



KINCUMBER
HIGH SCHOOL

20
25

COURSE REQUIREMENTS
ASSESSMENT PROCEDURES
MALPRACTICE POLICY
ASSESSMENT SCHEDULE & CALENDAR

Y10 Assessment Booklet

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A word from the Principal

Welcome to Year 10

This publication is an important resource for understanding Year 10 assessments and the Record of School Achievement (RoSA). It provides key information for students, parents, and carers; answering common questions about assessment requirements and eligibility. If you need further clarification after reviewing this document, please don't hesitate to contact the school.

Key Points to Note

- The RoSA is based on a student's academic work and attendance from Years 7 to 10.
- The NSW Education Standards Authority (NESA) may refuse to grant a RoSA if a student's attendance has been unsatisfactory. Attendance is a key requirement for eligibility.
- Year 10 students must remain at school until the scheduled end of the school year. In 2025, this date is Friday, 19 December.
- Under the NSW Government's 17-Year Policy, students who leave school early will not be eligible for the RoSA.
- Students receive a transcript of school-awarded grades for all subjects studied, based on the grading system outlined in the next section.
- The RoSA is only awarded if all requirements are met. For most students, it serves as a transition point to Year 11 or TAFE, but it remains an important qualification for those entering the workforce or further education.

Eligibility & Assessment Requirements

Certain circumstances may make a student ineligible for the RoSA. Details are outlined in the following section, but it is important to note:

- Receiving an "N" award in any mandatory subject—English, Mathematics, Science, History, Geography, or PDHPE—may result in ineligibility.
- Students must complete the prescribed hours for all subjects, including electives, and satisfactorily complete all assessment tasks as outlined in this book.
- If an assessment task is missed, students must submit a misadventure form with supporting documentation (e.g., a medical certificate).

Academic Integrity

School policy is clear regarding academic misconduct:

- Cheating in exams or assessment tasks will result in a zero mark.
- Plagiarism (submitting another person's work without acknowledgment) will be penalised.
- Inappropriate behaviour during exams will also lead to consequences.

Preparing for Senior Studies

Year 10 includes special programs designed to develop the work habits and study skills needed for Years 11 and 12. These programs help students build strong foundations for their HSC and future pathways.

Mr Brent Walker
Principal

Section One – Introduction

1. Introduction to assessment and the Record of School Achievement (RoSA)

This Assessment Booklet outlines the school-based assessment program for Year 10 courses offered in 2025. Students, parents, and carers should familiarise themselves with the procedures, requirements, and policies included in this document, such as the Malpractice Policy. At Kincumber High School, we place significant emphasis on assessment programs, and students are encouraged to put forth their best effort in every task.

Successful completion of assessments is a key requirement for obtaining the Record of School Achievement (RoSA). Students must meet course requirements and assessment expectations to be eligible for this credential.

The Record of School Achievement (RoSA) is a cumulative credential issued by the NSW Education Standards Authority (NESA) to eligible students who leave school before completing the Higher School Certificate (HSC). It records a student's academic progress and achievements up to the point they leave school, whether at the end of Year 10, during Year 11, or prior to completing Year 12.

The RoSA includes:

- Grades for completed Stage 5 (Year 10) and Stage 6 Preliminary (Year 11) courses.
- Participation in any incomplete Year 11 or Year 12 courses.
- The date the student leaves school.

For students who meet the eligibility requirements but do not complete the HSC, the RoSA serves as an official record of their academic achievement up to Year 12. The RoSA is a valuable credential for students who leave school before completing the HSC. It provides formal documentation that can be shared with prospective employers, TAFE, or other educational institutions.

Additionally, students who leave school and later meet the minimum literacy and numeracy standards may still qualify for the HSC, at which point an updated RoSA and HSC testamur will be issued.

As of October 2024, NESA has clarified RoSA credentialing rules in the Assessment Certification Examination (ACE) Rules, making it easier for students and schools to understand their obligations.

These updated rules will apply to all students receiving a RoSA from October 2024 onwards.

For full details, please refer to the ACE Rules on the NESA website: <https://curriculum.nsw.edu.au/ace-rules>.

2. Context for assessment and the NSW Education Standards Authority (NESA)

Assessment refers to the gathering and evaluation of evidence regarding a student's learning. It plays a vital role in both teaching and learning, serving multiple purposes. When assessment involves engagement with teachers, peers, and various resources, it can enhance student motivation and engagement.

The NSW syllabuses advocate for an integrated approach to teaching, learning, and assessment. At Kincumber High School, we utilise syllabuses, assessment, reporting materials, and the Assessment Certification and Examination (ACE) requirements to design our school-based assessment programs.

For more details, visit the NESA Understanding the Curriculum website:

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>.

3. The formal assessment program and the Record of School Achievement (RoSA)

At Kincumber High School, students who complete Stage 5 and Stage 6 courses (excluding Life Skills and VET courses), and assessments, are awarded a grade that represents their achievement against statewide standards. This grade is submitted to NESA and recorded on the RoSA, a cumulative credential for students who leave school prior to completing their HSC examinations. Students who successfully complete Year 10 will receive the Year 10 RoSA, and upon completing the Preliminary HSC, they will be issued a Preliminary HSC RoSA. Students can access an eRecord of their grades at any time via their Student Online NESA Accounts after completing Year 10 or Year 11.

RoSA eligibility requirements

To be eligible for a RoSA, students must:

- Complete mandatory curriculum requirements for Years 7–10.
- Attend a government, accredited non-government, or recognised school.
- Complete courses that meet NESA curriculum and assessment requirements.
- Comply with the requirements of the *Education Act 1990*.

For further details, refer to the [ACE Rules](https://curriculum.nsw.edu.au/ace-rules) (<https://curriculum.nsw.edu.au/ace-rules>)

Department-approved elective courses are reported internally by schools and do not appear on the RoSA.

1. VET and Life Skills Courses

VET courses may be listed on the RoSA if students satisfactorily complete all course requirements, including mandatory work placements.

Students with intellectual disabilities or imputed intellectual disabilities may access Life Skills outcomes in Years 7–10 syllabuses. Decisions about accessing Life Skills are made collaboratively between students, parents/carers, and schools.

- Once a student begins studying Life Skills, they cannot return to mainstream outcomes for that course.
- Life Skills outcomes achieved are recorded on a **Profile of Student Achievement**, which accompanies the RoSA for eligible students.

Students Ineligible for a RoSA

Students who leave school before completing Year 10 do not qualify for a RoSA. Those who leave after Year 10 but do not meet RoSA requirements will receive a **Transcript of Study**, which documents completed courses.

Students transferring from interstate or overseas during Stage 5 or 6 may still be eligible for a RoSA.

2. Requesting a RoSA or Transcript of Study

Schools must request a RoSA or Transcript of Study through the enrolments section in Schools Online before a student leaves school. NESAs processes these requests within 48 hours, and the credential is made available in the student's Students Online account. Students cannot request a RoSA directly.

3. Meeting mandatory curriculum requirements for the RoSA by the end of Year 10

To fulfill the mandatory curriculum requirements for the RoSA by the end of Year 10, schools must schedule and students must satisfactorily complete:

- a. 400 hours of [English](#) to be studied substantially throughout each of Years 7–10, and
- b. 400 hours of [Mathematics](#) to be studied substantially throughout each of Years 7–10, and
- c. 400 hours of [Science](#) to be studied substantially throughout each of Years 7–10, and
- d. 400 hours of HSIE:
 - i. 100 hours of mandatory [History](#) throughout Years 7–8, and Years 9–10
 - ii. 100 hours of mandatory [Geography](#) throughout Years 7–8, and Years 9–10, and
- e. 300 hours of [PDHPE](#) to be studied substantially throughout each of Years 7–10, and
- f. 200 hours of [Technology Mandatory](#) in Years 7–8, and
- g. 100 hours of [Visual Arts](#) in Years 7–8 to be taught as coherent units of study, and
- h. 100 hours of [Music](#) in Years 7–8 to be taught as coherent units of study, and
- i. 100 hours of a [Language other than English](#) over one continuous 12-month period between Years 7–10, preferably in Year 7 or Year 8. Stage 4 outcomes and content must be covered.

5. N Determination Award - Non-completion of a course

NESA has delegated to Principals the authority to determine if students seeking the RoSA Certificate at Kincumber High School have satisfactorily completed each mandatory and department approved course in which they are enrolled, in accordance with NESA requirements.

Principals will assess whether there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the tasks and experiences provided by the school in the course.

Although NESA does not stipulate attendance requirements, Principals may determine that due to absences, a student may not meet course completion criteria because they are not demonstrating a diligent and sustained effort.

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

- Followed the course developed or endorsed by the NSW Education Standards Authority (NESA).
- Applied themselves with a diligent and sustained effort to the set tasks and experiences provided by the school.
- Achieved some or all the course outcomes.

If a student is at risk of not meeting the requirements and/or not satisfactorily completing a course, they will receive an 'N Determination Award Warning,' indicating potential "non-completion" of a course(s). This puts the student's eligibility for the RoSA at risk.

Kincumber High School will:

- a) Advise the student in writing (with the letter registered in the school's mail system) in sufficient time for the issue to be corrected and for the student to redeem the assessment or course work.
- b) Inform the parent or guardian in writing if the student is under 18 (this will typically be in the same letter as above).
- c) Request a written acknowledgment of receipt of the warning letter from the student/parent or carer.

Kincumber High School treats this component of the RoSA very seriously. Students who are not making a genuine attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to ensure they understand the requirements and consequences.

Support is available for students to resolve N-Determination warnings, which may include Learning Support or additional sessions outside class hours, arranged with the classroom teacher. The Library also offers afternoon tutorials for extra assistance.

Further information on Non-completion detentions and appeals can be found in Clarified ACE Rule 4.2.1 (<https://curriculum.nsw.edu.au/ace-rules/ace4/course-non-completions>).

Disability provisions

Kincumber High School provides a comprehensive examination support service for eligible students. For assessments, students may qualify for provisions such as separate small group supervision, a reader, a writer, extra time, and rest breaks. The Learning Support Team and the Senior Learning and Support Teacher (LaST) are responsible for determining and approving disability provisions for all school-based assessment tasks.

This process includes collaborating with parents and teachers through the student's Individual Education Plan and conducting NESA-approved screening tests.

Students requiring a reader and/or writer for assessments will be guided on this process by the Senior LaST and the Learning Support Team.

Section Two – Procedures for Assessments

1. Using the Assessment Schedule and Calendar

Students should refer to the assessment schedules and calendar that are contained in this Year 10 Assessment Booklet and make a note of each of the tasks required of them.

2. Assessment notification and absences from School

Teachers will give students at least 14 calendar days written notice of the details of an assessment. This notice will include: due date, task number, weighting, timing, outcomes assessed, description of the nature of the task and its components, marking criteria. Adequate feedback will also be provided on the return of the task.

Students are to do their OWN work (except where directed by the teacher e.g. group tasks).

Students will be required to sign to acknowledge that they have received every assessment notification, submitted the task and received mark, rank and feedback. If a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but not limited to: Work Experience, illness, sport and excursions. Refusing to sign for an assessment task notification is not deemed an acceptable excuse for not completing an assessment.

Students must complete all work given in their absence. If students are absent from class, it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessments.

3. Assessment absences

Students who are unable to complete an assessment or examination should contact the school immediately in the case of Illness/Misadventure and complete the necessary paperwork.

It is expected that students will sit the alternative task on the first day that they return to school unless another date has been previously approved by the Deputy Principal. A mark of zero will be recorded until the assessment has been completed.

Absence due to family holidays is not deemed to be an acceptable reason for missing assessments. It is expected that families take note of the published dates and avoid interruptions to student learning and assessment.

4. Extension applications

Consideration for an **Extension** will only be given to a student who completes and submits the Extension Request Form (**Appendix 1**) to the Deputy Principal prior to the date the assessment task is due. **Assessment Extension Applications need to be submitted by 1:40pm the day prior to an assessment.** Supporting documents need to be attached to the Extension Request Form including a Medical Certificate, evidence of a school excursion or other.

An extension may be granted for in class assessment tasks only for the following reasons:

- Representing the school on the day the task is due (leadership, sport, academic),
- Work Experience on the day the task is due
- Other school business activities on the day the task is due (e.g. school leadership events, excursions etc.)
- Approved explained leave from school on the day the task is due (e.g. injury or illness).

Where possible, the assessment should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted. **It is the student's responsibility to communicate with teachers and arrive at the best solution.** The granting of a possible concession is at the discretion of the Deputy Principal. An alternative arrangement will be negotiated.

5. Students entering courses late

On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessments to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon in writing when the student commences the course in writing.

6. Illness/Misadventure checklist

If a student has a valid reason for not submitting an assessment or sitting an examination on the due date, **the student must:**

- Notify the school on or before the due date in writing/in person;
OR
- Phone the school; and,
- Provide the following information:
 - Name
 - Assessment task details
 - Course
 - Course teacher, and
 - Details of the illness/misadventure.

On the first day the student returns to school (and within 5 school days of the task), the student must:

- Submit the Assessment Illness/Misadventure Application Form (see **Appendix 2**) and all supporting evidence within 5 school days of the task due date.
- Report to the class teacher or Head Teacher of the course immediately to complete an Assessment Illness/Misadventure Application Form (**Appendix 2**) and arrange a time for the completion of the task. The form is also available at the front office and on the school website.
- Provide a Doctor's Certificate or evidence of the misadventure, such as a Statutory Declaration, to confirm the reasons for absence from a task.
- Submit any hand-in tasks on the first day the student returns to school.
- Complete any missed examinations or in-class tasks on the first day the student returns, or as negotiated with the Head Teacher of the faculty or the Deputy Principal.

- Request special consideration, if applicable, by providing evidence. This will be subject to the approval of the Head Teacher and the Deputy Principal.
- Ensure that only correct and fully completed Illness/Misadventure Application Forms are submitted, as incomplete forms will not be accepted for consideration.
- Email the Assessment Illness/Misadventure Application Form to the school if unable to deliver them in person

If more than one assessment task is due, students must complete one Illness/ Application for each course/task.

Students who miss a task will receive zero (0) marks until the task is completed and the Illness/Misadventure Application is submitted along with a valid reason and supporting evidence that applies to the date of the task. Only then will the Illness/Misadventure Application be considered. If supported, marks for the task completed will be permitted, or in some cases, marks for a task may be adjusted as determined by the Assessment Review Team. In most cases students will be given an alternate and comparable task to complete. All Illness/Misadventure paperwork must be submitted within 5 school days (7 calendar days) of the task due date.

Substituting assessments

The following is taken from: <https://curriculum.nsw.edu.au/ace-rules/ace2/assessment-programs>

1. Students are expected to attempt all assessment tasks.
2. If a student has an upheld Illness/Misadventure Application, schools must provide the student with an opportunity to attempt the assessment task by either:
 - a. providing an extension of time to complete the original assessment, or
 - b. providing the student with a substitute assessment.
3. Schools must ensure the substitute assessment task is in accordance with the illness/misadventure provisions in the school's policies and procedures for school-based assessment.
4. In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes, approved by the principal and in line with the school's policies and procedures for school-based assessment.
5. If a student does not complete a task by the due date or attend a scheduled assessment task, and has their Illness/Misadventure Application declined, the school must record a zero mark for the assessment.

Any substitute task should be constructed according to Clarified ACE Rule 2.1:

- be based on the same components or outcomes as the original task
- test or measure the same knowledge or skills as the original task
- as far as possible, be of comparable standard to the original task and be assessed in the same manner as the original task.

7. Unforeseen circumstances

In the event of a circumstance occurring during an assessment or examination out of student or staff control such as but not limited to; fire, flood, fire alarm, blackout, staff/student medical episode, students should submit Illness/Misadventure Application. In the case of unforeseen circumstance, a student's mark and rank could be decided on one of the following:

- i. Alternate and comparable task
- ii. Re-do a section/s of the task

8. Completion of assessments

Assessments (excluding live performance/demonstration/practical tasks or in class assessments) **need to be submitted to the teacher/faculty representative by 8:15am on the published due date.** In the case of online submissions, students will need submit the task before 8:15am on the required platform e.g. Google Classroom. Students will be required to sign an acknowledgement of submission sheet for this online submission in the first lesson following submission. Exceptions to the 8:15am submission rule must be sought by the teacher/Head Teacher in consultation with the Deputy Principal.

An Illness Misadventure Application needs to be submitted for consideration to the Deputy Principal in the case of a late submission (i.e. task submitted after 8:15am) and must be lodged within 24 hours of the original due date/time.

Students must be present at school on the day of the assessment AND on the day prior to the published due date, or a zero mark will be awarded. A medical certificate (or appropriate documentation e.g. funeral, police report) is required if the student is away from school on the day of, or the day prior, to an assessment being due.

If a public holiday falls the day before an assessment, the school day prior to that holiday is considered the mandatory attendance day that students must attend. For example, attendance is required on a Friday where the Monday is a public holiday, and an Assessment is due Tuesday. Absence on the day prior to the public holiday requires an Illness/Misadventure Application to be submitted.

In the event of printer failure, students may submit work via email attachment to the appropriate teacher through their education portal. This will also need to be completed before 8:15am, and an Illness/Misadventure Application will need to be completed to determine if any advantage was gained by the student. Please be aware that technology failure is not considered valid grounds for an Illness/Misadventure with NESAs.

The school's email address is Kincumber-h.school@det.nsw.edu.au

9. Assessment task integrity and attendance requirements

Students found to be completing assessment tasks by:

- not attending scheduled classes during the day
- working on tasks during other course lessons,
- deliberately being absent from school, or
- collaborating on tasks with other students

will be interviewed by the Deputy Principal and may receive a mark of zero (0) for all or parts of the task/s.

10. Excursions

Certain course rules require students to participate in compulsory field studies. Additionally, some assessment schedules link tasks to excursions and special study days. If a student is absent from these activities, they must complete an Illness/Misadventure Application and arrange to make up the task. The Principal has the discretion to grant a concession in such cases, which may involve submitting a report following consultation with the class teacher and Head Teacher.

11. Non-attempts and Non-serious attempts

Non-serious attempts include frivolous or objectionable material, or where significant sections / areas of a task are left blank or answered minimally (i.e. only a few words). Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

Non-serious attempts at an assessment or examination may lead to zero marks being recorded. In all cases where work is deemed a non-serious attempt, students will be required to redo the assessment or examination to demonstrate successful course completion and receive meaningful feedback on performance. Students will be interviewed by a Deputy Principal whereby the outcome may result in removal from a course or the need to repeat a course to demonstrate satisfactory course completion

Further action may include:

The formation of a specific school-based Malpractice Panel consisting of the teacher, the Head Teacher(s) and the Deputy Principal/Principal to determine the result for the submitted work.

12. Use of electronic means for preparation and submission of assessment tasks

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. **Failure of technology (e.g. corrupt files, computer crashes, printer failure) without ample evidence of the stages of the "lost" work, is NOT an acceptable reason for late or non-submission, or Illness/Misadventure Application.**

If a task is submitted by email or on Google Classroom, it is the student's responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date before 8:15am. This is unless a student is required to submit an assessment component in a timetabled lesson at another published time in the day (as per assessment notification).

It is best practice for students to be working in the provided Google Document so that there is evidence of time stamps to protect the student in the case of suspected malpractice.

Use of Artificial Intelligence by students

This information has been adapted from the following NESA webpage: <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/artificial->

[intelligence#:~:text=NESA%20has%20developed%20a%20policy,use%20of%20AI%20in%20schools.](#)

Like any technology, AI can be utilised to enhance teaching, learning, curriculum, and pedagogy. However, AI will never replace the importance of a robust curriculum, effective assessment, and sound teaching practices.

NESA has established a policy regarding the use of AI in schools, which aligns with NESA's existing guidelines on academic honesty and the use of external reference materials and sources in student work.

AI presents specific considerations for academic integrity (see ACE 10.1.1). The unapproved use of AI in completing assignments constitutes a breach of academic honesty. All work submitted in assessments and external examinations (including submitted works and practical exams) must be the student's own or appropriately acknowledged.

Further information on citing the use of AI and Assessment Malpractice can be found in Section 15 of Procedures for Assessment and in the Kincumber High School Malpractice Policy (also within this booklet).

13. Feedback on performance

Students will receive feedback on all formal assessment about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being assessed.

14. Appeals on assessment tasks

If a student feels that their rank in an assessment task is incorrect, then they should firstly approach the teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Assessment Review Panel for a review of the process. This must be done within two-weeks from return of assessment. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

An Assessment Appeal Application must be complete to lodge an appeal (see **Appendix 3**).

Appeals are not to be based on the teacher's judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed
- ii. the procedures indicated by the school were not followed
- iii. clerical or computational errors occurred.

15. Acknowledging source materials

For each **book** used, list:

- The name and initials of the author/s.
- The date of publication (in parentheses).
- The full title of the book (in italics).
- The publisher.

- Where the book was published.
- The page number/s.

For example: Deever, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9- 20.

For each **journal article** used, list:

- The names and initials of the author/s.
- The date of publication (in parentheses).
- The title of the article (in inverted commas).
- The name of the journal in which the article was published (in italics).
- The volume number of the journal.
- The page number/s of the article in the journal.

For example: Morgan C H (2001), "Climatic change effects in the Gippsland Lakes region of Victoria", in *Journal of Australian Climatology*, Vol. 1, August, page 15.

For each **newspaper** article used, list:

- The author's name.
- The title of the article in inverted commas.
- The name of the newspaper in italics.
- The date of publication.
- The page number.

For example: Forsythe, Joan, "Sacred site under threat from tourists", *The Australian*, 2 May 2000, page 5.

When referencing material found on the **Internet**, list:

- The author's name.
- The full title of the material (in inverted commas).
- The document date (if known).
- The full URL.
- The date of the visit to the webpage.

For example: Livre, Joe, "The nation-state is dead", 14 July 2000, www.democracy.com/nations/, visited on 02 March 2013.

When referencing material from **Artificial Intelligence**:

- The company or creator of the tool is considered to be the author's name.
- The year the version was released.
- The name of the AI tool or model (and version information if known)
- URL link.

Example: OpenAI. (2022). DALL-E (version 2)
<https://labs.openai.com/s/W8Jar2MsCI7UxAyR65ufi7NK>

School examination processes

Examinations will be conducted following the procedures laid down for the conduct of the HSC Examinations. Candidates are subject to the normal rules of the school throughout any examination period. Failure to observe the following rules may result in zero marks being awarded, and disciplinary actions.

Before the exam:

- Familiarise yourself with the location and time of your exam well in advance.
- Obtain sufficient rest the night before each examination. Eat an adequate breakfast.
- Arrive at your exam location at least 10 minutes before the due starting time. No additional time will be granted for students arriving late.
- Make sure you have made your restroom stop before the examination starts.
- Turn off all mobile phones and pagers. Wrist watches will need to be placed on the desk - NESA ruling. No mobile phones or electronic devices (including smart watches) are to be on or with the student during an exam
- No hats, hoods, sunglasses, food or drink are allowed in exams, other than clear bottles of water
- Bring the correct equipment. No borrowing is allowed.
- Bags will be stored as directed by exam supervisors
- Approved calculators may be used (see <https://www.nsw.gov.au/education-and-training/nesa/hsc/rules-and-procedures/approved-calculators>). Calculators on mobile phones cannot be used.
- No responsibility will be taken for the safe keeping of any unauthorised material or equipment surrendered to supervisors before or during examinations.
- School uniform is to be worn to all examinations.

During the exam:

- The examination supervisors are in charge of all students.
- You must follow their instructions at all times and behave in a polite and courteous manner.
- Students must sit where directed and remain in their seat until instructed otherwise.
- Students must face the front and not talk or communicate in any way with other students.
- Students may not commence reading or writing until instructed to start the examination.
- Students must not take into the exam room any books, notes, paper, or any equipment other than that approved for that exam.
- Students are not permitted to leave the examination room until the completion of the examination.
- Students may not use the toilets during the first 30 minutes or the last 30 minutes of an examination. Permission must be sought from the supervisor before leaving your seat.
- Students must cease writing when instructed to do so and remain silent until they are outside the examination room.

After the exam:

- Students must not remove any examination booklets or papers from the examination room.
- When instructed to do so, leave the examination room quietly and in an orderly manner. Some students may still be working on longer examinations.
- Students must not discuss the examination paper with an absent student.

If students do not follow these basic rules or if they cheat in the examination, they may be removed from the examination room and reported to the Deputy Principal. The penalty may be the cancellation of that

paper. If students do not make a serious attempt at an examination, or answers contain frivolous or objectionable material, they may not receive a mark. This could affect their eligibility to receive the RoSA.

An award of zero marks will be issued to any student who is absent from an examination. Students must submit an Illness/Misadventure Application supported by a medical certificate or other documentation for special consideration.

Section Three – Malpractice Policy

This Malpractice Policy is based on the rules set by the New South Wales Education Standards Authority (NESA) and can be found in Section 10.1 of the Clarified ACE Rules: <https://curriculum.nsw.edu.au/ace-rules/ace10/malpractice>.

The integrity of the RoSA and Year 10 Assessments relies on students completing assessments, exams, and tests honestly. Dishonest behaviour intended to gain an unfair advantage in the assessment process undermines the value of Year 10 Assessments and constitutes malpractice.

The school and NESA's malpractice rules must be followed along with course-specific requirements outlined in NESA syllabus packages, including Assessment and Reporting information. Candidates, as well as their teachers and mentors, must adhere to NESA's standards to maintain the integrity of assessments and exams.

Malpractice, including plagiarism, collusion, misrepresentation, and breaching assessment conditions is unacceptable. NESA treats malpractice allegations seriously, and confirmed cases can jeopardise a student's Record of School Achievement (RoSA) or the awarding of the HSC [in Year 12].

The Kincumber High School Malpractice Review Panel, consisting of three executive members from outside the involved faculty, will handle cases of suspected malpractice.

Types of malpractice

1. Malpractice is any attempt to gain an unfair advantage over other students.
2. Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA.
3. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
4. Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.
5. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

Misrepresentation

1. Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
2. Misrepresentation can include but is not limited to:
 - a. making up journal entries for a project, and/or
 - b. submitting falsified or altered documents, and/or
 - c. referencing incorrect or non-existent sources, and/or
 - d. contriving false explanations to explain work not handed in by the due date.

Plagiarism

1. Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

2. When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.
3. Plagiarism includes but is not limited to:
 - a. copying someone else's work in part or in whole, and presenting it as their own, and/or
 - b. using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
 - c. building on the ideas or words of another person without appropriate acknowledgement, and/or
 - d. using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

1. Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.
2. Collusion includes but is not limited to:
 - a. sharing answers to an assessment with other students, and/or
 - b. submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
 - c. contract cheating by outsourcing work to a third party, and/or
 - d. unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

1. All students undertaking a HSC minimum standard test must comply with the assessment conditions set by NESA.
2. When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.
3. Malpractice occurs when a student breaches the conditions set for assessment in an attempt to gain an unfair advantage.

Kincumber High School Malpractice Policy:

1. Purpose

This policy sets guidelines for managing academic malpractice in Years 10-12 at Kincumber High School, in line with NESA regulations. It ensures academic integrity, fairness, and transparency in the assessment process.

2. Scope

The policy applies to all Year 10-12 students and involves teachers, exam supervisors, and administrative staff engaged in assessment processes at Kincumber High School.

3. Definitions

- Malpractice: Actions by a student to gain an unfair advantage in an assessment task or exam, including plagiarism, cheating, collusion, and other dishonest acts.

- Plagiarism: Presenting another person's work, ideas, or research as one's own without proper acknowledgment, including work sourced from AI tools.
- Cheating: Using unauthorised materials or devices in an assessment task or exam, including the use of AI.
- Collusion: Collaborating with others to produce work presented as one's own or assisting another student in doing so, including through AI.

4. Examples of malpractice

Malpractice may include but is not limited to:

- Copying another student's work during an exam or assessment.
- Using unauthorised notes or electronic devices.
- Submitting plagiarised work from books, journals, websites, or AI tools.
- Providing another student with answers during an exam or assessment.
- Falsifying research, data or results.
- Submitting work completed by someone else as the student's own.

Written material

Candidates are not permitted to take with them into an examination or in-class assessment task any unauthorised books, notes, paper or materials. Candidates found to be in possession of any unauthorised material may have their papers in the course cancelled.

General conduct

Candidates must not behave in any way likely to disturb the work of any other student or upset the conduct of any other student, nor borrow material or equipment unless permission has been given by the supervisor.

Normal school rules of conduct apply for examinations and assessment tasks.

5. Responsibilities

- Students: Must ensure submitted work is their own and adhere to academic integrity principles.
- Teachers: Must provide clear instructions on assessments, monitor for malpractice, and report suspected cases.
- School Administration: Support teachers and executives in investigating and resolving malpractice cases, ensuring all staff and students are aware of this policy.

6. Detection of malpractice

- Teachers and exam supervisors are responsible for identifying and reporting suspicious behaviour during assessments.
- All submitted work is subject to plagiarism detection software scrutiny.
- Using a Google Document with time stamps is strongly recommended to help verify authenticity if malpractice is suspected.

7. Reporting malpractice

- i. Initial Report:
 - a. Teachers or supervisors suspecting malpractice must document the incident and report it to the Faculty Head Teacher and Deputy Principal.
 - b. They must retain any relevant evidence, including assessment tasks, exam materials, or other items related to the incident (e.g. photograph of the notes taken into the exam).
- ii. Investigation:
 - a. The Faculty Head Teacher and Deputy Principal will investigate, interviewing the student involved and any witnesses.
 - b. The student will have the opportunity to explain their actions and provide supporting information or evidence.
 - c. Teachers may employ formative assessment strategies to verify student knowledge if malpractice is suspected.
- iii. Outcome:
 - a. Following the investigation, a determination will be made regarding malpractice by the Malpractice Review Panel.
 - b. If malpractice is confirmed, consequences will follow as per this policy.
- iv. Malpractice Register:
 1. Schools will record malpractice offences.
 2. For each malpractice offence, schools must record the:
 - a. student number, and
 - b. course name, and
 - c. offence date, and
 - d. type of assessment task, and
 - e. type of malpractice offence, and
 - f. penalty applied

8. Consequences of malpractice

Consequences for confirmed cases of malpractice may include:

- A mark of zero for the affected task or exam.
- Cancellation of submitted work or exam results.
- A formal warning and notation in the student's school record.
- For repeated or severe cases, further disciplinary action, possibly involving referral to NESAs.

9. Appeals process

Students may appeal malpractice-related decisions by submitting a written appeal to the Principal within five school days of notification.

A panel of senior staff will review the appeal, consider evidence, and provide a final decision within ten school days.

10. Communication of the policy

This policy will be communicated to Year 10-12 students at the start of each academic year. The policy will be signed for. Online copies of the assessment will also be made available to students via the Kincumber High School website: <https://kincumber-h.schools.nsw.gov.au>.

Teachers will review the policy with students before major assessment periods to reinforce the importance of academic integrity.

11. Review of the policy

This policy will be reviewed annually or as needed due to changes in NESA guidelines or school practices. Any updates will be communicated to students, parents, and staff promptly. Kincumber High School's Malpractice Policy aligns with NESA guidelines to ensure fair assessments and uphold academic integrity across the school community.

Section Four – The Useful websites:

For additional study support, students can refer to the following resources:

NSW Education Standards Authority (NESA) website:

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

ACE Manual from NESA:

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

Kincumber High School – HSC Assessment Booklet

- Can be accessed via the school website: <https://kincumber-h.schools.nsw.gov.au>.

Section Five – Assessment Schedules

Year 10 Assessment Schedule 2025

On the following pages is a schedule of Year 10 assessment tasks for each of the courses offered at Kincumber High School. These tasks will be used by teachers to assess each student in a variety of different areas and allow them to determine a valid assessment mark for each student within each course.

It is imperative that all tasks for each course are completed by each student to the best of their ability. Further information relating to each assessment task may be obtained from the teacher(s) involved or the Head Teacher responsible for the KLA within which the course is offered.

If a student is scheduled to have more than three assessment tasks in one week (not including a formal examination week), they should seek support from the Deputy Principal to examine possible solutions.

Creative & Performing Arts

Creative Arts offers the following courses which are detailed on the following pages.

- Music
- Photography
- Visual Arts
- Visual Design

Music

Music Year 10 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Group and Individual Performance	Written Analysis and Presentation	Performance or Recorded Submission Group and Individual	
Timing	Term 2, Week 2	Term 3, Week 5	Term 4, Week 3	
Outcomes assessed	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Performing	30		40	70
Listening		30		30
Weighting	30	30	40	Total 100

Photography & Digital Imaging

Photography & Digital Imaging Year 10 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Short Film/Movie Poster & Film Analysis	Yearly Examination	Major Project	
Timing	Term 2, Week 2	Term 3, Week 7	Term 4, Week 5	
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Photo Making	25		35	60
Practice Critical – Historical Study	10	30		40
Weighting	35	30	35	Total 100

Visual Arts

Visual Arts Year 10 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Art Making & Art Diary	Critical & Historical Study Unseen Plates Exam (Exam-style assessment)	Art Making Body of Work and Case Study	
Timing	Term 2, Week 3	Term 3, Week 4	Term 4, Week 5	
Outcomes assessed	1, 2, 3, 4, 5, 6	7, 8, 9, 10	7, 8, 9, 10	
Art Making	30		30	60
Critical Historical		30	10	40
Weighting	30	30	40	Total 100

Visual Design

Visual Design Year 10 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Design Task & Case Study	Design Task & Case Study	Major Project	
Timing	Term 2, Week 2	Term 2, Week 10	Term 4, Week 5	
Outcomes assessed	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	
Art History Art Criticism	20	20		40
Art Making	20	20	20	60
Weighting	40	40	20	Total 100

English

- English

English

English Year 10 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Half Yearly Test Visions of the Future (Exam-style assessment)	Short Answer Poetry	Multimodal Presentation Macbeth – Close study of text	
Timing	Term 2, Week 2	Term 3, Week 2	Term 4, Week 2	
Outcomes assessed	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	
Short Answer Response		25		25
Multimodal Presentation			25	25
Essay and Creative Writing	50			50
Weighting	50	25	25	Total 100

Human Society And Its Environment (Hsie)

HSIE offers the following courses which are detailed on the following pages.

- Commerce
- Geography
- History
- International Studies

Commerce

Commerce				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Business Presentation	Multimodal Task	Yearly Test	
Topics	Running a Business	Law Society & Political Involvement	All Topics	
Timing	Term 2, Week 2	Term 3, Week 6	Term 4, Week 3	
Outcomes assessed	COM5-1, COM5-5, COM5-6, COM5-9	COM5-1, COM5-2, COM5-3, COM5-7, COM5-8	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	
Weighting	30	30	40	Total 100

Geography

Geography			
Task number	Task 1	Task 2	Weighting
Nature of task	Fieldwork Report	Formal Exam (Exam-style assessment)	
Timing	Term 1, Week 9	Term 2, Week 3	
Topics	Environmental Change and Management	Environmental Change & Management and Human Wellbeing	
Outcomes assessed	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-8	
Weighting	50	50	

History

History			
Task number	Task 1	Task 2	Weighting
Nature of task	Formal Exam (Exam-style assessment)	Source Analysis	
Topics	Rights & Freedoms	The Cold War and Vietnam Era	
Timing	Term 3, Week 9	Term 4, Week 4	
Outcomes assessed	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-9	HT5-3, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	
Weighting	50	50	Total 100

International Studies

International Studies				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Media Portfolio	Smart Traveller Case Study	Yearly Test	
Topics	Culture & the Media	Culture & Travel	All Topics	
Timing	Term 1, Week 10	Term 2, Week 10	Term 4, Week 2	
Outcomes assessed	3, 6, 7, ,8, 12	2, 3, 4, 6, 11, 12	1, 5, 9, 10, 11, 12	
Weighting	30	30	40	Total 100

LANGUAGE

- French

French

French					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Travel Agent	Interactions medical, Transport and Retail	Quelle histoire!	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9	Term 4: Week 2	
Outcomes assessed	ML5-UND-01 ML5-CRT-01	ML5-INT-01 ML5-UND-01	ML5-INT-01 ML5-UND-01	ML5-UND-01 ML5-CRT-01	
INTERACTING ML5-INT-01		10	10		20
UNDERSTANDING ML5-UND-01	15	10	10	15	50
CREATING ML5-CRT-01	15			15	30
Weighting	30	20	20	30	Total 100

Mathematics

Mathematics offers the following courses which are detailed on the following pages.

- Stage 5
- Maths in Trade
- Enrichment Mathematics Elective

Mathematics

Mathematics					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Test with A4 sheet	Test with A4 sheet	Test with A4 sheet	Formal Exam	
Timing	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5	Term 4, Week 5	
Outcomes assessed	MA5-IND-C-01 MA5-IND-P-01, P02 MA5-PAT-P-01, P-02	MA5-MAG-C-01 MAG-ALG-C-0A MA5-TRG-C-01, C-02, P-01, P02 MA5-FIN-C-01, C-02	MA5-PRO-C-01, P-01 MA5-DAT-C-01, C-02, P-02	MA5 – GEO-C-01, P01, P-02 MA5-EQU-C-01, P-01, P-01 MA5 – NLI-C-01, C-02, P-01	
In Class Assessment	30				30
In Class Assessment		30			30
Exam			30		30
Assignment				10	10
Weighting	30	30	30	10	Total 100

Assumed Task Knowledge

Task 1: Rates and Ratios, Indices

Task 2: Numbers of any magnitude, Algebra, Trigonometry/Pythagoras, Financial

Task 3: Probability, Data Analysis

Task 4: Geometry, Equations, Non-Linear Relationship

Maths In Trade Pathway

Maths in Trade Pathway					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	In Class Assessment	In Class Assessment	In Class Assessment	Examination	
Timing	Term 1, Week 7	Term 2, Week 7	Term 3, Week 5	Term 4, Week 5	
Outcomes assessed	All Stage 5 Outcomes	All Stage 5 Outcomes	All Stage 5 Outcomes	All Stage 5 Outcomes	
In Class Assessment	30				30
In Class Assessment		30			35
Examination			30		35
Assignment				10	10
Weighting	30	30	30	10	Total 100

Assumed Task Knowledge

Task 1: Number & Geometry

Task 2: Financial Mathematics

Task 3: Data, Chance, Scale & Similarity

Task 4: Exam – all stage 5 content

Enrichment Mathematics Elective

Enrichment Mathematics Elective					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Test	Test	Project Work	Project Work	
Timing	Term 1, Week 6	Term 2, Week 6	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	Matrices	Locus	Logic	Desmos	
Understanding, fluency and communication	12.5	12.5	12.5	12.5	50
Problem solving, reasoning and justification	12.5	12.5	12.5	12.5	50
Weighting	25	25	25	25	Total 100

Assumed Task Knowledge

Task 1: Matrices

Task 2: Locus

Task 3: Logic

Task 4: Desmos

Personal Development, Health & Physical Education (PDHPE)

PDHPE offers the following courses which are detailed on the following pages.

- Child Studies
- Mandatory PDHPE
- Physical Activity & Sports Studies

Child Studies

Child Studies				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research Task	Creative and Research Task	Project Based Learning	
Topics	Children's Diversity and Needs	21 st Century Kids	Work Ready	
Timing	Term 1, Week 9	Term 2, Week 9	Term 4, Week 2	
Outcomes assessed	CS5-4, CS5-8, CS5-9, CS5-11	CS5-3, CS5-4, CS5-5, CS5-9	CS5-2, CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10	
Weighting	25	35	40	Total 100

Mandatory PDHPE

Mandatory PDHPE					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Research Task Road Safety	Semester 1 PE Application & Aptitude	Personal Health Exam	Semester 2 PE Application & Aptitude	
Timing	Term 1, Week 10	Term 2, Week 3	Term 3, Week 9	Term 4, Week 4	
Outcomes assessed	PD5-2, PD5-6, PD5-7, PD5-9, PD5-8	PD5-4, PD5-5, PD5-11, PD5-10	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9	PD5-4, PD5-5, PD5-10, PD5-11	
Weighting	25	25	25	25	Total 100

Physical Activity & Sports Studies

Physical Activity & Sports Studies					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Coaching	Semester 1 Practical Application & Aptitude	Fear is Just a State of Mind	Semester 2 Practical Application & Aptitude	
Timing	Term 1, Week 9	Term 2, Week 4	Term 3, Week 8	Term 4, Week 5	
Outcomes assessed	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9	PASS5-6, PASS5-9, PASS5-1, PASS5-10, PASS5-2	PASS5.1, PASS5.3, PASS5.4, PASS5.7, PASS5.8	PASS5-1, PASS5-2, PASS5-6, PASS5-10, PASS5-9	
Weighting	25	25	25	25	

Science

Science offers the following courses which are detailed on the following pages.

- Agriculture
- Marine Studies
- Science

Agriculture

Agriculture				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research Task	Practical Task	Exam	
Timing	Term 2, Week 4	Term 3, Week 5	Term 4, Week 5	
Outcomes assessed	AG5-1, AG5-5, AG5-2, AG5-3	AG5-4, AG5-14, AG5-6, AG5-13	AG5-7, AG5-10, AG5-8, AG5-11, AG5-9, AG5-12	
Weighting	30	30	40	Total 100

Marine Studies

Marine Studies					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Comprehension Task Skills and Employment, First Aid and Safety	Topic Test Living Together in the Sea & The Oceans	Presentation & Research Task Marine Mammals	Yearly Exam	
Timing	Term 1, Week 7/8	Term 2, Week 5	Term 3, Week 7	Term 4, Week 3	
Outcomes assessed	MAR5-11, MAR5-12, MAR5-13	MAR5-1, MAR5-2, MAR5-14	MAR5-2, MAR5-8, MAR5-7	MAR5-14, MAR5-8, MAR5-3, MAR5-2	
Knowledge and Understanding and Skills	20	20	25	35	100
Weighting	20	20	25	35	Total 100

Science

Science					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Research	Half Yearly Examination (Exam-style assessment)	VALID Test	Practical Task	
Topics	Bioscience	Genetics, Evolution, Earth Science	All	Motion	
Timing	Term 1, Week 7	Term 2, Week 3	Term 3, Week 7	Term 4, Week 4	
Outcomes assessed	SC5-14LW, SC5-7WS, SC5-9WS, SC5-12ES	SC5-14LW, SC5-12ES, SC5- 13ES, SC5-8WS, SC5-9WS	ALL	SC5-10PW, SC5- 11PW, SC5-5WS, SC5-6WS, SC5-7WS	
Knowledge and Understanding	10	10	10	10	40
Working Scientifically	15	15	15	15	60
Weighting	25	25	25	25	Total 100

Technology & Applied Studies (TAS)

TAS offers the following courses which are detailed on the following pages.

- Engineering
- Food & Café Skills
- Industrial Technology – Timber

Engineering

Engineering				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Engineering Challenge	Practical Project	Practical Project	
Timing	Term 1, Week 9	Term 2, Week 8	Term 4, Week 2	
Outcomes assessed	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8	IND5-2, IND5-4, IND5-5, IND5-7, IND5-8,	IND5-2, IND5-3, IND5-5, IND5-6, IND5-7	
Propeller Driven Car	30			30
Passive Speaker		20		20
Motion Machine			35	35
Research Task				15
Weighting	30	20	35	Total 100

Food Technology

Food Technology					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Cake Boss	Movie Snack Founder	Social Worthy Dessert	Ongoing Practical Mark	
Timing	Term 1, Week 11	Term 3, Week 3	Term 3, Week 9	Semester 1 & Semester 2	
Unit 1 – Food for Special Occasions	25				25
Unit 2 – Food Project Development		30			30
Unit 3 – Food Service and Catering			25		25
Ongoing Practical Marks				20	20
Weighting	25	30	25	20	Total 100

Industrial Technology - Timber

Industrial Technology - Timber					
Task number	Task 1	Task 2	Task 3	Task 4	Weighting
Nature of task	Research Task	Practical Project	Test	Practical Project	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5	
Research Task	15				15
Practical Project		40			40
Test			25		25
Practical Project				20	20
Weighting	15	40	25	20	Total 100

Section Six – Appendixes: Assessment Extension, Illness/Misadventure and Appeal Applications

The following pages include Kincumber High School's Extension, Illness/Misadventure and Appeal Forms. Please read these forms and their accompanying notes carefully before submitting. Additional copies can be found at the Kincumber High School Office and via the school's website: <https://kincumber-h.schools.nsw.gov.au>.

Appendix 1: Assessment Extension Application

Appendix 2: Assessment Illness/Misadventure Application

Appendix 3: Assessment Appeal Application

Assessment Extension Application

NOTE: Complete this checklist and submit to the Head Teacher. Submit the signed Extension Application to the Deputy Principal by **1:40pm**, one day before the Assessment Task due date.
See over the page for details of what constitutes a valid Extension request.

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- | | |
|--|--|
| <input type="checkbox"/> Reason for extension request completed | <input type="checkbox"/> Supporting documents attached |
| <input type="checkbox"/> All course and task details to be completed | <input type="checkbox"/> Parent/Carer signature and date completed |
| <input type="checkbox"/> Head Teacher comment/signature completed | <input type="checkbox"/> Student signature and date completed |

Once this form has been completed, the student must then hand the request form to the Deputy Principal.

Today's date:		Task due date:	
Student name:		Year group:	10: <input type="checkbox"/> 11: <input type="checkbox"/> 12: <input type="checkbox"/>
Course:		Teacher:	
Task Concerned:			
Task Number:	1: <input type="checkbox"/>	2: <input type="checkbox"/>	3: <input type="checkbox"/> 4: <input type="checkbox"/> 5: <input type="checkbox"/>

Reason for Extension Request: If more space if required, provide additional attachment.	<hr/> <hr/>		
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Support documentation attached:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Have you submitted an Illness/Misadventure/Extension for this course before?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Student signature:		Parent signature:	
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OUTCOME: To be completed by Deputy Principal in consultation with relevant Head Teacher

Head Teacher recommendation:	<hr/> <hr/>		
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Head Teacher signature:		Date:	
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DP Decision:	Complete task at alternative time: <input type="checkbox"/>	Alternative task: <input type="checkbox"/>	Application Rejected: <input type="checkbox"/> Zero mark awarded
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New date and time:			
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Deputy Principal signature:		Date:	
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Communicated to:	Student: <input type="checkbox"/>	Teacher: <input type="checkbox"/>	Head Teacher: <input type="checkbox"/>	Saved in Drive: <input type="checkbox"/>
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Assessment Extension Application Guidelines

Kincumber High School will only consider awarding special consideration in cases of genuine need of **Extension**. These may be defined as follows:

Consideration for an **Extension of time for in course tasks** may include but not limited to:

- Representing Kincumber High School (leadership, sport, academic).
- Work Placement or TAFE.
- Other school business activities (e.g. excursions in other courses, White Card courses etc.).
- Approved leave from school.
- Illness/injury in the lead up to the task.

NOTE:

- **Extension forms must be completed with the Deputy Principals approval by 1:40pm on the school day prior to the due date of the assessment task.**
- Absence from school on the day of an assessment does not warrant an extension. Please refer to the guidelines for Illness/Misadventure in the corresponding year group Assessment Booklet.
- All assessment tasks are published in the Assessment Booklet received by students at the beginning of their Year 10, Year 11 and Year 12 HSC Courses.
- If an Extension Application is rejected, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal within 5 days of notification.
- Supporting documentation needs to be attached to all Extension forms including Medical Certificate, Evidence of School Work Placement or Excursion, doctors certificate etc.

If an Extension Application is approved, the student will either:

- Complete the original task with an extension of time.
- Complete an alternate and comparable task of similar rigor based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.

Assessment Illness/Misadventure Application

NOTE: The following checklist must be completed prior to submission to relevant Head Teacher.
 This form must be submitted no later than **5 school days** from the completion date of the assessment task.
 In cases of prolonged absence, please contact the Head Teacher of the course or the Deputy Principal.
See over the page for details of what constitutes a valid Illness/Misadventure request.

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:	
<input type="checkbox"/> Reason for Illness/Misadventure request completed	<input type="checkbox"/> Supporting documents attached
<input type="checkbox"/> All course and task details to be completed	<input type="checkbox"/> Parent/Carer signature and date completed
<input type="checkbox"/> Head Teacher comment/signature completed	<input type="checkbox"/> Student signature and date completed
Once this form has been completed, the student must then hand the request form to the Deputy Principal.	

Today's date:		Task due date:	
Student name:		Year group:	10: <input type="checkbox"/> 11: <input type="checkbox"/> 12: <input type="checkbox"/>
Course:		Teacher:	
Task Concerned:			
Task Number:	1: <input type="checkbox"/>	2: <input type="checkbox"/>	3: <input type="checkbox"/> 4: <input type="checkbox"/> 5: <input type="checkbox"/>

Reason for Request: Illness: <input type="checkbox"/> Misadventure: <input type="checkbox"/> If more space if required, provide additional attachment.	
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Support documentation attached:	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Have you submitted an Illness/Misadventure/Extension for this course before?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
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Student signature:		Parent signature:	
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OUTCOME: To be completed by Deputy Principal in consultation with relevant Head Teacher

Head Teacher recommendation:			
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Head Teacher signature:		Date:	
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DP Decision:	Complete task at alternative time: <input type="checkbox"/>	Alternative task: <input type="checkbox"/>	Estimate / Review of result: <input type="checkbox"/>	Application Rejected: <input type="checkbox"/> <small>Zero mark awarded</small>
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New date and time / details:			
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Deputy Principal signature:		Date:	
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Communicated to:	Student: <input type="checkbox"/>	Teacher: <input type="checkbox"/>	Head Teacher: <input type="checkbox"/>	Saved in Drive: <input type="checkbox"/>
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Assessment Illness/Misadventure Application Guidelines

Kincumber High School will only consider awarding special consideration in cases of genuine **Illness/Misadventure**. These may be defined as follows:

- **Illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- **Misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

NOTE:

- Absence from school on the day of an assessment task does not warrant Illness/Misadventure unless the student follows the correct process and completes the Illness/Misadventure Request Form and attaches the relevant documentation and supporting evidence.
- Supporting documentation needs to be attached to all Illness/Misadventure forms including: Medical Certificate, Statutory Declaration, statement from Police, NRMA roadside assistance etc.
- Students have 5 school days from the original due date of the assessment task to submit the completed Illness/Misadventure Request Form to the Deputy Principal.
- On the first day a student returns to school they must:
 - Speak with their classroom teacher or head teacher.
 - Hand in the outstanding assessment task.
 - Complete the missed in-class assessment.
 - In the case of missed examinations, the student is expected to sit the examination on the first day back.
 - If the student has missed more than one task, the student must report to the DP at the beginning of the day to plan for the completion of all tasks with the expectation that at least one missed task will be completed on that first day back.
- All assessment tasks are published in the Assessment Booklet received by students at the beginning of their Year 10, Year 11 and Year 12 HSC Courses.
- If an Illness/Misadventure Application is rejected by the panel, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.

If an Illness/Misadventure Request is approved the student will either:

- Complete the original task with an extension of time.
- Complete an alternate task of similar rigour based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.

Assessment Appeal Application

NOTE: This form must be completed within 10 school days of receiving marks and submitted to the Deputy Principal.

Today's date:		Task due date:	
Student name:		Year group:	10: <input type="checkbox"/> 11: <input type="checkbox"/> 12: <input type="checkbox"/>
Course:		Teacher:	
Task Concerned:			
Task Number:	1: <input type="checkbox"/>	2: <input type="checkbox"/>	3: <input type="checkbox"/> 4: <input type="checkbox"/> 5: <input type="checkbox"/>

I, _____ hereby apply for a review of the above assessment (within 5 school days of receiving marks). My **reasons** for requesting a review are:

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Student signature:	
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OUTCOME: To be completed by Deputy Principal on behalf of the Assessment Review Panel.

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I have noted the above request and HAVE / HAVE NOT granted the review as per above.

Deputy Principal signature:		Date:	
Date student notified of Outcome:			

Communicated to:	Student: <input type="checkbox"/>	Teacher: <input type="checkbox"/>	Head Teacher: <input type="checkbox"/>	Saved in Drive: <input type="checkbox"/>
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Section Seven – Year 10 Assessment Calendar 2025

Term 1 2025	Assessment Task		Term 2 2025	Assessment Task	
Week 1	Food Technology (ongoing Prac Sem tasks)		Week 1	Food Technology (ongoing Prac Sem tasks)	
Week 2			Week 2	English Child Studies Commerce	Music Photography Visual Design
Week 3			Week 3	Geography PDHPE	Science
Week 4			Week 4	Agriculture PASS	Visual Arts
Week 5			Week 5	Marine Studies	IT - Timber
Week 6	Enrichment Maths	Science	Week 6	French	Enrichment Maths
Week 7	Maths Marine Studies (W7/8)	Science Maths in Trade	Week 7	Maths in Trade	
Week 8	French		Week 8	Maths	Engineering
Week 9	Geography PASS Engineering	Child Studies IT - Timber	Week 9	Drama	Child Studies
Week 10	PDHPE	International Studies	Week 10	Visual Design	Enrichment Maths
Week 11	Food Technology				

Term 3 2025	Assessment Task		Term 4 2025	Assessment Task	
Week 1	Food Technology (ongoing Prac Sem tasks)		Week 1	Food Technology (ongoing Prac Sem tasks)	
Week 2	English		Week 2	English French Child Studies	Engineering International Studies Music
Week 3	Food Technology		Week 3	Commerce Food Technology	Marine Studies Music
Week 4	Visual Arts		Week 4	History PDHPE	Maths Science
Week 5	Agriculture Maths	Maths in Trade Music	Week 5	Agriculture IT – Timber PASS Photography	Maths in Trade Visual Arts Visual Design
Week 6	Commerce		Week 6		
Week 7	Enrichment Maths Marine Studies	Science Photography	Week 7		
Week 8	PASS	IT - Timber	Week 8		
Week 9	Food Technology French	History PDHPE	Week 9		
Week 10			Week 10		