and presenting it as their own
* using material directly from books, journals, CDs or the Internet without acknowledging the source
* submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged
* paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism may be awarded a zero mark for the task. A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student’s responsibility to prove to the faculty Head Teacher that the submitted work in question is their own.

## Ethical Principles of Scholarship

At Lake Macquarie High School all students are expected to present their own work.

As a senior student much of your work is research based. It is expected you will follow ethical principles of scholarship.

Ethical scholarship means learning that is characterised by honesty and integrity and clearly defines:

* The work and ideas of the author/creator of the material
* The work and ideas of others
* Sources from which work is drawn

Being an ethical scholar means three things.

* Being honest and ethical
* Listing all your sources
* Using all your own work

## Rights and Responsibilities of students

In ensuring the intellectual integrity of your work you have the right to expect: Respect from your peers and teachers

Clear information about what is required in your assessment task and assignments Guidance about how to improve your work

You have a responsibility to

* understand what is required of you
* fulfil school requirements for study
* be fair and honest in all your work
* respect the rights and integrity of your peers and teachers, and
* make sure your work is your own.

## Malpractice and cheating

This is about doing the wrong thing by behaving dishonestly. Examples of malpractice and cheating are:

* copying in an examination from another student or using information secretly brought into the examination
* handing in someone else’s work and saying it is your own
* making up journal entries for a project, and
* using information from the internet or elsewhere and not acknowledging the source.

You have a responsibility to make sure you understand the differences between what is honest and dishonest in all your work, as the consequences can be serious e.g. receiving a zero mark for an assessment task.

## Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own.

## Common Forms of Plagiarism

* Downloading an assignment from an online source and submitting it as your own work.
* Buying, stealing or borrowing an assignment and submitting it as your own work.
* Copying a section of a book or an article and submitting it as your own work.
* Quoting from a source 'word for word', without using quotation marks is plagiarism.
* Copying, cutting and pasting text from an electronic source and submitting it as your own work.
* Using the words of someone else and presenting them as your own.
* Using significant ideas from someone else and presenting them as your own.
* Putting someone else's ideas into your own words and not acknowledging the source of the ideas is plagiarism.
* Copying the written expressions of someone else without proper acknowledgement.
* Lifting sentences or paragraphs from someone else, even with proper acknowledgement, gives the impression that the idea or information comes from the source cited, but that the phrasing, the choice of words to express it, is your own contribution.
* Relying too much on other people's material.

Avoid repeated use of long quotations. Too many direct quotations (even with quotation marks and with proper acknowledgement) result in your sources speaking for you, meaning your own contribution is minimal. Use your own words more and rely less on quotations.

## Plagiarism and the Internet

The Internet can be a great source of information and an effective research tool. However, just because electronic information is easily available does not mean it is 'free'. Remember that the information you find online should be referenced, just like any other source. Online sources should be used with care, fully acknowledged and evaluated in the same way you would any print-based source of information.

There are an increasing number of websites that feature school assignments that students can access and download. Downloading an assignment from one of these sites and submitting it as your own is plagiarism and carries heavy penalties. If you are tempted to do this, please remember that teachers are experts in the words and ideas of their discipline and are thoroughly familiar with the latest research - this is why they are teaching! They are also aware of these 'cheat' sites and have developed strategies to identify internet plagiarists.

## Validity of Information

It is important to recognise that much information on the internet has little validity and may represent a particular view or bias.

# Acknowledging Sources

The Golden Rule: Make sure your assignments are referenced correctly. Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

## Why Reference?

Inaccurate references or - worse still - no references at all can be regarded as plagiarism. All school assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

## Referencing Methods

**Cambridge referencing** Style: **Cambridge referencing** style is a descriptive format, which uses the footnotes and endnotes for the citation information. This is the preferred method of referencing.

## Copyright

Copyright is the exclusive right to authorize copying and communication of a creator’s work. Individuals have the right to make money from the sale of copies of their work. Copyright protects creative work from being used without the copyright owner’s agreement. Under educational statutory license students can:

* Copy parts of a book or journal for study or research reasons without seeking copyright permission
* Books – up to 10% of the book or one chapter
* Anthologies – One whole item/ up to 15 pages
* Journal – One article.

As a student you should know copyright requirements and check copyright details of any material you wish to use.

## Working with others

While you are at school you will be asked in many courses to work with others or work on group projects or you may seek assistance from various people. It is important to make sure you do not accept inappropriate help when completing your work. For example, having someone else do your task for you, make sure you acknowledge the use of anyone else’s work and remember it is most important to produce your own work.





**Text Types**

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| --- | --- | --- | --- |
| **Text Type** | **Purpose** | **Structure** | **Language Features** |
| Information Report | To classify and/or describe | * General Statement or Classification
* Description
 | * Technical language
* Present Tense
* Factual
 |
| Recount | To retell past events | * Orientation
* Series of Events
* Conclusion
 | * Descriptive language
* Past Tense
* Time words connect events
* Description of: what, where, when, why, who and how?
 |
| Narrative | To entertain by telling a story | * Orientation
* Series of Events
* Complication
* Resolution
* Conclusion
 | * Time dependent
* Past Tense
* Action and descriptive language used, e.g. adverbs and adjectives
* Thinking and feeling verbs
* Direct and indirect speech
 |
| Procedure | To instruct someone on how to do something | * Statement of Goal
* Materials outlined
* Steps taken outlined
* Discussion of results
 | * Steps taken outlined
* Separate actions per line
* Present Tense
* Verb at the beginning of each statement
 |
| Explanation | To explain how or why something occurs | * General Statement about the topic
* Explanation of sequence
 | * Technical Language
* Cause and Effect
* Action verbs used
* Past Tense
 |
| Exposition | To put forward an argument either for/against something | * Preview of Issue
* Arguments are provided for one side only
 | * Past Tense
* Technical language
* Words that link arguments used, e.g. first, second.
* Words that show Contrast used, e.g. on the other hand, however
 |
| Response/Review | To respond to an event | * Context of event
* Description of event
* Judgment of event
 | * Words which express judgments
* Descriptive Language
* Present tense
 |
| Discussion | To examine both sides of an issue and to come to a decision | * Preview of Issue
* Arguments are provided for
* Arguments are provided against
* Recommendation made or alternative given
 | * Past Tense
* Technical language
* Words that link arguments used, e.g. first, second
 |

**Key Verbs**

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

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| **YEAR 10 ASSESSMENT CALENDAR 2025** |
| **WEEK** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **1** |  |  |  |  |
| **2** |  |  |  |  |
| **3** |  | Mathematics 20%PDHPE 25% |  | Child Studies 30%Food Technology 25%Mathematics 20%PASS 25%PDHPE 25%Science 30% |
| **4** |  | English Advanced 50%Industrial Tech Timber 25%Mathematics Advanced 20%Visual Arts 30% |  | Aboriginal Studies 20%Drama 25%English 25%English Advanced 30%Mathematics Advanced 20%Visual Arts 30% |
| **5** | Geography S1 30% | English 25%Food Technology 25%History S1 40%Mathematics 10%Mathematics Advanced 10%Science 15% | Geography S2 30%PDHPE 25% | History S2 40% |
| **6** | History S1 30%Marine Studies 30% | Geography S1 40% | Drama 25%History S2 30%Marine Studies 50% | Geography S2 40%Industrial Tech Eng 40%Industrial Tech Timber 40% |
| **7** |  |  | Mathematics 20%PDHPE 25%Science 15% |  |
| **8** | Aboriginal Studies 30%Visual Arts 20% | Aboriginal Studies 20%Industrial Tech Eng 20%Industrial Tech Timber 15% | Industrial Tech Timber 20%Industrial Tech Eng 20%Mathematics Advanced 20% |  |
| **9** | Child Studies 30% English 25%Food Technology 25%Mathematics 20%PASS 25%PDHPE 25% | Child Studies 20%PASS 25% | Child Studies 20%Food Technology 25%PASS 25%Visual Arts 20% |  |
| **10** | Drama 25%Geography S1 30% History S1 30%Industrial Tech Eng 20%Mathematics Advanced 20% Science 40% | Drama 25% | Aboriginal Studies 30%English 25%English Advanced 20%History S2 30%Geography S2 30% |  |
| **11** |  |  |  |  |

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| **LMHS YEAR 10 ASSESSMENT PLANNER 2025** |
| **WEEK** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| WK 1 |  |  |  |  |
| WK 2 |  |  |  |  |
| WK 3 |  |  |  |  |
| WK 4 |  |  |  |  |
| WK 5 |  |  |  |  |
| WK 6 |  |  |  |  |
| WK 7 |  |  |  |  |
| WK 8 |  |  |  |  |
| WK 9 |  |  |  |  |
| WK 10 |  |  |  |  |
| WK 11 |  |  |  |  |

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|  **YEAR 10 ABORIGINAL STUDIES 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 8 | Research Biography/Presentation | Aboriginal Identities | School/ Home | 30% |
| 2 | 8 | Short Answer | Aboriginal Peoples and Sport | School/ Home | 20% |
| 3 | 10 | Portfolio | Aboriginal Peoples in the Media | School/ Home | 30% |
| 4 | 4 | Source Analysis | Aboriginal People’s Interactions with Legal Systems | School/ Home | 20% |

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|  **YEAR 10 CHILD STUDIES 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 9 | Birthday Party Assessment Task | All about safety and nutrition | School/Home | 30% |
| 2 | 9 | Work, Work, Work.Applying for a career in the childcare industry | All about Parenting styles and careers | School/Home | 20% |
| 3 | 9 | Global Children | All about Culture | School/Home | 20% |
| 4 | 3 | End of CourseExamination | All about Diversity and Technology | School | 30% |

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| **YEAR 10 DRAMA 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 10 | Performance + logbook | Protest/Political Theatre | School | 25% |
| 2 | 10 | Performance + logbook | Elizabethan Theatre | School | 25% |
| 3 | 6 | Performance + logbook | Playbuilding | School | 25% |
| 4 | 4 | Performance + logbook | Realism and Stanislavski | School/ Home | 25% |

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| **YEAR 10 ENGLISH 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 9 | Creative Writing and Reflection | Prejudice | School/ Home | 25% |
| 2 | 5 | Panel Discussion | Prejudice | School | 25% |
| 3 | 10 | In class Essay | Drama | School | 25% |
| 4 | 4 | Yearly Examination | Director Study | School | 25% |

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| **YEAR 10 ENGLISH ADVANCED 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 2 | 4 | Portfolio | Investigation Journal | School/Home | 50% |
| 3 | 10 | Essay | Tragedy on the Poetry | School | 20% |
| 4 | 4 | Yearly Examination | Modes of Writing | School | 30% |

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| **YEAR 10 FOOD TECHNOLOGY 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 9 | Task 1: Research Assignment | Food for Special Needs | Home/ School | 25% |
| 2 | 5 | Task 2: Practical Task andTopic Test | Food Trends | School | 25% |
| 3 | 9 | Task 3:Product Development Portfolio | Food Product Development | Home/ School | 25% |
| 4 | 3 | Task 4:Topic Test | Food Equity | School | 25% |

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| **YEAR 10 GEOGRAPHY 2025 SEMESTER 1** |
| DATE | TASK | TOPIC | SCHOOL/HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 5 | Skills Test | Geographical Skills Test | School | 30% |
| 1 | 10 | In Class Response | Human Wellbeing | School | 30% |
| 2 | 6 | Project | Sustainable Biomes | School/Home | 40% |

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| **YEAR 10 GEOGRAPHY 2025 SEMESTER 2** |
| DATE | TASK | TOPIC | SCHOOL/HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 3 | 5 | Skills Test | Geographical Skills Test | School | 30% |
| 3 | 10 | In Class Response | Human Wellbeing | School | 30% |
| 4 | 6 | Project | Sustainable Biomes | School/Home | 40% |

* + **NB: All classes will study either History in Semester 1 and Geography in Semester 2 or Geography in Semester 1 and History in Semester 2 depending on timetabling.**

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| **YEAR 10 HISTORY 2025****SEMESTER 2** |
| DATE | TASK | TOPIC | SCHOOL/HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 6 | Source Analysis | The Holocaust | School/Home | 30% |
| 1 | 11 | Knowledge Test | The Holocaust | School | 30% |
| 2 | 5 | Essay | Overview and Rights and Freedoms | School | 40% |

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| **YEAR 10 HISTORY 2025****SEMESTER 2** |
| DATE | TASK | TOPIC | SCHOOL/HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 3 | 6 | Source Analysis | The Holocaust | School/Home | 30% |
| 3 | 10 | Knowledge Test | The Holocaust | School | 30% |
| 4 | 5 | Essay | Overview and Rights and Freedoms | School | 40% |

* + **NB: All classes will study either History in Semester 1 and Geography in Semester 2 or Geography in Semester 1 and History in Semester 2 depending on timetabling.**

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| **YEAR 10 INDUSTRIAL TECHNOLOGY - ENGINEERING 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 10 | Practical Task & Folio | Design Project | School | 20% |
| 2 | 8 | Research Task | Trades in Industry | School | 20% |
| 3 | 8 | Examination | All topics Covered | School | 20% |
| 4 | 6 | Practical Task & Folio | Design Project | School | 40% |

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| **YEAR 10 INDUSTRIAL TECHNOLOGY - TIMBER 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 2 | 4 | Practical Task & Folio | Timber Turning | School | 25% |
| 2 | 8 | Research Task | Trades in Industry | School | 15% |
| 3 | 8 | Examination | All topics Covered | School | 20% |
| 4 | 6 | Practical Task & Folio | Fine Cabinetry | School | 40% |

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| **YEAR 10 MARINE AND AQUACULTURE TECHNOLOGY 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 6 | Practical | Core 2 – Skills, Management and Employment | School | 30% |
| 3 | 6 | Student Project | Research Project | Home/School | 50% |
| 4 | 5 | Yearly Examination | All Topics | Home/School | 20% |

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| **YEAR 10 STAGE 5 MATHEMATICS ADVANCED 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 10 | Class Task | Coordinate Geometry; Surds | School | 20% |
| 2 | 4 | Class Task | Surface Area and Volume; Trigonometry | School | 20% |
| 2 | 5 | Semester 1 Portfolio | All Topics | School/Home | 10% |
| 3 | 8 | Class Task | Equations and Inequations | School | 20% |
| 4 | 4 | End of course Examination | Equations; Logarithms | School | 20% |
| 4 | 5 | Semester 2 Portfolio | All Topics | School/Home | 10% |

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| **YEAR 10 MATHEMATICS 2025** |
|  DATE  |  TASK  |  TOPIC  | SCHOOL/ HOME TASK  | TASK WEIGHTING  |
| TERM | WEEK |  |  |
| 1 | 9 | Class Task | Surveying | School | 20% |
| 2 | 3 | Online Class Task | Expressions and Equations | School | 20% |
| 2 | 5 | Semester 1 Portfolio | All Topics | School/Home | 10% |
| 3 | 7 | Assignment | Uncertainty | School/ Home | 20% |
| 4 | 3 | End of course Examination | Financial Mathematics | School | 20% |
| 4 | 5 | Semester 2 Portfolio | All Topics | School/Home | 10% |

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| **YEAR 10 PDHPE 2025** |
| DATE | TASK | TOPIC | SCHOOL/HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 9 | Examination | Let’s Get Along | School | 25% |
| 2 | 3 | Practical | Athletics | School | 25% |
| 3 | 7 | Research Task | Play it Safe | Home/School | 25% |
| 4 | 3 | Practical | Invasion Games | School | 25% |

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| **YEAR 10 PHYSICAL ACTIVITY AND SPORTS STUDIES****(PASS) 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 9 | Theory | Australian Sporting Identity | Home | 25% |
| 2 | 9 | Practical/Theory | Australian Games | School | 25% |
| 3 | 9 | Theory | Technology, Participation and Performance | Home | 25% |
| 4 | 3 | Practical | Recreational Games | School | 25% |

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| **YEAR 10 SCIENCE 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 10 | SIP | Reactions | School | 40% |
| 2 | 5 | Practical task | Waves and Motion | School | 15% |
| 3 | 7 | VALID | Genetics and Evolution | School/Home | 15% |
| 4 | 3 | Yearly | Data Science 2 | School | 30% |

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| **YEAR 10 VISUAL ARTS 2025** |
| DATE | TASK | TOPIC | SCHOOL/ HOME TASK | TASK WEIGHTING |
| TERM | WEEK |  |  |
| 1 | 8 | Critical and Historical StudiesCase Study | Surrealism | Home/School | 20% |
| 2 | 4 | Artmaking: Body of Work | Surrealism‘Living in a dream…’ | School | 30% |
| 3 | 9 | Critical and Historical StudiesFormal Examination | Formal Examination | School | 20% |
| 4 | 4 | Artmaking: Body of Work | ‘Captured Moments’…the art of still life | School | 30% |