Year 10
RoSA
(Record of School Achievement)
Information
(Stage 5)
Welcome to Year 10 at Cape Byron Rudolf Steiner School. This is the last year of our Main Lesson program at CBRSS. It is an exciting year with work experience, subject selection for your senior studies and the first time you will encounter final year exams. The elective program continues in Year 10.

**IMPORTANT DATES**

**WORK EXPERIENCE**
- Week 10 Term 1 and Week 4 Term 4

**SUBJECT SELECTION FOR YEAR 11/12**
- Week 7 Term 2 - Senior School Information Night for Year 10.
- CAREERS EXPO - Last day Term 2

**ELECTIVE SHOWCASE - Semester 1**
- Week 9 Term 2

**YEAR 10 CAMP**
- Week 6 Term 2

**STUDY SKILLS**
- Term 2 - Time Management, Prioritising & Focus
- Term 4 - Exam Preparation, Revision and Exam Techniques

**TERM 4 PROGRAM**
- History Main Lesson - Weeks 1 - 3
- Work Experience - Week 4
- Philosophy Main Lesson - Weeks 5 - 7
- Preparation for Exams - Week 8
- Year 10 Exams - Week 9
- Special Program - Week 10

**RoSA (Record of School Achievement) INFORMATION**

This booklet will provide information to students and parents about the Record of School Achievement from the BOSTES, assessment information and general information about the program for Year 10 students at this school.

**WHAT IS RoSA**

The RoSA is a cumulative credential showing Year 10 grades as well as any grades for Year 11 (Preliminary) courses completed. Year 10 is the second year of Stage 5. At the end of this year, teachers submit grades of your achievement to the BOSTES. These grades will appear on your RoSA if you choose to leave school before the end of completion of HSC.
ASSESSMENT
You will be provided with an assessment schedule for each subject and this will outline what areas will be assessed across each term. There will be approximately 3 - 6 tasks for each assessable subject during the year.

At the end of the assessment period, teachers will determine your overall achievement in relation to the course performance descriptors in the course. You will receive a grade that is submitted to BOSTES for all subjects except electives. Assessment in a course relates to the stated objectives and outcomes as described in the syllabus. The BOSTES publishes the course performance descriptions as well as many other tools to assist in the fair and consistent allocation of grades to each student.

There are some rules and procedures related to the assessment process:

Year 10 and R o S A
What you need to know

RULES & PROCEDURES
Special Consideration:
If you are absent due to illness or misadventure you may apply for special consideration in relation to an assessment task. This must be negotiated with the Deputy Principal and subject teacher. It is important to apply for special consideration if you know you will be absent or very soon after the absence or misadventure. Computer failure or technological difficulties are not justification for special consideration.

Late or Non-Submission of Tasks:
You may lose marks if your task is submitted late. The normal penalty is 10% loss of marks (from the total value of the task) each day the task is late. Non-submission may result in a non-completion of course notification and will be referred to the Deputy Principal.

Malpractice or Unfair Advantage
Students are not permitted to have undue assistance in the completion of a task. This includes copying another student’s work, misconduct in exams, undue help from a tutor and plagiarism.

Appeals against Grade Awarded in Stage 5
Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to the Principal. In order to be successful in such appeals, students need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school. If the appeal is upheld, the Principal will send notification of the new grade(s) to the BOSTES. Where possible, all reviews of the grade(s) awarded in any subject will be resolved within the school. However, provision has been made for subsequent appeals to the Board.

The Board will consider only whether:
♦ the school review process was adequate for determining whether the procedures used by the school for determining the grade(s) and conforming with the Board’s advice and the school’s policy regarding the grading of student achievement
♦ the conduct of the school review was proper in all respects.

Since the appeal is directed to the progressive reporting by the school, the Board will not revise individual tasks or test marks. If the appeal is upheld, the Board will refer the matter back to the school for a further review.

Year 11 Subject Choices
CBRSS organises a range of experiences for the Year 10 students from Term 2 onwards in preparation for their subject selection for Years 11 and 12.

Procedures for Subject Selection:
♦ Students investigate work experience options for the 2 designated work experience weeks in Year 10.
♦ Students begin interviews with the Careers Advisor early in Term 2.
♦ Year 11 and 12 Parent Information Night in Week 7 of Term 2. Staff give a presentation about each subject they teach and information is given by the DP about BOSTES rules for units and patterns of study.
♦ Student Forum - Year 11 and 12 students lead discussions about what subjects they have chosen and answer questions form students
♦ Students are given the first subject selection sheet where they indicate which listed subjects they are interested in choosing. Students can choose up to 7 subjects from the list and they can indicate if they wish to study a subject through Distance Education or TAFE or other External Provider. (See CBRSS External Providers Policy). Only 1 subject can be selected. Any request for more than 1 external subject will require an meeting with the DP.
♦ Timetable Co-ordinator and DP work with the initial subject lists and create lines that put subjects into blocks/lines. This will create some clashes for some students and we work with the students to resolve these or suggest alternative options.
♦ Subject line sheets are returned to students by Week 4 of Term 3. Students can then select the lines that best suit their subject selection.
♦ Final subject selection sheets given to students by the end of Term 3. Students can make minor changes before the end of the year with application to the DP. Changes will be made only if there is room in another course and the original course has the minimum number of students required for it to continue.
Rudolf Steiner spoke about three aspects of the human soul – thinking, feeling and willing. These he linked to different parts of the physical body: thinking with the brain and nerve sense system, feeling with the heart and lungs, and willing with the limbs and metabolic system.

The heart and lungs regulate our bodies through the rhythmic actions of breathing and circulation and the feeling realm balances our thoughts and actions.

When these three aspects are fully mature and working in balance with each other, we are healthy and “well-balanced”. We then have the ability to perform thoughtful actions – to form worthy ideals, and to bring these into the world so that others will benefit.

Each and every act of education at this school aims to develop a healthy relationship between these three faculties. Each activity, each day, each week, each term, each semester and each year endeavours to create a balance between the head, the heart and the hand. Our school develops not only the students’ academic learning and intellectual training but it also nourishes their physical and emotional maturing.