



**Year 10
Assessment
Handbook
2025**



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Education

Contents

What should I be aiming to achieve?	4
What are the responsibilities of Year 10 students?	4
What is a Record of School Achievement (ROSA)?	4
What must I do to have satisfactorily studied a course?	4
What happens if I fail to satisfactorily complete a course?	4
What is an assessment task?	4
How are grades awarded in Record of School Achievement subjects?	4
Are other class exercises and homework important?	5
How much warning will I be given for an assessment task?	5
How do I submit assessment tasks?	5
What if I am absent from an assessment task?	5
What if I hand in a task late?	6
What about students who cheat or plagiarise assessment tasks?	6
Will my parents be informed if I default in assessment tasks?	6
Where else can I get information regarding assessment?	6
What if I want to change my elective?	6
What are the rules around using AI in assessments?	6
Where can I get help with citations and referencing?	6
 ASSESSMENT CALENDAR	7
List of Half Yearly and Yearly Examinations	8
Elective Subject Lines	8
 MANDATORY COURSES	9
English	10
History	11
Mathematics Advanced	12
Mathematics Standard	13
Personal Development, Health & Physical Education	14
Science	15
 ELECTIVE COURSES	16
Agriculture	17
Commerce	18
Design and Technology	19
Food Technology	20
Industrial Technology – Building and Construction	21
Industrial Technology – Electronics	22
Industrial Technology – Timber	23
Marine Studies	24
Music	25

2025 YEAR 10 ASSESSMENT HANDBOOK

Photographic and Digital Media	26
Physical Activity and Sports Studies	27
Textiles and Design	28
Visual Arts	29
Visual Design.....	30
📌 APPENDIX.....	31
Assessment Task Notification Form.....	32
Assessment Task Submission.....	33
Notification Of Change To Assessment Schedule	34
Illness/Misadventure/Extension Of Time Application Package	35
Avoiding Plagiarism	46
APA Style Tip Sheet	48
Reference examples	49

The following material is provided for the information of students at Toormina High School and their parents/caregivers regarding assessment and class work that will be used to determine Record of School Achievement (ROSA) grades for each student.

The information is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/carers should be aware. It is not definitive, and reference should be made to NSW Education Standard Authority (NESA) policy documents. Read it thoroughly and keep it handy for reference.

What should I be aiming to achieve?

- ◇ The award of a Record of School Achievement (ROSA).
- ◇ The best possible results for my courses for the Record of School Achievement.
- ◇ Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Higher School Certificate.

What are the responsibilities of Year 10 students?

Year 10 students should:

- ◇ Complete each assessment task and the class exercises to the best of their ability.
- ◇ Demonstrate through effort and achievement that they have met all the course outcomes.
- ◇ Follow all the procedures outlined in this booklet.

What is a Record of School Achievement (ROSA)?

The Record of School Achievement is a cumulative record, a grade, for all Years 9, 10 and 11 courses completed, awarded by the school, indicating the hours of study. Students will also receive a statement on this Record of School Achievement regarding the satisfactory completion of the mandatory course requirements.

What must I do to have satisfactorily studied a course?

The NSW Education Standards Authority (NESA) expects students to have followed the course developed or endorsed by NESA and:

- ◇ Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school¹.
- ◇ Achieved some or all the course outcomes.
- ◇ Seriously attempted all assessment tasks.

What happens if I fail to satisfactorily complete a course?

Where a student has failed to satisfactorily study a course, the principal will:

- ◇ Apply an 'N' (Non-satisfactory) determination and advise NESA accordingly after they have received two or more 'N' Award letters. Courses which were not satisfactorily completed will not be printed on Records of School Achievement (ROSA). This may result in a student being ineligible for the award².
- ◇ Advise the candidate of the submission and the right of appeal.

What is an assessment task?

An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include tests, assignments, essays, examinations, practical projects, performances, speaking and/or listening exercises.

How are grades awarded in Record of School Achievement subjects?

NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited and assigned a grade letter from A to E to summarise the level of a student's achievement

¹ This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education

² English, Mathematics, Science, Geography, History, PD/H/PE and the successful completion of 400 hours of electives in Years 9 and 10 are all compulsory elements required for the Record of School Achievement. Failure to achieve a satisfactory level of success in any one of these courses may result in a student being ineligible for the ROSA.

in a course. In Mathematics, grades have been further differentiated on nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2).

Several different assessment tasks are used to accurately determine a student's level of achievement in the knowledge and skills objectives assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's achievement of the syllabus outcomes. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

Are other class exercises and homework important?

Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades. Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving an 'N' notification.

How much warning will I be given for an assessment task?

You will be given at least two weeks warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

How do I submit assessment tasks?

It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted.

What if I am absent from an assessment task?

Students must make a **genuine attempt** at assessment tasks. All assessment tasks must be completed. If an attempt at a particular task scores a zero, it is the teacher's professional judgment if it is a genuine attempt.

If you are absent from school on the day of your assessment task, you will need to fill in an application form headed "ROSA Assessment Application for Special Consideration for Accident - Misadventure - Illness - Special Circumstance. You will need to make this request **within TWO days** following your absence, and you will have to show that you were away for a legitimate reason. This form can be obtained from your Year Advisor, the office, the Toormina High School web - site or copied from this booklet.

If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher. A letter from your parent(s)/care giver is **NOT** acceptable.

If you are aware in advance that you will be absent for an assessment task, then you are required to submit the form headed "ROSA Assessment Request for Extension of Time/Substitute task **PRIOR** to that assessment task taking place.

If the reason for the absence is considered legitimate then the school may give you the same task at a later date, give you a substitute task, or (in exceptional cases ONLY) give you an estimate for the task based on other information. **It is clearly most important that you be present for assessment tasks.** If the principal considers that your absence was not for a legitimate reason you will receive **zero** for that task.

What if I hand in a task late?

You will receive zero marks, unless you have gained an extension of time. Extensions will only be granted in exceptional circumstances and must be arranged prior to the due date for the task. Absence from school on the due date will not necessarily ensure an extension. Each case will be treated on its merits.

To request an extension, you must fill out the form headed "ROSA Assessment Request for Extension of Time/Substitute Task. This form can be obtained from your Year Advisor, the front office, the Toormina High School website or copied from this booklet. If you were absent for a medical reason, you will need to attach a doctor's certificate. The completed form needs to be given to your class teacher.

What about students who cheat or plagiarise assessment tasks?

If the Principal is satisfied that you cheated in any assessment task, a zero award will be made. Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your results.

Will my parents be informed if I default in assessment tasks?

A letter will be sent home if you fail to hand in an assessment task, or get zero marks for some other reason such as cheating, copying, plagiarism etc.

Where else can I get information regarding assessment?

Students can access information from the NSW Education Standards Authority (NESA) website regarding courses and the ROSA. Students can also speak to their teachers and Careers Adviser for further assistance

What if I want to change my elective?

Students can make changes to their elective subjects in the Y Elective Line (100hr) only in Term 1 up until Week 3 providing there are spaces in their desired alternative. Any changes after this time must have deputy principal approval and will only be made in very rare cases.

What are the rules around using AI in assessments?

Plagiarism and other forms of academic dishonesty are not acceptable in any academic setting. It's crucial for you to understand that the existing rules regarding cheating and plagiarism also apply to the use of AI tools (refer to ACE 9024). All work you submit must be entirely your own or properly acknowledged if you use any external sources. Taking pride in your academic work means submitting original content that reflects your own understanding and skills.

Keep in mind that AI can be unreliable. While it can assist with tasks, it requires careful oversight by a human. AI has the potential to generate biased, harmful, or inaccurate content, and it may present false information or citations. Relying on AI without proper verification could compromise the quality of your submissions and affect your academic performance.

According to ACE 9024, updated on April 1, 2019, students who fail to adhere to the NESA rules could be ineligible for receiving a Record of Achievement.

Where can I get help with citations and referencing?

With the rise of generative AI and the vast array of available sources, it's essential to accurately reference any work that is not your own. Proper referencing helps maintain academic integrity and will also be beneficial when using tools like Turnitin or other plagiarism detection software, including those designed to identify AI-generated content.

If you need help with referencing or understanding how to properly cite sources, don't hesitate to reach out. Your class teacher and Mrs. Gillingham are available to assist you with any questions or concerns you may have. They can provide guidance to ensure that your work meets academic standards and is properly acknowledged.

2025 YEAR 10 ASSESSMENT HANDBOOK

ASSESSMENT CALENDAR

	Week:1	Week: 2	Week: 3	Week: 4	Week: 5	Week: 6	Week: 7	Week: 8	Week: 9	Week: 10	Week: 11
Term 1 2025	No Students		Marine			Science	Agriculture Photography Marine Music	English	History	Commerce D&T Food Technology IT Building and Construction IT Electronics IT Timber	Mathematics Standard Mathematics Advance PDHPE
Term 2 2025		Visual Arts Visual Design	D&T IT Building and Construction Marine	Half Yearly Examination		Textiles Photography IT Electronics IT Timber Food Technology Agriculture		English	PASS	Science	No Week 11
Term 3 2025			Textiles Visual Arts	Music Visual Design D&T	Mathematics Standard Mathematics Advance	Photography Agriculture IT Electronics IT Timber	Science	English PDHPE	Food Technology PASS Commerce IT Building and Construction Marine	History	
Term 4 2025		Food Technology Marine	Photography Textiles Agriculture IT Electronics IT Timber	Yearly Examinations		Visual Design D&T IT Building and Construction Visual Arts					

List of Half Yearly and Yearly Examinations

Half Yearly Examinations
Commerce
History
Mathematics Advanced
Mathematics Standard
Music
PASS
PDHPE

Yearly Examinations
Commerce
English
History
Mathematics Advanced
Mathematics Standard
Music
PASS
PDHPE
Science

Please note: An Examination Schedule will be provided to you no less than 2 weeks prior to the commencement of the examinations

Elective Subject Lines

Line X	Line Y
Agriculture	Commerce
Food Technology	Design and Technology
Industrial Technology - Electronics	Food Technology
Industrial Technology - Timber	Marine and Aquaculture Technology
Physical Activity and Sports Studies	Music
Photography	Physical Activity and Sports Studies
Textiles and Design	Industrial Technology – Building and Construction
Visual Art	Visual Design

MANDATORY COURSES

English

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	The Power of the Pen	Shakespearean Tragedy	Crime Fiction	Don't Believe the Hype	
	Term: 1 Week: 8	Term: 2 Week: 8	Term: 3 Weeks: 8	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	EN5-RVL-01 EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URB-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-URC-01	EN5-RVL-01 EN5-URB-01 EN5-ECA-01	
Total %	25%	25%	25%	25%	100%
Course Outcomes:					
EN5-RVL-01	Uses a range of personal, creative and critical strategies to interpret complex texts				
EN5-URA-01	Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures				
EN5-URB-01	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				
EN5-URB-01	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				
EN5-URB-01	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				
EN5-URB-01	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes				

History

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Extended Response/Source Task	Half Yearly Examination	Timeline Task	Yearly Examination	
	Term: 1 Week: 9	Term: 2 Week: 4/5	Term: 3 Week: 10	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	HT5-1, HT5-2, HT5-4, HT5- 6, HT5-9	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9	HT5-1, HT5-2, HT5-4, HT5-7, HT5-8, HT5-9, HT5- 10	HT5-1, HT5-2, HT5 -3, HT5-4, HT5-6, HT5- 7, HT5-9	
Depth Study: Making a Better World?	25				25%
Depth Study: Australians at War WW1 and WW2		25			25%
Depth Study: Rights and Freedoms			25		25%
Depth Study: The Globalising World				25	25%
Total %	25%	25%	25%	25%	100%
Course Outcomes:					
HT5 – 1	Explains and assesses the historical forces and factors that shaped the modern world and Australia				
HT5 – 2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia				
HT5 – 3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia				
HT5 – 4	Explains and analyses the causes and effects of events and developments in the modern world and Australia				
HT5 – 5	Identifies and evaluates the usefulness of sources in the historical inquiry process				
HT5 – 6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia				
HT5 – 7	Explains different contexts, perspectives and interpretations of the modern world and Australia				
HT5 – 8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry				
HT5 – 9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past				
HT5 – 10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences				

Mathematics Advanced

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Formal Examination	Referenced Assisted	Formal Examination	
	Term: 1 Week: 11	Term: 2 Week: 4/5	Term: 3 Week: 5	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-IND-C-01 MA5-ALG-C-01 MA5-LIN-P-01	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-P-01 MA5-ARE-C-01 MA5-VOL-C-01	MAO-WM-01 MA5-VOL-P-01 MA5-NET-P-01 MA5-PRO-P-01	
Total %	20%	30%	20%	30%	100%
Course Outcomes:					
MA5-FIN-C-01	Solves financial problems involving simple interest, earning money and spending money				
MA5-FIN-C-02	Solves financial problems involving compound interest and depreciation				
MA5-ALG-C-01	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions				
MA5-RAT-P-01	Identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)				
MA5-IND-C-01	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				
MA5-IND-P-01	Applies the index laws to operate with algebraic expressions involving negative-integer indices (Path:Adv)				
MA5-EQU-C-01	Solves linear equations of up to 3 steps, limited to one algebraic fraction				
MA5-EQU-P-01	Solves monic quadratic equations, linear inequalities and cubic equations of the form (Path: Adv)				
MA5-LIN-C-01	Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools				
MA5-LIN-C-02	Graphs and interprets linear relationships using the gradient/slope-intercept form				
MA5-LIN-P-01	Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)				
MA5-MAG-C-01	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures				
MA5-TRG-C-01	Applies trigonometric ratios to solve right-angled triangle problems				
MA5-TRG-C-02	Applies trigonometry to solve problems, including bearings and angles of elevation and depression				
MA5-ARE-C-01	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids				
MA5-VOL-C-01	Solves problems involving the volume of composite solids consisting of right prisms and cylinders				
MA5-GEO-C-01	Identifies and applies the properties of similar figures and scale drawings to solve problems				
MA5-GEO-P-01	Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)				
MA5-NET-P-01	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)				
MA5-DAT-C-01	Compares and analyses datasets using summary statistics and graphical representations				
MA5-PRO-C-01	Solves problems involving probabilities in multistage chance experiments and simulations				
MA5-PRO-P-01	Solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)				

Mathematics Standard

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Assignment	Formal Examination	Referenced Assisted	Formal Examination	
	Term: 1 Week: 11	Term: 2 Week: 4/5	Term: 3 Week: 5	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02	MAO-WM-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-IND-C-01 MA5-ALG-C-01 MA5-LIN-P-01	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-P-01 MA5-ARE-C-01 MA5-VOL-C-01	MAO-WM-01 MA5-VOL-P-01 MA5-NET-P-01 MA5-PRO-P-01	
Total %	20%	30%	20%	30%	100%
Course Outcomes:					
MAO-WM-01	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly				
MA5-FIN-C-01	Solves financial problems involving simple interest, earning money and spending money				
MA5-ALG-C-01	Simplifies algebraic fractions with numerical denominators and expands algebraic expressions				
MA5-ALG-P-01	Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions				
MA5-IND-C-01	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				
MA5-IND-P-01	Applies the index laws to operate with algebraic expressions involving negative-integer indices				
MA5-MAG-C-01	Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures				
MA5-TRG-C-01	Applies trigonometric ratios to solve right-angled triangle problems				
MA5-ARE-C-01	Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids				
MA5-ARE-P-01	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems				
MA5-VOL-C-01	Solves problems involving the volume of composite solids consisting of right prisms and cylinders				
MA5-GEO-C-01	Identifies and applies the properties of similar figures and scale drawings to solve problems				
MA5-PRO-C-01	Solves problems involving probabilities in multistage chance experiments and simulations				

Personal Development, Health & Physical Education

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical Assessment	Road Safety Assessment	Half Yearly Examination	Mental Health Assessment	Yearly Examination	
	Semester 1 & 2	Term: 1 Week: 11	Term: 2 Week: 4/5	Term: 3 Week: 8	Term: 4 Week: 4/5	
	Outcomes Assessed:					
	PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	PD5-1, PD5-7, PD5-9	PD5-1, PD5-2, PD5-3 PD5-7, PD5-9 PD5-10	PD5-2, PD5-6, PD5-7	PD5-1, PD5-2, PD5-3 PD5-6, PD5-7, PD5-9, PD5-10	
Knowledge and Understanding	10	10	10	10	10	50%
Skills	30	5	5	5	5	50%
Total %	40%	15%	15%	15%	15%	100%
Course Outcomes:						
PD5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges.					
PD5-2	Researches and appraises the effectiveness of health information and support services available in the community.					
PD5-3	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.					
PD5-4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.					
PD5-5	Appraises and justifies choices of actions when solving complex movement challenges.					
PD5-6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.					
PD5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their community.					
PD5-8	Designs, implements and evaluates personalized plans to enhance health and participation in a lifetime of physical activity.					
PD5-9	Assesses and applies self-management skills to effectively manage complex situations.					
PD5-10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.					
PD5-11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences.					

Science

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Scientific Lab Report	Depth study	Valid Online External Test	Yearly Examination	
	Term: 1 Week: 6	Term: 2 Week: 10	Term: 3 Week: 7	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	Sc5-15LW, Sc5-16CW, Sc5-17CW, Sc5-10PW	Sc5-4WS, Sc5-5WS, Sc5-6WS, Sc5-7WS, Sc5-9WS	Sc5-4WS, Sc5-5WS, Sc5-7WS, Sc5-8WS, Sc5-9WS, Sc5-10PW, Sc5-11PW, Sc5-12ES, Sc5-13ES, Sc5-14LW, Sc5-15LW, Sc5-16CW, Sc5-17CW	Sc5-4WS, Sc5-5WS, Sc5-7WS, Sc5-8WS, Sc5-9WS, Sc5-10PW, Sc5-11PW, Sc5-12ES, Sc5-13ES, Sc5-14LW, Sc5-15LW, Sc5-16CW, 17CW	
Knowledge	5	5	5	20	35%
Skills	17	20	10	8	55%
Book/Topic Tests/Practical				10	10%
Total %	22%	25%	15%	38	100%
Course Outcomes:					
Sc5-4WS	Develops questions or hypothesis to be investigated scientifically				
Sc5-5WS	Produces a plan to investigate identified questions, hypotheses, or problems, individually and collaboratively				
Sc5- 6WS	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively				
Sc5-7WS	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions				
Sc5-8WS	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems				
Sc5-9WS	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations				
Sc5-10PW	Applies models, theories and laws to explain situations involving energy, force and motion				
Sc5-11PW	Explains how scientific understanding about energy conservation, transfers and transformation is applied in systems				
Sc5-12ES	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community				
Sc5-13ES	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues				
Sc5-14LW	Analyses interactions between components and processes within biological systems				
Sc5-15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society				
Sc5-16CW	Explains how models, theories and laws about matter have been refined as new scientific Evidence becomes available				
Sc5-17CW	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials				

ELECTIVE COURSES

Agriculture

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Beef	Sheep	Vegetable Garden	Bees	
	Term: 1 Week: 7	Term: 2 Week: 6	Term: 3 Week: 6	Term: 4 Week: 3	
	Outcomes Assessed:				
	AG5-1, AG5-4, AG5-6, AG5-8, AG5-11, AG5-14	AG5-1, AG5-4, AG5-6, AG5-11, AG5-14	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5-11	AG5-1, AG5-4, AG5-7, AG5-8, AG5-9, AG5-11, AG5-14	
Knowledge	5	5	5	5	20%
Skills	10	10	10	10	40%
Topic Test	10	10	10	10	40%
Total %	25%	25%	25%	25%	100%
Course Outcomes:					
AG5-1	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets				
AG5-2	Explains the interactions within and between agricultural enterprises and systems				
AG5-3	Explains the interactions within and between the agricultural sector and Australia's economy, culture and society				
AG5-4	Investigates and implements responsible production systems for plant and animal enterprises				
AG5-5	Investigates and applies responsible marketing principles and processes				
AG5-6	Explains and evaluates the impact of management decisions on plant production enterprises				
AG5-7	Explains and evaluates the impact of management decisions on animal production enterprises				
AG5-8	Evaluates the impact of past and current agricultural practices on agricultural sustainability				
AG5-9	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics				
AG5-10	Implements and justifies the application of animal welfare guidelines to agricultural practices				
AG5-11	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts				
AG5-12	Collects and analyses agricultural data and communicates results using a range of technologies				
AG5-13	Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery				
AG5-14	Demonstrates plant and/or animal management practices safely and in collaboration with others				

2025 YEAR 10 ASSESSMENT HANDBOOK

Commerce

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Formal Report	Half-Yearly Examination	Research Task	Yearly Examination	
	Term: 1 Week: 10	Term: 2 Week: 4/5	Term: 3 Week: 9	Term: 4 Week: 4/5	
	Outcomes Assessed:				
	COM5-1, COM5-2, COM 5-4, COM5-8	COM5-1, COM5-2, COM5-3, COM5-9	COM5-1, COM5-2, COM5-5, COM5-6, COM5-7, COM5-8	COM5-1, COM5-2, COM5-4, COM5-5, COM5-9	
Core Study 1	25				55%
Study Option 3		25			
Core Study 3			25		
Study Options 4 and 6				25	45%
Total %	25%	25%	25%	25%	100%
Course Outcomes:					
COM5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts				
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts				
COM5-3	Examines the role of law in society				
COM5-4	Analyses key factors affecting decisions				
COM5-5	Evaluates options for solving problems and issues				
COM5-6	Develops and implements plans designed to achieve goals				
COM5-7	Researches and assesses information using a variety of sources				
COM5-8	Explains information using a variety of forms				
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes				

Design and Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	CO2 Race Car	Industry Study	iPod Project	Project: Student Choice	
	Term: 1 Week: 10	Term: 2 Week: 3	Term: 3 Week: 4	Term: 4 Week: 6	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
Total %	30%	10%	30%	30%	100%
Course Outcomes:					
DT5-1	Analyses and applies a range of design concepts and processes.				
DT5-2	Applies and justifies an appropriate process of design when developing design ideas and solutions.				
DT5-3	Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments.				
DT5-4	Analyses the work and responsibilities of designers and the factors affecting their work.				
DT5-5	Evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design.				
DT5-6	Develops and evaluates creative, innovative and enterprising design ideas and solutions.				
DT5-7	Uses appropriate techniques when communicating design ideas and solutions to a range of audiences.				

Food Technology

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Special Occasions Celebrations	Food Trends Blog	Catering Business and Menu Plan	Practical Assessment	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 9	Term: 4 Week: 2	
	Outcomes Assessed:				
	FT5-2, FT5-8, FT5- 9, FT5-10, FT5-11	FT5-1, FT5-3, FT5- 4, FT5-9, FT5-12	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10	FT5-1, FT5-2, FT5- 4, FT5-5, FT5-10	
Total %	20%	20%	35%	25%	100%
Course Outcomes:					
FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product				
FT5-2	Identifies, assesses, and manages the risks of injury and WHS issues associated with the handling of food				
FT5-3	Describes the physical and chemical properties of a variety of foods				
FT5-4	Accounts for changes to the properties of food which occur during food processing, preparation, and storage				
FT5-5	Applies appropriate methods of food processing, preparation, and storage				
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities				
FT5-7	Justifies food choices by analysing the factors that influence eating habits				
FT5-8	Collects, evaluates, and applies information from a variety of sources				
FT5-9	Communicates ideas and information using a range of media and appropriate terminology				
FT5-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes				
FT5-11	Plans, prepares, presents, and evaluates food solutions for specific purposes				
FT5-12	Examines the relationship between food, technology, and society				
FT5-13	Evaluates the impact of activities related to food on the individual, society, and the environment				

Industrial Technology – Building and Construction

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project 1	Assessment Task	Project 2	Project 3	
	Term: 1 Week: 10	Term: 2 Week: 3	Term: 3 Week: 9	Term: 4 Week: 6	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
Total %	30%	10%	30%	30%	100%
Course Outcomes:					
IND5-1	Identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies				
IND5-2	Applies design principles in the modification, development, and production of projects				
IND5-3	Identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects				
IND5-4	Selects, justifies, and uses a range of relevant and associated materials for specific applications				
IND5-5	Selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects				
IND5-6	Identifies and participates in collaborative work practices in the learning environment				
IND5-7	Applies and transfers skills, processes, and materials to a variety of contexts and projects				
IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction				
IND5-9	Describes, analyses, and uses a range of current, new, and emerging technologies and their various applications				
IND5-10	Describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally				

Industrial Technology – Electronics

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project 1	Assessment Task	Project 2	Project 3	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 6	Term: 4 Week: 3	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
Total %	30%	10%	30%	30%	100%
Course Outcomes:					
IND5-1	Identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies				
IND5-2	Applies design principles in the modification, development, and production of projects				
IND5-3	Identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects				
IND5-4	Selects, justifies, and uses a range of relevant and associated materials for specific applications				
IND5-5	Selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects				
IND5-6	Identifies and participates in collaborative work practices in the learning environment				
IND5-7	Applies and transfers skills, processes, and materials to a variety of contexts and projects				
IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction				
IND5-9	Describes, analyses, and uses a range of current, new, and emerging technologies and their various applications				
IND5-10	Describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally				

Industrial Technology – Timber

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Project 1	Assessment Task	Project 2	Project 3	
	Term: 1 Week: 10	Term: 2 Week: 6	Term: 3 Week: 6	Term: 4 Week: 3	
Knowledge and understanding	10	10	10	10	40%
Practical Skills and Folio Presentation	20		20	20	60%
Total %	30%	10%	30%	30%	100%
Course Outcomes:					
IND5-1	Identifies, assesses, applies, and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes, and technologies				
IND5-2	Applies design principles in the modification, development, and production of projects				
IND5-3	Identifies, selects, and uses a range of hand and machine tools, equipment, and processes to produce quality practical projects				
IND5-4	Selects, justifies, and uses a range of relevant and associated materials for specific applications				
IND5-5	Selects, interprets, and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects				
IND5-6	Identifies and participates in collaborative work practices in the learning environment				
IND5-7	Applies and transfers skills, processes, and materials to a variety of contexts and projects				
IND5-8	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction				
IND5-9	Describes, analyses, and uses a range of current, new, and emerging technologies and their various applications				
IND5-10	Describes, analyses, and evaluates the impact of technology on society, the environment, and cultural issues locally and globally				

2025 YEAR 10 ASSESSMENT HANDBOOK

Marine Studies

Components	Task 1	Task 2	Task 3	Task 4	Weighting %
	Core 2	Basic Snorkelling	Antarctica: Fish Biology	Marine Mammals: Rock Platforms	
	Term: 1 Week: 3 and 7	Term: 2 Week:3	Term: 3 Week: 9	Term: 4 Week: 2	
	Outcomes Assessed:				
	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-9, MAR5-10, MAR5-11, MAR5-14	MAR5-3, MAR5-9, MAR5-10, MAR5-11, MAR5-14	MAR5-1, MAR5-2, MAR5-9, MAR5-10, MAR5-13, MAR5-14	MAR5-1, MAR5-2, MAR5-3, MAR5-7, MAR5-8, MAR5-9, MAR5-13, MAR5-14	
Knowledge	5	5	5	5	20%
Skills	10	10	10	10	40%
Topic Test	10	10	10	10	40%
Total %	25%	25%	25%	25%	100%
Course Outcomes:					
MAR5-1	Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships				
MAR5-2	Identifies, describes and evaluates the social and economic importance of marine ecosystems				
MAR5-3	Identifies, describes and evaluates the effects humans have had on the marine environment				
MAR5-6	Evaluates the economic and environmental sustainability of aquacultural pursuits				
MAR5-7	Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment				
MAR5-8	Identifies, describes and evaluates policies for monitoring and conserving the marine environment				
MAR5-9	Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings				
MAR5-10	Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations				
MAR5-11	Identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits				
MAR5-12	Identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment				
MAR5-13	Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information				

2025 YEAR 10 ASSESSMENT HANDBOOK

Music

Components	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Music for Radio Film, Television and Multimedia Listening Research Performance	Music For Small Ensembles Performance Aural Skills Examination	Australian Music Composition – Like a version	Popular Music Performance Aural Skills Examination		
	Term: 1 Week: 7	Term: 2 Week: 4&5	Term: 3 Week: 4	Term: 4 Week: 4&5		
	Outcomes Assessed:					
	5.2, 5.4, 5.5, 5.6, 5.10	5.3, 5.7, 5.8, 5.9, 5.11	5.1, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.12		
Performing	10	15	15	20	60%	
Composing			10		10%	
Listening	5	10		15	30%	
Total %	15%	25%	25%	35%	100%	
Course Outcomes:						
5.1	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts					
5.2	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology					
5.3	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness					
5.4	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study					
5.5	Notates own compositions, applying forms of notation appropriate to the music selected for study					
5.6	Uses different forms of technology in the composition process					
5.7	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts					
5.8	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study					
5.9	Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study					
5.10	Demonstrates an understanding of the influence and impact of technology on music					
5.11	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform					
5.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences					

2025 YEAR 10 ASSESSMENT HANDBOOK

Photographic and Digital Media

Components	Still, Interactive and Moving forms	Interactive and Moving forms	Still	Still, Interactive and Moving forms	Weighting %
	Installation art and photographic forms	Short film production	Photographic object	Individual project	
	Term: 1 Week: 7	Term: 2 Week: 6	Term: 3 Week: 6	Term: 4 Week: 3	
	Outcomes Assessed:				
	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	
Making	15	15	15	15	60%
Critical and Historical	10	10	10	10	20%
Total %	25%	25%	25%	25%	100%
Course Outcomes:					
5.1	Develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works				
5.2	Makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience				
5.3	Makes photographic and digital works informed by an understanding of how the frames affect meaning				
5.4	Investigates the world as a source of ideas, concepts and subject matter for photographic and digital works				
5.5	Makes informed choices to develop and extend concepts and different meanings in their photographic and digital works				
5.6	Selects appropriate procedures and techniques to make and refine photographic and digital works				
5.7	Applies their understanding of aspects of practice to critically and historically interpret photographic and digital works				
5.8	Uses their understanding of the function of and relationships between the artist–artwork– world–audience in critical and historical interpretations of photographic and digital works				
5.9	Uses the frames to make different interpretations of photographic and digital works				
5.10	Constructs different critical and historical accounts of photographic and digital works				

2025 YEAR 10 ASSESSMENT HANDBOOK

Physical Activity and Sports Studies

Components	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical Assessment	Half Yearly Examination	Mini Tennis Assessment	Participating with Safety	Yearly Examination	
	Ongoing	Term: 2 Week: 4/5	Term: 2 Week: 9	Term: 3 Week: 9	Term: 4 Week: 4/5	
	Outcomes Assessed:					
	PASS5.5, PASS5.7, PASS5.9	PASS5.1, PASS5.2, PASS5.4, PASS5.10	PASS5.5, PASS5.7, PASS5.9	PASS5.1, PASS5.10	PASS5.1, PASS5.2, PASS5.4, PASS5.6, PASS5.10	
Knowledge and understanding	5	15	5	5	20	50
Skills	20	5	10	10	5	50
Total %	25%	20%	15%	15%	25%	100%
Course Outcomes:						
PASS5.1	Discusses factors that limit and enhance the capacity to move and perform					
PASS5.2	Analyses the benefits of participation and performance in physical activity and sport					
PASS5.3	Discusses the nature and impact of historical and contemporary issues in physical activity and sport					
PASS5.4	Analyses physical activity and sport from personal, social and cultural perspectives					
PASS5.5	Demonstrates actions and strategies that contribute to active participation and skilful performance					
PASS5.6	Evaluates the characteristics of participation and quality performance in physical activity and sport					
PASS5.7	Works collaboratively with others to enhance participation, enjoyment, and performance					
PASS5.8	Displays management and planning skills to achieve personal and group goals					
PASS5.9	Performs movement skills with increasing proficiency					
PASS5.10	Analyses and appraises information, opinions, and observations to inform physical activity and sport decisions					

2025 YEAR 10 ASSESSMENT HANDBOOK

Textiles and Design

Components	Task 1	Task 2	Task 3	Weighting %
	Apparel	Furnishing	Textile Art	
	Term: 2 Week: 6	Term: 3 Week: 3	Term: 4 Week: 3	
	Outcomes Assessed:			
	TEX5-2, TEX5-8, TEX5-10, TEX5-11	TEX5-1, TEX5-4, TEX5-8, TEX5-11	TEX5-5, TEX5-6, TEX5-8, TEX5-9, TEX5-11	
Knowledge and understanding	10	10	10	30%
Practical Skills	25	20	25	70%
Total %	35%	30%	35%	100%
Outcomes				
TEX5-1	Explains the properties and performance of a range of textile items			
TEX 5-2	Justifies the selection of textile materials for specific end uses			
TEX 5-3	Explains the creative process of design used in the work of textile designers			
TEX 5-4	Generates and develops textile design ideas			
TEX 5-5	Investigates and applies methods of colouration and decoration for a range of textile items			
TEX 5-6	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use			
TEX 5-7	Evaluates the impact of textiles production and use on the individual consumer and society			
TEX 5-8	Selects and uses appropriate technology to creatively document, communicate and present design and project work			
TEX 5-9	Critically selects and creatively manipulates a range of textile materials to produce quality textile items			
TEX 5-10	Selects appropriate techniques and uses equipment safely in the production of quality textile projects			
TEX 5-11	Demonstrates competence in the production of textile projects to completion			
TEX 5-12	Evaluates textile items to determine quality in their design and construction			

2025 YEAR 10 ASSESSMENT HANDBOOK

Visual Arts

Components	Task 1	Task 2	Task 3	Weighting %
	Art Making: Folio Submission Various Mediums Critical & Historical Drawing through the age's booklet	Art Making: Personal Portrait Project Critical & Historical Essay: Artists Practice	Art Making: Folio Submission Critical & Historical: Artist Slideshow	
	Topic: Introduction to the art of Portraiture.	Topic: 'Archibald Prize'	Topic: Landscape and Environment.	
	Term: 2 Week: 2	Term: 3 Week: 3	Term: 4 Week: 6	
	Outcomes Assessed:			
	5.1, 5.3, 5.4, 5.9, 5.10	5.5, 5.6, 5.4, 5.7	5.1, 5.2, 5.6, 5.8	
Making	20	20	20	60%
Critical and Historical	10	10	20	40%
Total %	30%	30%	40%	100%
Course Outcomes:				
5-1	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks			
5-2	Makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience			
5-3	Makes artworks informed by an understanding of how the frames affect meaning			
5-4	Investigates the world as a source of ideas, concepts and subject matter in the visual arts			
5-5	Makes informed choices to develop and extend concepts and different meanings in their artworks			
5-6	Demonstrates developing technical accomplishment and refinement in making artworks			
5-7	Applies their understanding of aspects of practice to critical and historical interpretations of art			
5-8	Uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			
5-9	Demonstrates how the frames provide different interpretations of art			
5-10	Demonstrates how art criticism and art history construct meanings			


2025 YEAR 10 ASSESSMENT HANDBOOK

Visual Design

Components	Task 1	Task 2	Task 3	Weighting %	
	Design: Folio Submission C & H studies: Introduction to the practice (work booklet)	Design: Folio Submission C & H studies: Introduction to the frames (work booklet)	Design: Mini-Major Personal interest project C & H studies: Introduction to the conceptual framework (work booklet)		
	Topic: 'Print'	Topic: 'Space & Time'	Topic: 'Object "'		
	Term: 2 Week: 2	Term: 3 Week: 3	Term: 4 Week: 6		
	Outcomes Assessed:				
	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2 5.3, 5.4, 5.5 5.6, 5.7, 5.8, 5.9, 5.10		
Making	20	25	25	70%	
Critical and Historical	10	10	10	30%	
Total %	30%	35%	35%	100%	
Outcomes					
5-1	Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks				
5-2	Makes visual design artworks informed by their understanding of the function of and relationships between artist - artwork - world - audience				
5-3	Makes visual design artworks informed by an understanding of how the frames affect meaning				
5-4	Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks				
5-5	Makes informed choices to develop and extend concepts and different meanings in their visual design artworks				
5-6	Selects appropriate procedures and techniques to make and refine visual design artworks				
5-7	Applies their understanding of aspects of practice to critically and historically interpret visual design artworks				
5-8	Uses their understanding of the function of and relationships between artist - artwork -world - audience in critical and historical interpretations of visual design Artworks				
5-9	Uses the frames to make different interpretations of visual design artworks				
5-10	Constructs different critical and historical accounts of visual design artworks				

APPENDIX

Assessment Task Notification Form

		TOORMINA HIGH SCHOOL ASSESSMENT TASK NOTIFICATION			Exam ▾ and In Class Task ▾	
COURSE:			TEACHER:			
TASK NUMBER:		TASK WEIGHT:		STAGE: Preliminary ▾		
NOTIFICATION DATE:			Dec 4, 2024		DUE DATE: Dec 18, 2024	
Task Description						
<u>TOPIC in bold, underlined and centred</u>						
Part A – Type of Task What is the task... what are they expected to produce...						
Part B – Type of Task What is the task... what are they expected to produce...						
Task Submission						
How they submit the task						
Task Outcomes						
Dot points of outcomes						
<p>Students are reminded that, because this is an assessment task, absence from school resulting in failure to hand the task in by the due date, will require you to telephone the school on the due day and support this with a medical certificate on your first day back at school. Any extensions of time must be organised with your teacher prior to the due date. Check your Assessment Booklet regarding requirements. Absence without an explanation will result in zero marks. A non-serious attempt will also result in zero marks. In either case the task must still be completed and submitted to meet NESA requirements.</p>						

Assessment Task Submission



TOORMINA HIGH SCHOOL ASSESSMENT TASK SUBMISSION

COURSE:		TEACHER:	
STUDENT NAME:			
DUE DATE:	Dec 4, 2024	SUBMISSION DATE:	Dec 18, 2024
TASK NO:			
ASSESSMENT TITLE:			
NUMBER OF PAGES: (Not inc. cover sheet)			
ALL MY OWN WORK DECLARATION	<p>By completing and handing in an assessment task you are certifying that it is all your own work; no one else (including tutors, family or friends) completed the work for you. You have referenced any work used from other sources and have not plagiarised the work of others.</p> <p>I have kept a copy of my task: Yes / No</p>		
STUDENT SIGNATURE:			
RECEIPT OF SUBMISSION	<p>Ensure you have kept a receipt as proof that you submitted the assessment task. If you submitted the task via the front office, please keep the receipt.</p>		
Teacher who marks the Assessment Task to fill in the following			
Mark		Rank	
Feedback			
Markers Signature		Date	

Notification Of Change To Assessment Schedule

TOORMINA HIGH SCHOOL

NOTIFICATION OF CHANGE TO ASSESSMENT SCHEDULE



(Date)

Dear Student,

This is to notify you of a required change to the published assessment schedule for **(Course Name)**.
(Reasons)

Task Details: (Insert Task Number, and nature of task)

Original Due Date: (Insert date/Term/Week)

New Due Date: (Insert date/Term/Week)

Students should follow normal procedures regarding requests for Misadventure/Illness or Extension/ Substitute tasks if the task is not submitted by the new due date.

Please detach the section below and return to your teacher to acknowledge your understanding of the new date requirement.

Should you require further clarification or information you should speak to your teacher or faculty Head Teacher of the course.

Kind Regards

Teacher

Head Teacher

.....

I _____ have been informed of a change in the assessment schedule for **(COURSE NAME)**. I understand and acknowledge that the new due date for **(TASK)** is **(NEW DATE)**.

Student Signature

Illness/Misadventure/Extension Of Time Application Package

Toormina High School Illness/Misadventure/Extension of Time Application Package

Information Guide for Students

The Toormina High School Illness/Misadventure program assists students who:

- are prevented from attending an examination or in-class assessment (including a practical examination) due to illness or unforeseen misadventure,
- consider that their performance in an examination, in-class assessment or assessment task has been affected by illness or misadventure immediately before or during the examination, in-class assessment or assessment task,
- are prevented from submitting an assessment task due to illness or unforeseen misadventure,

If any of the above categories applies to you at the time of examinations or assessments, you will need to complete an Illness/Misadventure form. Before you complete this form, you should read the following information carefully. Toormina High School's Illness/Misadventure program is based on NESAs procedures. You should refer also to *Rules and Procedures for Higher School Certificate Candidates*.

Limitations on Applications

The authority of Toormina High School is limited to the conduct and presentation of examinations and assessment tasks. This means students may only apply to Toormina High School in relation to circumstances that occur immediately before or during an examination in-class assessment or assessment task, and that affect their performance in the examination, assessment or task.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness
- alleged deficiencies in teaching; for example, extended teacher absences
- loss of study time or facilities during the year. This includes changes in home circumstances
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during the examination or assessment task
- if you receive disability provisions, the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination or assessment task
- misreading the examination timetable or assessment task submission date or time
- misreading examination or assessment task instructions
- other commitments, such as participation in entertainment, work or sporting events (other than approved school events),

If you are unsure whether you are eligible to apply for an illness or misadventure you should ask your principal.

Attendance at Examinations

You should attend every examination if possible. Do not miss an examination just because you do not feel able to do your best. The Illness/Misadventure program is designed to support students who perform below their expectations because of illness or misadventure.

If you do not attend an examination or submit an assessment task on time and your Illness/Misadventure application is unsuccessful, you will not receive a mark in that course. This could mean that you may be at risk of receiving an N-Determination in that subject.

Toormina High School does not expect you to attend an examination against specific medical advice. If you cannot attend an examination (including a practical examination) or submit an assessment task on time because of illness or misadventure, you must notify the school immediately. You are required to provide relevant documentation from an appropriate health professional as evidence.

Evidence of Your Illness or Misadventure

It is very important to provide independent evidence with your application. You should seek independent evidence on the same day, either immediately before or after each examination or assessment submission date for which you are applying. The documentation you provide must be current, specific to the date and time of the examination or assessment task and submitted with the application form. A medical certificate that merely states you were unfit for work/study is unacceptable. It must clearly explain the medical reason and why this has impacted on your ability to complete the examination or submit the task on time.

Practical Submissions

(For example, a Visual Arts body of work/Society and Culture Personal Interest Project/Major Project.)

If, because of illness or misadventure, you experience difficulties in completing your practical submission, you must advise your class teacher. He/she will complete Section B of the form. **You must submit all drafts or workings on the due date.**

Performance Examinations (For example, a Drama/Music performance examination or assessment task).

If illness or misadventure occurs before the examination begins and you are still able to attend the examination, notify your teacher or Year Deputy Principal before you begin the examination.

Before starting your examination, advise the Supervising Teacher of your situation. Do not hesitate to approach the Supervising Teacher as his/her comments and observations will be important in assessing your Illness/Misadventure application. In the case of performance examination, it is not necessary to have Section B of the form completed. The Supervising Teacher will complete a report form and submit it separately to Toormina High School.

Written Examinations

If you are suffering from illness or misadventure but are still able to attend the examination, notify the Supervising Teacher (the person supervising the examination) when you enter the examination room. If the illness or misadventure occurs during the examination, notify the Supervising Teacher at once. Do this at every examination session in which you consider your performance may be affected.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

Assessment Tasks

If you are suffering from illness or misadventure but are still able to attend the in-class assessment task or submit the assessment task on the due date, notify the Supervising Teacher or Office Staff when you submit the task. If the illness or misadventure occurs during the in-class assessment, notify the Supervising Teacher at once.

Do not hesitate to approach the Supervising Teacher. He/she is there to help you. If you submit an Illness/Misadventure form, the Supervising Teacher will need to complete Section B.

If you suffer an illness or misadventure during an in-class assessment task or from the time you are notified of a task to the due date, **you will be required to submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

Extension of Time

If you are suffering from illness or a misadventure and are unable to complete a 'take home assessment task' in time, you may apply for an extension of time. These will be considered on a case-by-case basis. **You must submit all drafts or workings on the due date.** If you have not commenced any work by the due date of a 'take home assessment task' it is unlikely that your illness/misadventure application will be successful.

Your Rights and Responsibilities

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be submitted by your parent/guardian on your behalf.

All applications must be submitted on a Toormina High School Illness/Misadventure form.

When completing an Illness/Misadventure form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

No section of the form should be completed before the relevant examination or assessment task has been conducted, or before the due date for practical submissions. In the event that an extension is requested, please submit the application as soon as possible prior to the due date.

Before signing page 1, read the statements above the signature box very carefully. It is strongly recommended that you sign the form only after you have completed Section A, and after Section C has been completed by an appropriate person.

If Section C is incomplete and you did not attend an examination or submit the assessment task, you might not receive a result in that course. This could mean that you are ineligible for the award of the Higher School Certificate.

Submitting Your Form

- All applications are to be submitted to the principal for consideration. Please submit your application to the school office
- In each case you will receive the student acknowledgement slip. Please keep this acknowledgement slip until you have been advised of the result of your application.

The Application Process

The Illness/Misadventure will be considered by the principal in consultation with relevant staff and will consider and make a recommendation on each application on the basis of:

- the evidence presented in your Illness/misadventure application, and
- Any relevant school-based data.

Complex matters may be referred to an independent medical expert for advice.

You will be notified of the outcome of your application within three days of you submitting the Illness/Misadventure form.

If you have any questions about the Illness/Misadventure program please contact the principal. Please call (02) 6653 3077.

Instructions for Completing and Submitting this Application

Refer to the *Information Guide for Students* for further information

Students

Written examinations

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form on each day of each exam you apply for.
- Notify the Supervising Teacher for every exam you apply for.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Practical submission (e.g., Visual Arts body of work)

- Complete a new application for each task/examination.
- Complete page 1 and Section A.
- Have Sections C1 and/or C2 completed by an appropriate person(s).
- Hand this form to School Office.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Performance examination (e.g., Music Performance)

- Complete a new application for each task/examination.
- Before beginning your exam, approach the Supervising Teacher. Advise him/her of your illness and/or misadventure. The Supervising Teacher will be asked to complete a Section B. This report will be requested by the principal.
- Complete Section A of the form.
- Take this form to your doctor or other appropriate person who should complete Sections C1 and/or C2.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office.

Assessment Tasks

- Complete a new application for each task/examination.
- Complete page 1.
- Complete Section A of this form.
- Take this form to your doctor or another appropriate person to have Sections C1 and/or C2 completed. Alternatively, evidence may be attached to Section C.
- Ensure that you have completed page 1 and Section A and hand the form to the School Office

Closing Dates for Applications

Practical examinations: Three days after the examination or submission date.

Assessment tasks: Three days after the due date or submission date.

Written examinations: Within three days of the student's last examination.

Application for extension: As soon as possible but no less than 3 days prior to the assessment due date. **Draft works will be required to be submitted on the original due date of the assessment task.**

PLEASE RETAIN THIS INFORMATION GUIDE

Application due to Illness/Misadventure

Section A

To be completed by the Student

Family name	First name	Date of Application

Closing Dates

- **Practical examinations:** Three days after the examination or submission date.
- **Assessment tasks:** Three days after the due date or submission date.
- **Written examinations:** Within three days of the student's last examination.
- **Application for extension:** As soon as possible but no less than 3 days prior to the assessment due date. ***Draft works will be required to be submitted on the original due date of the assessment task.***

IMPORTANT: Only list the Course that you are applying for

Course (Please include specific component and/or item affected e.g., drama group performance, Music 1 elective 3.)	Examination date or Submission date	Did you receive disability provisions for this course

Have you lodged a separate Illness/Misadventure form for any other examination or assessment task?

YES / NO

If YES, which examination(s)/assessment task?

Student Declaration

- I have carefully read the Information Guide for Students, detailing Illness/Misadventure applications and the instructions on this form. I have completed each item on the checklist.
- I consider that my examination or assessment task performance was affected by illness or unforeseen misadventure which occurred immediately before or during the examination(s), as set out above and in Section A of this form.
- I declare that all the information I have supplied is true.
- I give permission for a medical practitioner appointed by Toormina High School or its officers, to obtain further details from any person who has provided evidence in Sections C1 and/or C2, if applicable and considered necessary by Toormina High School.

Student Signature:
(Student must sign unless incapacitated)

Date:

This application must be lodged by the student unless incapacitated. If the application is lodged on behalf of the student, please complete the below:

Name of person lodging application (Please print):	Reason the student is not lodging the application:
Signature:	Contact number:

I am applying for:

- Illness or misadventure leading up to or during an examination
- Illness or misadventure leading up to or during an in-class assessment task
- Illness or misadventure leading up to or during a take-home assessment task
- Extension of time for a take-home assessment task
- Other:

Date	Examination or assessment task	Details of Effect on Performance	Attendance
	One paper only per application	Use a new form for EACH written examination session or practical examination session or assessment task in which you are applying. Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.	Did you attend the examination or submit the task? YES/NO

The student needs to complete Section C and submit the application to the office.

Section B

To be completed by the Class/Supervising Teacher (if required by the principal)

- **Written examination:** to be completed by the Supervising Teacher
- **Practical submissions:** to be completed by the Class Teacher
- **Performance/Speaking examinations:** to be completed by the Class Teacher
- **In-class assessment task:** to be completed by the Supervising Teacher

Name:		Signature:	
School Name:		Position:	
Contact number:		Date:	

Please attach a separate sheet if you wish to make further comments that might assist in the consideration of the application.

Examination or Assessment Task	Record fully your observations of distress or disadvantage suffered by the student. It is most important that this section is completed for EVERY examination or assessment task in which the student has applied.	Did the student report illness or misadventure? YES/NO	Estimate of total time lost during examination or task (hrs/mins).

Section C

To be completed by:

- Independent evidence of illness – complete Section C1.
- Independent evidence of misadventure – complete Section C2.

Please Note: The person completing Section C1 or C2 must NOT be related to the student.

Toormina High School advises that students should attend examinations unless it is considered detrimental to their health. Students who are unwell or experience misadventure are advised to seek independent medical advice either immediately before or after each examination. **A note from the parent is NOT acceptable.**

The student has agreed in writing to a medical practitioner appointed by Toormina High School, obtaining further information relating to the student's application from anyone completing Section C1 or C2.

Section C1 Independent evidence of illness: to be completed by a medical practitioner. Please note that any fee for providing this report is the responsibility of the student.

Diagnosis of medical condition:		Date of onset of illness:	
Date(s) and time(s) of all consultations/meetings relating to this illness:			
<p>Please describe how the student's condition/symptoms could affect their examination or assessment task performance. (If the student was unable to attend an examination or submit an assessment task on time it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)</p>			
<p>Any other comments or information which may assist in the assessment of the student's application. (If there is not enough space, please attach additional sheet(s).)</p>			
Name:	Profession:	Place of work:	
Telephone:	Signature:	Date:	

Section C2

Independent evidence of misadventure: to be completed by a relevant person such as a police officer **(This DOES NOT INCLUDE A PARENT)**

Description of Event:

Date of misadventure		Are you known to the student?	YES / NO
Were you a witness to the event?	YES / NO	If NO, how did you obtain the evidence you are providing	
Name:		Profession:	Place of work:
Telephone:		Signature:	Date:

SAMPLE

Section D

To be completed by the Principal

- Ensure that the student has been given the acknowledgement slip at the bottom of this page.
- Complete Section D of this form. Identify any students from your school where the basis of the application is of a related nature (e.g., motor vehicle accident on the way to an examination).
- Photocopy Sections A, B, C and D and any attachments for your records.

Principal's Statement (Must be completed by the Principal)

Comments on this application

This statement should relate directly to the genuineness of the application, and should include a recommendation based on the information available to the school.

SAMPLE

Name (Print)		School	
Signature		Date	

Section E - Outcome

To be completed by the Principal

Approved/Not Approved (circle one)

Reason for decision:

Section F – Penalty/Penalties to be Applied

To be completed by the Principal

	No marks to be awarded – N-Award Warning letter to be issued
	Sit or submit the task without penalty
	Complete an alternate task
	Task to be submitted with penalty – Indicate the Penalty applied:
	No extension granted
	Estimate to be given (only to be used in extraordinary circumstances)
	Approved extension without penalty – indicate new due date:

Note: Student to receive a copy of Section E and Section F once determination has been made.

Illness/Misadventure Application Acknowledgement

To be completed by Principal or Delegate and retained by the student

Student's Name	
I acknowledge receipt of your Examination Illness/Misadventure application	
Name (Print)	
Signature	

Avoiding Plagiarism



7th Edition

Avoiding Plagiarism Guide

There are two common types of plagiarism: (a) improper use of someone else's **words** and (b) improper use of someone else's **ideas**. Both forms of plagiarism involve using someone else's words or ideas **without appropriately acknowledging the author or source**.

Word plagiarism occurs when you use another author's exact words or phrases without quotation marks.

- Whenever possible, [paraphrase sources](#) in your own words rather than directly quoting them. Paraphrasing helps you to synthesize ideas and integrate them into the context of your paper.
- Use [direct quotes](#) sparingly and only when it is important to reproduce both what was said and how it was said.
- If you use an author's words directly, even your own words from a previous paper, you must use quotation marks (in addition to an in-text citation) to let readers know that these are not your original words.
- The most blatant form of word plagiarism occurs when students copy an author's exact words and knowingly do not use quotation marks or include an in-text citation.
- A more common type of word plagiarism is when students think they can use an author's exact (or very similar words) and include only an in-text citation. (The citation gives the author credit for the ideas, but the quotation marks give the author

credit for the wording of the idea.) If you use an author's exact words, quotation marks and location information must accompany the in-text citation.

- Another common type of word plagiarism occurs when students mistakenly think they have paraphrased an author's words because they added or removed a few words or replaced some of the words with synonyms. This is called [patchwriting](#). If your wording has a similar sentence structure and uses the same words and phrases of the original author, you are patchwriting. (See the example next.) Paraphrase the idea in your own words instead.

Example passage from Ward et al. (2006): Findings indicate that media content is not uniformly negative. Information about sexual health, risks, and thoughtful decision-making is sometimes present.

Plagiarized (patchwritten) example: According to Ward et al. (2006), media content is not all negative, and information is sometimes present concerning sexual health, risks, and thoughtful decision-making.

Avoiding Word Plagiarism

- It is important to paraphrase other authors' works in your own words.
- When reading a description of an idea or study, it can be hard to represent that idea or finding as clearly and succinctly as the author did without plagiarizing. The easiest way to avoid repeating sentence structure or lifting phrases is to read a section of a work, and then put the work down and write notes in your own words.
- As a general rule, paraphrase when taking notes on a source. Do not write the author's words verbatim without putting them in quotation marks and including the source location in your notes.
- Always attribute every idea, fact, or finding you put in your paper when you write it.

Idea plagiarism occurs when you present an idea from another source without citing the author and year.

- Any time you write about a concept or idea in a paper without including an in-text citation (or clearly linking it to a previous sentence containing an in-text citation), you are claiming the idea as your own (if it is not, that is plagiarism). For examples, see Sections 8.1 and 8.24 in the seventh edition *Publication Manual* on [appropriate level of citation](#) and long paraphrases.
- The most blatant form of idea plagiarism occurs when students see a good argument or idea in a paper and then represent that argument or idea as their own.
- A more common form of idea plagiarism is when students cite a source incorrectly because they do not follow proper in-text citation guidelines, as described in Chapter 8 of the *Publication Manual*.

For example, they may write a whole paragraph about a study and then cite the study's author and year in the last sentence in parentheses, thinking that citation covers the previous sentences. Instead, the in-text citation should appear at the beginning of the paraphrased passage, to establish its origin at the outset.

- Another common form of idea plagiarism is when students remember a fact they learned in class and put it in their paper without citing it or when they write about a fact they heard somewhere and mistakenly assume it is common knowledge.

Avoiding Idea Plagiarism

- To avoid idea plagiarism, use (a) signal phrases (e.g., "I believe that") to designate your own idea, or (b) include an in-text citation to a source to signal someone else's idea.
- Most important, always search the literature to find a source for any ideas, facts, or findings that you put in your paper.
- See Chapter 8 of the *Publication Manual* and the [In-Text Citations](#) and [Instructional Aids](#) pages of the APA Style website for more information on creating in-text citations, integrating source material, and paraphrasing and quoting from a work.



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More information on avoiding plagiarism and self-plagiarism can be found in Sections 8.2 and 8.3 of both the *Publication Manual of the American Psychological Association* (7th ed.) and the *Concise Guide to APA Style* (7th ed.).

SOURCE: American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

CREDIT: TRACI GIULIANO, SOUTHWESTERN UNIVERSITY

Last updated 11/15/2021

APA Style Tip Sheet



7th Edition

APA Style Tip Sheet

When learning APA Style, it can be helpful to refer to a tip sheet. For example, this tip sheet contains tips about paper format, inclusive language, and references. We recommend creating your own tip sheet according to your writing needs.

Paper Format Tips

- Use default font and margin settings.
- Double-space text.
- Place page number at top right of every page.
- Include paper sections of title page, text, and reference list, at minimum.
- Follow the [student paper heading levels template](#) to format headings properly.
- Use the [student paper checklist](#) to check your work.

Inclusive Language Tips

- Use language that treats people with dignity and respect.
- Choose words that are appropriately specific (e.g., avoid “we” to refer to people in general).
- Call people what they call themselves.
- Consult [bias-free language guidelines](#) and [inclusive language guide](#) for information on topics such as age, disability, gender, race and ethnicity, sexual orientation, and socioeconomic status.

Reference Tips

- Add references and citations to your paper as you write to avoid plagiarism.
- Follow [reference examples](#) (especially [common reference types](#)).
- Ensure in-text citations include the author and year.
- Check that in-text citations have references and that references are cited in text.
- Alphabetize references in the reference list by the surname of the first author.
- Use a 0.5-in. hanging indent for references.
- Double-space references.

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Last updated May 4, 2023

More information on APA Style can be found in the [Publication Manual of the American Psychological Association \(7th ed.\)](#) and the [Concise Guide to APA Style \(7th ed.\)](#).

CITE THIS HANDOUT:

American Psychological Association. (2023). APA Style tip sheet. <https://apastyle.apa.org/instructional-aids/APA-Style-tip-sheet.pdf>

Reference examples



7th edition

Common Reference Examples Guide

This guide contains examples of common types of APA Style references. Section numbers indicate where to find the examples in the *Publication Manual of the American Psychological Association* (7th ed.).

More information on references and reference examples are in Chapters 9 and 10 of the *Publication Manual* as well as the *Concise Guide to APA Style* (7th ed.). Also see the [Reference Examples](#) pages on the APA Style website.

Journal Article (Section 10.1)

Edwards, A. A., Steacy, L. M., Siegelman, N., Rigobon, V. M., Kearns, D. M., Rueckl, J. G., & Compton, D. L. (2022). Unpacking the unique relationship between set for variability and word reading development: Examining word- and child-level predictors of performance. *Journal of Educational Psychology*, 114(6), 1242–1256. <https://doi.org/10.1037/edu0000696>

Online Magazine Article (Section 10.1)

Thomson, J. (2022, September 8). Massive, strange white structures appear on Utah's Great Salt Lake. *Newsweek*. <https://www.newsweek.com/mysterious-mounds-great-salt-lake-utah-explained-mirabilite-1741151>

Print Magazine Article (Section 10.1)

Nicholl, K. (2020, May). A royal spark. *Vanity Fair*, 62(5), 56–65, 100.

Online Newspaper Article (Section 10.1)

Bernstein, J. (2024, June 3). The man who couldn't stop going to college. *The New York Times*. <https://www.nytimes.com/2024/06/03/magazine/benjamin-bolger-college-harvard-yale.html>

Print Newspaper Article (Section 10.1)

Reynolds, G. (2019, April 9). Different strokes for athletic hearts. *The New York Times*, D4.

Blog Post (Section 10.1)

Rutledge, P. (2024, April 23). Are tweens too young for digital literacy? *Dr. Pam: Living With Media*. <https://www.pamelarutledge.com/are-tweens-too-young-for-digital-literacy/>

Authored Book (Section 10.2)

Kaufman, K. A., Glass, C. R., & Pineau, T. R. (2018). *Mindful sport performance enhancement: Mental training for athletes and coaches*. American Psychological Association. <https://doi.org/10.1037/0000048-000>

Edited Book Chapter (Section 10.3)

Zelege, W. A., Hughes, T. L., & Drozda, N. (2020). Home-school collaboration to promote mind-body health. In C. Maykel & M. A. Bray (Eds.), *Promoting mind-body health in schools: Interventions for mental health professionals* (pp. 11–26). American Psychological Association. <https://doi.org/10.1037/0000157-002>

Online Dictionary Entry (Section 10.3)

American Psychological Association. (2018). Internet addiction. In *APA dictionary of psychology*. <https://dictionary.apa.org/internet-addiction>

Report by a Group Author (Section 10.4)

World Health Organization. (2014). *Comprehensive implementation plan on maternal, infant and young child nutrition*. https://apps.who.int/iris/bitstream/handle/10665/113048/WHO_NMH_NHD_14.1_eng.pdf?ua=1

Report by Individual Authors (Section 10.4)

Winthrop, R., Ziegler, L., Handa, R., & Fakoya, F. (2019). *How playful learning can help leapfrog progress in education*. Center for Universal Education at Brookings. https://www.brookings.edu/wp-content/uploads/2019/04/how_playful_learning_can_help_leapfrog_progress_in_education.pdf

Press Release (Section 10.4)

American Psychological Association. (2024, April 11). *People who use willpower alone to achieve goals, resist temptation, deemed more trustworthy* [Press release]. <https://www.apa.org/news/press/releases/2024/04/people-who-use-willpower>

Conference Session (Section 10.5)

Davidson, R. J. (2019, August 8–11). *Well-being is a skill* [Conference session]. APA 2019 Convention, Chicago, IL, United States. https://irp-cdn.multiscreensite.com/a5ea5d51/files/uploaded/APA2019_Program_190708.pdf

Dissertation From a Database (Section 10.6)

Horvath-Plyman, M. (2018). *Social media and the college student journey: An examination of how social media use impacts social capital and affects college choice, access, and transition* (Publication No. 10937367) [Doctoral dissertation, New York University]. ProQuest Dissertations and Theses Global.

Preprint Article (Section 10.8)

Latimier, A., Peyre, H., & Ramus, F. (2020). *A meta-analytic review of the benefit of spacing out retrieval practice episodes on retention*. PsyArXiv. <https://psyarxiv.com/kzy7u/>

Data Set (Section 10.9)

O'Donohue, W. (2017). *Content analysis of undergraduate psychology textbooks* (ICPSR 21600; Version V1) [Data set]. Inter-university Consortium for Political and Social Research. <https://doi.org/10.3886/ICPSR36966.v1>

Film or Video (Section 10.12)

Docter, P., & Del Carmen, R. (Directors). (2015). *Inside out* [Film]. Walt Disney Pictures; Pixar Animation Studios.

TV Series Episode (Section 10.12)

Dippold, K. (Writer), & Trim, M. (Director). (2011, April 14). *Fancy party* (Season 3, Episode 9) [TV series episode]. In G. Daniels, H. Klein, D. Miner, & M. Schur (Executive Producers), *Parks and recreation*. Deedle-Dee Productions; Fremulon; 3 Arts Entertainment; Universal Media Studios.

Webinar (Section 10.12)

Lee, C., McAdoo, T., & Denneny, S. (2023). *APA Style seventh edition refresher for instructors* [Webinar]. American Psychological Association. <https://apastyle.apa.org/instructional-aids/tutorials-webinars>

YouTube Video (Section 10.12)

Above The Noise. (2017, October 18). *Can procrastination be a good thing?* [Video]. YouTube. <https://www.youtube.com/watch?v=FQMwmBNNOnQ>

Song or Track (Section 10.13)

Nirvana. (1991). *Smells like teen spirit* [Song]. On *Nevermind*. DGC.

Radio Broadcast (Section 10.13)

Hersher, R. (2020, March 19). *Spring starts today all over America, which is weird* [Radio broadcast]. NPR. <https://www.npr.org/2020/03/19/817237429/spring-starts-today-all-over-america-which-is-weird>

Podcast Episode (Section 10.13)

Santos, L. (Host). (n.d.) *Psychopaths and superheroes* (No. 1) [Audio podcast episode]. In *The happiness lab with Dr. Laurie Santos*. Pushkin Industries. <https://www.happineslab.fm/season-2-episodes/episode-1>

Infographic (Section 10.14)

American Psychological Association. (n.d.). *Data sharing* [Infographic]. <https://www.apa.org/pubs/journals/data-sharing-infographic.pdf>

PowerPoint From a Classroom Website (Section 10.14)

Mack, R., & Spake, G. (2018). *Citing open source images and formatting references for presentations* [PowerPoint slides]. Canvas@FNU. <https://fnu.onelogin.com/login>

X Post (Section 10.15)

Obama, B. [@BarackObama]. (2024, May 17). *Today marks 70 years since the Supreme Court handed down its landmark decision in Brown v. Board of Education, outlawing* [Post]. X. <https://x.com/BarackObama/status/1791540592238874953>

Open Educational Resource (Section 10.16)

Fagan, J. (2024, February 7). *Nursing clinical brain*. OER Commons. Retrieved June 2, 2024, from <https://www.oercommons.org/authoring/53029-nursing-clinical-brain/view>

Webpage (Section 10.16)

Taras, Z. (2024, May 30). *Situational irony can be funny, tragic or even terrifying*. howstuffworks. <https://entertainment.howstuffworks.com/arts/literature/situational-irony.htm>

Webpage on a News Website (Section 10.16)

Volpe, A. (2024, June 3). *How the self-care industry made us so lonely*. Vox. <https://www.vox.com/even-better/350424/self-care-isolation-loneliness-epidemic>

Webpage With a Retrieval Date (Section 10.16)

Worldometer. (n.d.). *Current world population*. Retrieved June 27, 2024, from <https://www.worldometers.info/world-population/>



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Last updated June 27, 2024

More information on APA Style can be found in the [Publication Manual of the American Psychological Association \(7th ed.\)](#) and the [Concise Guide to APA Style \(7th ed.\)](#).

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