NOWRA HIGH SCHOOL

YEAR 10

ASSESSMENT BOOKLET

2021

WISDOM THROUGH KNOWLEDGE

RESPECT

RESPONSIBILITY

SAFETY

LEARNING

Year 10 Assessment Booklet

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Information for Students

The following information is provided with the aim of supporting students through their schooling experience. Please aim to become familiar with, and adhere to, the policy requirements outlined in the assessment booklet that is relevant to the schooling year that you are in. Typical questions asked by students and parents regarding requirements are set out below:

A. What must I do to satisfactorily complete a subject?

The NSW Education Standards Authority (NESA) says that to satisfactorily complete a subject you must have:

(a) Followed the course developed or endorsed by NESA and …..
(b) Applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school and …..
(c) Achieved some or all of the course outcomes

B. So what does this actually mean?

This means, you must do the following things in each of your subjects:

- Attend classes to a satisfactory level in each subject,
- Attempt all classwork and homework to a satisfactory level,
- Make a genuine attempt at assessment tasks, which together add up to **more than** 50% of the available assessment tasks in each subject (completing assessment tasks worth exactly 50% is NOT enough).

C. What will my assessment tasks look like?

Schools are required by (NESA) to set tasks which will be used to measure your performance in all the components of a course, not just those which can be measured in an examination. This means that assessment tasks are designed in different ways, in order to measure your performance against the outcomes specified within the syllabus for each course. As such, assessment tasks may take various forms, such as: fieldwork, research skills, laboratory tasks, extended essays, multi-modal presentations, oral work and/or project work etc.

The individual components of a course have a weighting specified by the NSW Education Standards Authority (NESA). These weightings form the basis of the assessment schedules formulated by Nowra High School

Students in Years 10, 11 and 12 can apply for a RoSA [Record of School Achievement] which is a cumulative credential of a student's record of achievement up until the day they leave school. This could be between the end of Year 10, up until and including some results from Year 12. For more information see: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement

D. What happens if I do not complete a task or hand in an assessment late and do not have a valid reason?

(a) You will lose **100%** of the total assessment mark for your assessment and receive a zero mark,
(b) You will still be required to complete the assessment task,
(c) An 'N-Warning – Non-Completion of Course' letter will be sent home. This letter will outline what you need to do to resolve the situation. This might include completing an assessment that you failed to hand in, catching up on the work you have missed through absence, or because of an unsatisfactory attempt or non-completion of coursework. This letter will have a new due date for the completion of the required task. You should complete the task by this new due date,
(d) If the task is not completed you will receive another N-Warning with a new due date for completion,
(e) Once this second letter is sent home, you are required to contact the Head Teacher of the faculty and negotiate a suitable way of resolving the issue.
(f) If you *still* don't resolve the situation, you risk receiving an '**N-Determination**' (Non-completion of course requirements) for that subject.
(g) Upon the satisfactory completion of the assessment task, within the specified time period outlined in the N-Warning letter, the task will be marked and feedback given.

E. What do I do if I am absent on the day an assessment task is due or is to be completed?

It is your responsibility to submit tasks by the due date. In the case of unexpected illness or exceptional circumstances, application for leave (with the appropriate corroborating evidence such as a medical certificate) may be made to the Deputy Principal (DP), after the date set down for the assessment task. The Deputy Principal will advise you to approach the Head Teacher (HT) concerned, to arrange the time for you to complete the assessment task. You should aim to arrange to complete missed assessment tasks **on the day that you return to school.**
If you are absent, you must:

(a) Ring the school to notify of your absence on the morning of the day of the task or the due date. You should aim to speak directly with your classroom teacher or the Head Teacher of the faculty.

(b) If the task is a **'Take Home Task'** you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom or email the school at nowra-h.school@det.nsw.edu.au. If there are exceptional circumstances, your Deputy will advise you about submission procedures; which may require you to hand it in on the morning of the day you return.

(c) If the task is an **'Examination or Practical Task'** you are to complete the form '**Appendix 1: Assessment Missed Due to Illness/Misadventure'.** You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal. Attach your supporting documentation, such as a medical certificate to this form. Hand the completed form to the Head Teacher of the subject from which the assessment task was missed, as soon as you return to school – even if you don't have that particular subject on the day you return. Once signed and completed by the Head Teacher, take this form to your DP for sign-off. You will be required to sit the task, or a substitute task, at the soonest possible date as arranged between you and the Head Teacher (this

could be a lunch time). Where the task is difficult to duplicate, the Principal may authorise the use of an estimate based on the evidence provided.

(d) If there are exceptional circumstances, the Head Teacher and Deputy will discuss if there are valid grounds for an estimate to be granted and will make a recommendation to, and seek approval from, the Principal, to authorise the use of an estimate based on the evidence provided.

NOTE: It is not acceptable to miss timetabled classes on the day an assessment task is due, in order to complete the assessment task. If you are absent on the day of an assessment task, you must still complete a '**Appendix 1: Assessment Missed Due to Illness/Misadventure'** form. Valid documentation, such as a medical certificate, must be provided for absence from school on the day of an assessment task. It is unfair to other students if you miss classes in order to complete an assessment task and you risk receiving a zero mark.

NOTE: Computer or printing problems are NOT considered valid reasons for failure to hand in an assessment task on the due date. Where practical, tasks completed at home should be uploaded into the teacher's Google classroom or emailed to the school.

F. What if I will be attending a school event or am involved in other school related activities?

If you will be absent, you must:

(a) BEFORE the scheduled assessment task is due complete the form '**Appendix 2: Assessment To Be Missed Due to School/Other Business'**. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal. To complete this form, you are required to meet with EACH of your teachers and Head Teachers to make arrangements regarding missed classwork or assessments. They will discuss the requirements for submission with you and will write these on the form, sign the form and return it to you. Once each Head Teacher has signed the form you are then required to take it to your Deputy for application for approval.

(b) If the task is a '**Take Home Task'** you should make arrangements for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and subject. Alternatively, you should submit the task by uploading it into the teacher's Google classroom or email the school at nowra-h.school @det.nsw.edu.au. If there are exceptional circumstances, your Deputy will advise you about submission procedures; which may require you to hand it in on the morning of the day you return.

(c) If the task is an '**Examination or Practical Task'** you should expect to be asked to either submit or sit the task on a day PRIOR to your planned leave. You may be provided with or asked to sit a substitute task. The Head Teacher and classroom teacher will arrange with you an alternate designated date and time, (this could be a lunch time). If exceptional circumstances apply, the Deputy may determine that there are valid grounds for an estimate and may make a recommendation to the Principal for approval to be granted, for example, if the missed task is difficult to duplicate.

NOTE: If the leave is over an extended period for participation in the entertainment industry, elite sports or elite arts, see Section (F) below:

G. What if I am planning to take extended leave during the school term?

If the leave is for ***family reasons***, for example, your family is planning to have a holiday during the school term, you should be aware that the NSW Department of Education does not support leave for students outside of the designated term breaks, however, under exceptional circumstances the Principal may give approval for leave for 5 days or more.

If you are taking family leave you are required to make application through the front office school administration and complete the form called '**Application for Extended Leave:** Travel'. You are also required to complete '**Appendix 2: Assessment To Be Missed Due to School/Other Business'**. This means you are to meet with each of your teachers and make arrangements regarding missed classwork or assessments and follow the process outlined in Sections D and E above. The 'Application for Extended Leave: Travel' form is to be signed off by the Principal/Deputy and returned to the front office for processing. You will receive a copy of this form to carry with you on your travels.

If the leave is for ***elite sports or performing arts representation*****,** you are required to make application through the front office school administration and complete the form called, '**Application for Exemption from attendance/enrolment at school'** which allows you to apply for an exemption. See your Deputy to discuss your circumstances and the arrangements. You are also required to complete '**Appendix 2: Assessment To Be Missed Due to School/Other Business'**. This means you are to meet with EACH of your teachers and make arrangements regarding missed classwork or assessments and follow the process outlined in Sections D and E above or if you are unable to complete the task, the Principal is able to authorize that an estimate is granted because of the exceptional circumstances. The application form is to be signed off by the Principal/Deputy and returned to the front office for processing. You will receive a copy of this form to carry with you whilst on leave.

H. What if I am suspended at the time an assessment task is due?

If you are suspended at the time an assessment task is due, you are still required to submit the task on the due date. You must:

(a) Arrange for the task to be handed in by a friend, a sibling, your parent, or your carer to the school's front office administration staff on the day that it is due. The task should be clearly labelled with your name and teacher's or Head Teacher's name.

(b) Submit the task by uploading it into the teacher's Google classroom or

(c) email the school at nowra-h.school@det.nsw.edu.au

If the task is an in-class assessment (for example, a test), you will be required to sit the task, or a substitute task, at the soonest possible date upon your return, as arranged between you and the Head Teacher (this could be a lunch time). If there are valid grounds for exceptional circumstances, you may be granted consideration for you to receive an estimated mark.

I. Do assessment tasks contribute towards my reports and RoSA?

Yes. School-based assessment, as indicated in your assessment booklet, is used throughout the year to allocate a mark and grade for the purpose of reporting.

J. How much warning should I be given about an upcoming task?

The school policy states that you should be given a minimum of at least 5 school days notification. You should receive this in writing.

K. What happens if the assessment booklet says a task is due, but the class has not received a notification of the task?

a) Ask your teacher, or the Head Teacher, about it immediately,
b) Your classroom teacher is to provide you with a written notification if the due date for an assessment task changes from the due date set down in the assessment booklet.

L. What am I required to do during assessment tasks?

The following rules laid down by NESA should be adhered to. They apply to ALL assessment tasks conducted at NHS, including 'In-School Assessment Tasks', which may include 'End of Course Examinations'. An 'In-School Assessment Task' may take the form of: a written task, class essay, practical work, field work, oral presentation or report, skills test, topic test, open book test, examination, etc. When undertaking assessment tasks, you should conduct yourself in an acceptable manner. This means:

You MUST

- Follow the supervisor's instructions
- Behave in a polite and courteous manner towards the supervisor and other candidates

You MUST **NOT:**

- Attempt to view your phone during an assessment task
- Eat in a room when an examination or assessment is taking place.
- Speak to any person other than the supervisor during the examination or assessment task
- Behave in any way likely to disturb the work of other candidates or upset the conduct of the task
- Attend an assessment task or examination while under the influence of alcohol or illegal drugs.
- Take into the assessment room, or the room where the examination is being conducted, any books, notes or equipment other than those specified prior to the task.
- Cheat, or in any other way behave dishonestly during an assessment or examination.

NB: If you do not comply with these rules, your paper may be cancelled and you will receive a zero mark. 'In-School' assessments will also receive a 'Letter of Concern'. See Sections A, B and C above and Section M below

M. What should I do if I feel the assessment task should be reviewed after it has been marked?

Complete a copy of the form '**Appendix 3: Assessment Appeal'** and return it to your Deputy Principal. You can print one from the back of this document or obtain one of these from Head Teachers or a Deputy Principal.

Marks gained in assessment tasks can only be queried at the time the tasks are returned to you.

Any review undertaken of a specific assessment task will NOT look at marks awarded. Rather, the review will consider if the assessment task and processes were appropriate**.**

N. NHS YEAR 7-10 ACADEMIC MALPRACTICE POLICY [published 2017]

The following policy is to be read in conjunction with supporting documents in the ACE Manual at: https://ace.nesa.nsw.edu.au/

Nowra High School is committed to providing an educational approach to academic integrity, through support and guidance, to develop students' academic skills. Student academic integrity means acting in accordance with the core values of honesty, fairness, respect and responsibility in learning. It is imperative students act in a truthful way, are accountable for their actions, and show fairness in every aspect of their work.

All work presented in assessment tasks, internal and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. If academic malpractice is detected during the marking process, this will result in students **receiving a zero mark for the task**.

To prevent academic malpractice, students are encouraged to utilise free plagiarism software to check their work prior to submission. Suggested software includes: https://www.turnitin.com/login_page.asp?lang=en_us or https://searchenginereports.net/plagiarism-checker/ or http://smallseotools.com/plagiarism-checker/

1. Malpractice Definition

Academic malpractice undermines the core values of honesty, fairness, respect and responsibility in academic integrity. Breaches of academic integrity can occur by either inadvertent or intentional conduct.

Academic malpractice incorporates but is not limited to dishonest behaviour carried out for the purpose of gaining an unfair advantage in the assessment process. Malpractice in any form is unacceptable.

Academic malpractice includes but is not limited to the following:

1.1 Cheating in Examinations, inclusive of in-class tests and assessments by either;

a) Behaving in a dishonest manner during an examination which includes possessing and or accessing prohibited equipment such as mobile phones and notes;
b) Communicates or attempts to communicate with peers;
c) Copies or attempts to copy from peers;
d) Falsifying explanations to explain work not handed in (including medical certificates).

1.2 Fabrication of results includes student misrepresentation of having conducted research, experiments, surveys, or observations, which have not occurred, and/or submits results not supported by evidence.

1.3 Plagiarism occurs when the work of another, for example (ideas, designs, words, sounds or images) is represented, either inadvertently or intentionally, as one's own original work and without appropriate citation of the author or the source. Unless advised otherwise by the Faculty issuing the Assessment Task, students should use the school web-link shown in 'Appendix 4: Referencing' which applies the Harvard Referencing Guide. This category of academic malpractice includes but is not limited to;

a) collusion; preparing work with one or more students or in a group and presenting this work as their own which can include;

- Preparing a piece of work together;
- Determination of methods/approach to an assessment task;
- Distribution of questions and/or answers for completed assessment tasks.

b) obtaining or requesting a piece of work, which is not a student's own and representing it as if it were, by:

- Engaging the use of commercial services including the internet for pre-written or specially prepared work;
- Use of another person's work for example a peer or person who is not a member of the school.

c) self-plagiarism, reusing your own work previously submitted in another assessment task;

d) paraphrasing a paper either in electronic or printed form, without appropriate citation;

e) direct copying of material, cutting, pasting or piecing information from single or multiple sources and presenting the information as original work;

f) submission of a peer's work either partially or completely as one's own work, even with the student's knowledge or consent.

2. Inadvertent or intentional academic malpractice

On occasion, a student that plagiarises may do so inadvertently as a result of inadequate study skills and/or lack of familiarity with academic writing skills. In response to an incident of unintentional plagiarism detected during the marking process, Nowra High School may require the student to seek assistance from staff or the Learning Support Team.

On the first occasion of plagiarism, the student will be required to resubmit the task and will be eligible to receive half the value of the original assessment task. If the student fails to resubmit the task, they will receive **a mark of zero.** Repeated incidents of plagiarism detected during the marking process will result in the student **receiving a zero mark for the task.**

Some students that plagiarise do so intentionally, with the aim to deceive. This constitutes a cognisant and pre-meditated form of academic malpractice and demonstrates a significant breach of the core values of academic integrity. Students who are found to repeatedly engage in academic malpractice conduct will be subject to the consequences outlined below.

3. Consequences of Academic Malpractice

a) If you are guilty of academic malpractice, you will get **zero** for the entire assessment task and receive an N warning for that task. Continued instances of malpractice may result in you getting an N determination for the subject.

b) Although you will receive no marks, you will need to resubmit the task in order to meet NESA requirements for the satisfactory completion of the course.

c) Your parents/carers will be informed.

d) Repeated instances of academic malpractice will be dealt with using the school's discipline policy and may result in suspension or possible expulsion for continued disobedience.

This policy was created in consultation with NESA and various university policies on academic malpractice.

O. Principal's Decision

In all matters relating to the satisfactory completion of assessed and non-assessed tasks, the decision of the Principal is final.

P. Where to Get Advice

Students who require information on assessment tasks are advised to see classroom teachers, Subject Coordinators and Head Teachers first, and then consult with the Deputy Principal in charge of your year group.

For advice in relation to all other matters, students can seek assistance from your Year Adviser, the Careers Adviser and/or the Deputy Principal for your year group.

Students can find further information at NESA: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-procedures-guide-students

Q. Summary of Student Responsibilities

It is your responsibility to:

a) Refer to this booklet and the school's website throughout the year.
b) Familiarise yourself with NESA requirements for the satisfactory completion of a course and for satisfactory attendance.
c) Ensure you refer to the assessment schedule for EACH course you are studying and that you are aware of specific course requirements.
d) Be aware of the assessment policies and procedures of Nowra High School as detailed in this booklet and abide by them.
e) Make a genuine attempt at all assessment tasks.
f) Ensure that you conduct yourself in a manner that does not interfere with the progress of other students.

Agricultural Technology

Year 10 Course Assessment

COURSE DESCRIPTION: Agriculture and its associated industries contribute significantly to Australia's economic, social and cultural development and influence Australia's prosperity through investment, employment of skilled workers, consumption of products from other sectors of the economy, and export of raw products and processed goods. The continued viability of Australian agriculture can be strengthened through the careful management of long-term issues relating to the sustainability of agricultural systems including environmental impact and evolving economic and social factors

Assessment Schedule and Weightings

Nature of Task	**Task 1** Poultry Assessment	**Task 2** Half Yearly Quiz	**Task 3** Skills Task	**Task 4** Experimental Task	**Task 5** Yearly Examination	**Weighting %**
Timing	Week 6, Term 1	Week 4, Term 2	Week 6, Term 3	Week 10, Term 3	Week 3, Term 4	
Outcomes	1, 5, 7, 9, 10, 12, 14	1, 2, 3, 7, 8, 9	, 11, 12, 13, 14	11, 12, 13	1, 2, 3, 6, 7, 8, 9	
Component						
Knowledge & Understanding (Agricultural Systems)	5%	10%			20%	**35%**
Knowledge & Skills (Agricultural Production)	5%	5%	5%	5%	5%	**25%**
Sustainable practices in Agriculture	5%	5%			5%	**15%**
Skills in Agriculture	5%		15%	5%		**25%**
Weighting %	**20%**	**20%**	**20%**	**10%**	**30%**	**100%**

Outcomes

A student develops the skills to:

AG5-1	explain why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
AG5-2	explain the interactions within and between agricultural enterprises and systems
AG5-3	explain the interactions within and between the agricultural sector and Australia's economy, culture and society
AG5-4	investigate and implement responsible production systems for plant and animal enterprises
AG5-5	investigate and apply responsible marketing principles and processes
AG5-6	explain and evaluate the impact of management decisions on plant production enterprises
AG5-7	explain and evaluate the impact of management decisions on animal production enterprises
AG5-8	evaluate the impact of past and current agricultural practices on agricultural sustainability
AG5-9	evaluate management practices in terms of profitability, technology, sustainability, social issues and ethics
AG5-10	implement and justify the application of animal welfare guidelines to agricultural practices
AG5-11	design, undertake, analyse and evaluate experiments and investigates problems in agricultural contexts
AG5-12	collect and analyse agricultural data and communicates results using a range of technologies
AG5-13	apply Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
AG5-14	demonstrate plant and/or animal management practices safely and in collaboration with others

Child Studies

Year 10 Course Assessment

COURSE DESCRIPTION: The aim of the *Child Studies Content Endorsed Course Years 7–10 Syllabus* is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts

Assessment Schedule and Weightings

Nature of Task	**Task 1** Practical Application	**Task 2** Practical Application and Task	**Task 3** Project based Learning	**Weighting %**
Timing	Week 10, Term 1	Terms 2 & 3	Terms 3 & 4	
Outcomes	CS-5-2, CS-5-5, CS-5-8.	CS-5-5, CS-5-11, CS-5-4.	CS-5-4, CS-5-5, CS-5-9, CS-5-3.	
Component	Food and Nutrition	Diverse needs of children	Children and the Media	
Knowledge and Understanding	15%	25%	15%	**55%**
Values and Attitude	10%	25%	10%	**45%**
Weighting %	**25%**	**50%**	**25%**	**100%**

Outcomes
A student develops the skills to:

CS5-1	identify the characteristics of a child at each stage of growth and development
CS5-2	describe the factors that affect the health and wellbeing of the child
CS5-3	analyse the evolution of childhood experiences and parenting roles over time
CS5-4	plan and implement engaging activities when educating and caring for young children within a safe environment
CS5-5	evaluate strategies that promote the growth and development of children
CS5-6	describe a range of parenting practices for optimal growth and development
CS5-7	discuss the importance of positive relationships for the growth and development of children
CS5-8	evaluate the role of community resources that promote and support the wellbeing of children and families
CS5-9	analyse the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10	demonstrate a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11	analyse and compare information from a variety of sources to develop an understanding of child growth and development
CS5-12	apply evaluation techniques when creating, discussing and assessing information related to child growth and development

Commerce

Year 10 Course Assessment

COURSE DESCRIPTION: Commerce is a dynamic and contemporary subject that provides young people to develop the knowledge, understanding, skills, values and attitudes that form the foundation on which they can make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Legal Case Research Task	**Task 2** Portfolio of Learning	**Task 3** 'Being a Successful Business Owner' Project	**Weighting %**
Timing	Week 4 Term 2	Ongoing	Week 4 Term 3	
Outcomes	COM5-1, COM5-2, COM5-3, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-3, COM5-4, COM5-7, COM5-8, COM5-9	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-8, COM5-9	
Component				
Knowledge and Understanding	15%	20%	5%	**40%**
Research and Inquiry Skills	10%	20%		**30%**
Communication	5%	10%	15%	**30%**
Weighting %	**30%**	**50%**	**20%**	**100%**

Outcomes
A student develops the skills to:

COM5-1	apply consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyse the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examine the role of law in society
COM5-4	analyse key factors affecting decisions
COM5-5	evaluate options for solving problems and issues
COM5-6	develop and implement plans designed to achieve goals
COM5-7	research and assess information using a variety of sources
COM5-8	explain information using a variety of forms
COM5-9	work independently and collaboratively to meet individual and collective goals within specified timeframes

Dance

Year 10 Course Assessment

COURSE DESCRIPTION: Dance provides students with opportunities to experience and enjoy dance as an artform as they perform, compose and appreciate dance. In an integrated study of the practices of performance, composition and appreciation, students develop both physical skill and aesthetic, artistic and cultural understandings. The course enables students to express ideas creatively and to communicate physically, verbally and in written forms as they make, perform and analyse dances and dance forms.

Assessment Schedule and Weightings

Nature of Task	Task 1 'Cry' Analysis Task	Task 2 African Dance Composition Task	Task 3 Jazz Dance Performance Task	Task 4 Musical Theatre Performance & Composition Task	Weighting %
Timing	Week 1 , Term 2	Week 3, Term 2	Week 3, Term 3	Week 3, Term 4	
Outcomes	5.3.4, 5.4.1, 5.4.3	5.2.1, 5.2.2, 5.4.1	5.1.1, 5.1.2, 5.1.3	5.1.1, 5.1.2, 5.1.3 5.2.1, 5.2.2,	
Component					
Performance			20%	20%	**40%**
Composition		20%		20%	**40%**
Appreciation	20%				**20%**
Weighting %	**20%**	**20%**	**20%**	**40%**	**100%**

Outcomes
A student develops the skills to:

5.1.1	demonstrate an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
5.1.2	demonstrate enhanced dance technique by manipulating aspects of the elements of dance
5.1.3	demonstrate an understanding and application of aspects of performance quality and interpretation through performance
5.2.1	explore the elements of dance as the basis of the communication of ideas
5.2.2	compose and structures dance movement that communicates an idea
5.3.1	describe and analyse dance as the communication of ideas within a context
5.3.2	identify and analyse the link between their performances and compositions and dance works of art
5.3.3	apply understandings and experiences drawn from their own work and dance works of art

English

Year 10 Course Assessment

COURSE DESCRIPTION: Through the study of English students learn about the power, value and art of the English language for communication, learning and enjoyment. Developing proficiency in English enables students to become confident communicators, critical and imaginative thinkers and lifelong learners. Students develop their language skills through activities involving speaking and listening, reading and writing, and viewing and representing. They learn about language and literature through working with a wide range of print, spoken, visual, media, multimedia and digital texts.

Assessment Schedule and Weightings

Nature of Task	Task 1 **Creative Writing** a) Draft Submission b) Final Submission	Task 2 Half-Yearly Examination	Task 3 Personal Reflection Differentiated Extended Response	Task 4 Yearly Examination	Weighting %
Timing	Term 1 Weeks 7 and 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 2	
Outcomes	EN5-1A, EN5-3B, EN5-5C	EN5-4B, EN5-5C, EN5-6C	EN50-1A, EN5-3B, EN5-5C, EN5-6C, EN5-8D	EN5-1A, EN5-3B, EN5-4B	
Component/Unit	Unit: The Power of Image - 'Discovery'	Unit: Area of study – 'Conflict'	Unit: The Indigenous Experience	Unit: Drama Study	
Weighting %	**Draft 5%** **Final 15%**	**30%**	**30%**	**20%**	**100%**

Outcomes:
A student will develop the skills to:

EN5-1A	respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively use and critically assess a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfer knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigate the relationships between and among texts
EN5-7D	understand and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	question, challenge and evaluate cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflect on, assess and adapt their individual and collaborative skills with increasing independence and effectiveness

Food Technology

Year 10 Course Assessment

COURSE DESCRIPTION: The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Assignment	**Task 2** Class Test	**Task 3** Project Based Learning	**Task 4** Assignment	**Weighting %**
Timing	Week 8, Term1	Wee k9, Term2	Wee k9. Term3	Week 4, Term 4	
Outcomes	FT-5-8, FT-5-7, FT-5-9	FT-5-11, FT-5-6, FT-5-13	FT-5-2, FT-5-10, FT-5-8, FT-5-12	FT-5-3, FT-5-7, FT-5-6	
Component	Service Catering	Special Needs	Special Occasion	Food Trench	
Knowledge and Understanding	10%	20%	25%	5%	**60%**
Values and Attitudes	10%	10%	15%	5%	**40%**
Weighting %	**20%**	**30%**	**40%**	**10%**	**100%**

Outcomes
A student develops the skills to:

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

Geography

Year 10 Course Assessment

COURSE DESCRIPTION:

Environmental Change and Management – students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.

Human Wellbeing – Students examine the nature of, and differences in, human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Human Wellbeing Research Task	**Task 2** Portfolio of Learning	**Task 3** Environmental Change and Management Topic Test	**Weighting %**
Timing	Week 8 Term 1 or 3	Ongoing	Week 4 Term 2 or 4	
Outcomes	GE5-3, GE5-4, GE5-6, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	GE5-1, GE5-2, GE5-3, GE5-5, GE5-8	
Component				
Knowledge and Understanding	15%	20%	5%	**40%**
Research and Inquiry Skills	10%	20%		**30%**
Communication	5%	10%	15%	**30%**
Weighting %	**30%**	**50%**	**20%**	**100%**

Outcomes
A student develops the skills to:

GE5-1	explain the diverse features and characteristics of a range of places and environments
GE5-2	explain processes and influences that form and transform places and environments
GE5-3	analyse the effects of interactions and connections between people, places and environments
GE5-4	account for perspectives of people and organisations on a range of geographical issues
GE5-5	assess management strategies for places and environments for their sustainability
GE5-6	analyse differences in human wellbeing and ways to improve human wellbeing
GE5-7	acquire and process geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8	communicate geographical information to a range of audiences using a variety of strategies

History

Year 10 Course Assessment

COURSE DESCRIPTION: In Year 10, students continue to learn of significant developments in the making of the modern world and Australia. Studies include Australians at War (Part B: World War II) Changing Rights and Freedoms of Aboriginal People and Australia in the Vietnam War Era. These studies offer opportunity to explore Australia's rich social and cultural history, examine Aboriginal perspectives and heritage, and examine Australia's political development.

Assessment Schedule and Weightings

Nature of Task	**Task 1** World War Two Topic Test	**Task 2** Portfolio of Learning	**Task 3** Rights and Freedoms Task	**Weighting %**
Timing	Week 6 Term 1 or 3	Ongoing	Week 4 Term 2 or 4	
Outcomes	HT5-1, HT5-2, HT5-3, HT5-4, HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6 HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-3, HT5-4, HT5-9, HT5-10	
Component				
Knowledge and Understanding	20%	10%	10%	**40%**
Research and Inquiry Skills		20%	10%	**30%**
Communication	10%	10%	10%	**30%**
Weighting %	**30%**	**40%**	**30%**	**100%**

Outcomes
A student develops the skills to:

HT5-1	explain and assess the historical forces and factors that shaped the modern world and Australia
HT5-2	sequence and explain the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explain and analyse the causes and effects of events and developments in the modern world and Australia
HT5-5	identify and evaluate the usefulness of sources in the historical inquiry process
HT5-6	use relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explain different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	select and analyse a range of historical sources to locate information relevant to an historical inquiry
HT5-9	apply a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

History Elective

Year 10 Course Assessment

COURSE DESCRIPTION: The study of Elective History enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. The study of Elective History develops an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society. Elective History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Project Based Learning Task	**Task 2** Profile of Learning	**Task 3** In-class Essay	**Weighting %**
Timing	Week 5 Term 2	Ongoing	Week 10 Term 3	
Outcomes	HTE5-1, HTE5-6, HTE-8, HTE5-9, HTE5-10	HTE5-2, HTE5-6, HTE-7	HTE5-3, HTE5-4, HT5-3, HTE5-5, HTE5-7, HTE5-9	
Component				
Knowledge and Understanding			25%	**25%**
Research and Inquiry Skills	15%	10%		**25%**
Communication	10%	5%	10%	**25%**
Source Analysis	10%	15%		**25%**
Weighting %	**35%**	**30%**	**30%**	**100%**

Outcomes
A student develops the skills to:

HTE5-1	apply an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	examine the ways in which historical meanings can be constructed through a range of media
HT5-3	sequence major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	explain the importance of key feature of past societies or periods, including groups and personalities
HT5-5	evaluate the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	identify and evaluate the usefulness of historical sources in an historical inquiry process
HTE5-7	explain different contexts, perspectives and interpretations of the past
HTE5-8	Select and analyse a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	apply a range of relevant historical terms and concepts when communicating understanding of the past
HTE5-10	select and use appropriate forms to communicate effectively about the past for different audiences

Industrial Technology Engineering

Year 10 Course Assessment

COURSE DESCRIPTION: The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Assessment Schedule and Weightings

Nature of Task	**Task 1** **Automation**	**Task 2** **Engineered Game**	**Task 3** **Electronic Game**	**Weighting %**
Timing	Term1	Term 2 & 3	Term 3 & 4	
Outcomes	IND5-1, IND5-8	IND5-4, IND5-7	IND5-4, IND5-10	
Component	Practical Application	Practical Application	Practical Assessment	
Knowledge and Understanding	10%	10%	15%	**35%**
Quality Projects Skills	20%	20%	25%	**65%**
Weighting %	**30%**	**30%**	**40%**	**100%**

Outcomes
A student develops the skills to:

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

Practical projects should reflect the nature of the Engineering focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to engineering. These may include:

- a range of devices and appliances
- electronic and mechanical control systems
- programmable microcontrollers
- robotics projects
- small structures
- small vehicles

Industrial Technology Metal

Year 10 Course Assessment

COURSE DESCRIPTION: The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Assessment Schedule and Weighting

Nature of Task	**Task 1** Weeder Fabrication	**Task 1** Turning & Machining	**Task 1** Fabricated Steel Bike	**Weighting %**
Timing	Terms 1 & 2	Terms 3 & 4	Term 4	
Outcomes	IND5-1, IND5-7	IND5-1, IND5-8	IND5-1, IND5-3	
Component	Practical	Practical	Practical	
Knowledge and Understanding	10%	10%	5%	**25%**
Quality Projects Skills	30%	30%	15%	**75%**
Weighting %	**40%**	**40%**	**20%**	**100%**

Outcomes
A student develops the skills to:

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

The Metal 1 core module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication.Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies. These may include:

- fabricated projects
- metal machining projects
- sheet metal products

Industrial Technology Timber

Year 10 Course Assessment

COURSE DESCRIPTION: The aim of the *Industrial Technology Years 7–10 Syllabus* is to develop knowledge, understanding, skills and values related to a range of technologies through safe interaction with tools, materials and processes in the design, planning, management and production of quality projects. The syllabus aims to develop in students an understanding of the interrelationships between technology, the individual, society and the environment, and to develop their ability to think creatively to produce solutions to practical problems.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Practical	**Task 2** Assignment	**Task 3** Practical	**Task 4** Portfolio & Practical	**Weighting %**
Timing	Week 2 Term 2	Week 4 Term 2	Week 3 Term 3	Week 4 Term 4	
Outcomes	IND-5-1, IND-5-3, IND-5-8	IND5-2, IND5-3, IND5-6, IND5-7, IND5-9	IND5-3, IND5-8, IND5-10	IND5-1, IND5-3, IND5-4, IND5-7	
Component	Corner Table	Timber Industry	Desk Organiser	Clock	
Knowledge and Understanding		20%		10%	**30%**
Quality Projects Skills	20%		30%	20%	**70%**
Weighting %	**20%**	**20%**	**30%**	**30%**	**100%**

Outcomes
A student develops the skills to:

IND5-1	identify, assess, apply and manage the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	apply design principles in the modification, development and production of projects
IND5-3	identify, select and use a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	select, justify and use a range of relevant and associated materials for specific applications
IND5-5	select, interpret and apply a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identify and participate in collaborative work practices in the learning environment
IND5-7	apply and transfer skills, processes and materials to a variety of contexts and projects
IND5-8	evaluate products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describe, analyse and use a range of current, new and emerging technologies and their various applications
IND5-10	describe, analyse and evaluate the impact of technology on society, the environment and cultural issues locally and globally

Marine and Aquaculture Technology

Year 10 Course Assessment

COURSE DESCRIPTION: Marine and Aquaculture Technology in Years 7–10 fits into an emerging field of study relating to sustainability of marine and related environments. At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment, and consider how to effectively manage 69 630 kilometres of coastline, 14.8 million square kilometres of continental shelf, 12 000 islands, 783 major estuaries and the life they contain.

Assessment Schedule and Weightings

Nature of Task	**Task 1** **Topic Quiz**	**Task 2** **Fisheries Management Report**	**Task 3** **Poster Task**	**Task 4** **Yearly Examination**	Weighting %
Timing	Week 5, Term 1	Week 4, Term 2	Week 8, Term 3	Week 2, Term 4	
Outcomes	9, 12	1, 2, 3, 6, 8	11	1, 8, 14	
Component					
Knowledge & Understanding	10%			30%	**40%**
Research and Communication		30%	20%		**50%**
Practical Skills	10%				**10%**
Weighting %	**20%**	**30%**	**20%**	**30%**	**100%**

Outcomes
A student develops the skills to:

MAR5-1	identify and describe a range of marine and aquatic ecosystems and investigates their complex interrelationships
MAR5-2	identify describe and evaluate the social and economic importance of marine ecosystems
MAR5-3	identify, describe and evaluate the effects humans have had on the marine environment
MAR5-4	explain why aquaculture provides an economically sustainable source of food
MAR5-5	assess the potential of aquaculture to sustain wild fish stocks and the aquatic environment
MAR5-6	evaluates the economic and environmental sustainability of aquacultural pursuits
MAR5-7	identify, describe and evaluate the ethical, social and sustainability issues related to the marine environment
MAR5-8	identify, describe and evaluate policies for monitoring and conserving the marine environment
MAR5-9	select and use a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
MAR5-10	demonstrate safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
MAR5-11	identify and describe a range of aquaculture, marine and maritime vocations and leisure pursuits
MAR5-12	identify and describe the role of volunteer organisations that assist in the protection and management of the marine environment
MAR5-13	collect and organise data by experimenting and accurately reading instruments, signals and charts and communicates this information
MAR5-14	recall aspects of the marine environment using relevant conventions, terminology and symbols

Mathematics

Year 10 Course Assessment

COURSE DESCRIPTION: Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication, and reasoning. They study Number and Algebra, Measurement and Geometry, and Statistics and Probability. Within these strands they will cover a range of topic areas including: financial mathematics, algebraic techniques, equations, linear and non-linear relationships, surface area and volume, properties of geometrical figures, trigonometry, data collection and representation, data analysis, and probability.

Assessment Schedule and Weightings

	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
Timing	Week 8/9,Term 1	Week 3, Term 2	Week 9/10,Term 2	Week 9/10, Term 3	Week 3/4,Term 4	
Nature of Task	Stage Task	Moderator Examination	Stage Task	Moderator Examination	Stage Examination	
Outcomes	WM, NA, MG	WM, NA, MG, SP	WM, NA, MG	WM, NA, MG, SP	WM, NA, MG, SP	
Component						
Communicating, Problem Solving & Reasoning	10%	10%	10%	10%	10%	**50%**
Understanding & Fluency	10%	10%	10%	10%	10%	**50%**
Weighting %	**20%**	**20%**	**20%**	**20%**	**20%**	**100%**

Outcomes for Stage 5.1
A student develops the skills to:

MA5.1-1WM	Communicating - uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	Problem Solving - selects and uses appropriate strategies to solve problems
MA5.1-3WM	Reasoning - provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	Financial Mathematics - solves financial problems involving earning, spending and investing money
MA5.1-5NA	Indices - operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	Linear Relationships - determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	Non-Linear Relationships - graphs simple non-linear relationships
MA5.1-8MG	Area and Surface Area - calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	Numbers of Any Magnitude - interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	Right-Angled Triangles (Trigonometry) - applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	Properties of Geometrical Figures - describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	Single Variable Data Analysis - uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	Probability - calculates relative frequencies to estimate probabilities of simple and compound events

Outcomes for Stage 5.2
A student develops the skills to:

MA5.2-1WM	Communicating - selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	Problem Solving - interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	Reasoning - constructs arguments to prove and justify results
MA5.2-4NA	Financial Mathematics - solves financial problems involving compound interest
MA5.2-5NA	Ratios and Rates - recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	Algebraic Techniques - simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	Indices - applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	Equations - solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	Linear Relationships - uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	Non-Linear Relationships - connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	Area and Surface Area - calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	Volume - applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	Right-Angled Triangles (Trigonometry) - applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	Properties of Geometrical Figures - calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	Single Variable Data Analysis - uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	Bivariate Data Analysis - investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	Probability - describes and calculates probabilities in multi-step chance experiments

Outcomes for Stage 5.3
A student develops the skills to:

MA5.3-1WM	Communicating - uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	Problem Solving - generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	Reasoning - uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA	Ratios and Rates - draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	Algebraic Techniques - selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	Surds and Indices - performs operations with surds and indices
MA5.3-7NA	Equations - solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	Linear Relationships - uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	Non-Linear Relationships - sketches and interprets a variety of non-linear relationships
MA5.3-10NA	Polynomials - recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	Logarithms - uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	Functions and Other Graphs - uses function notation to describe and sketch functions
MA5.3-13MG	Area and Surface Area - applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	Volume - applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	Trigonometry and Pythagoras' Theorem - applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	Properties of Geometrical Figures - proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	Circle Geometry - applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	Single Variable Data Analysis - uses standard deviation to analyse data
MA5.3-19SP	Bivariate Data Analysis - investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Music

Year 10 Course Assessment

COURSE DESCRIPTION: All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

Assessment Schedule and Weightings

Nature of Task	Task 1 Composition	Task 2 Performance	Task 3 Aural	Weighting %
Timing	Week 9 Term 1	Week 5 Term 3	Week 5 Term 4	
Outcomes	5.4, 5.5, 5.6	5.1, 5.2, 5.3	5.7, 5.8, 5.9	
Component				
Composition	30%			**30%**
Performance		30%		**30%**
Aural			40%	**40%**
Weighting %	**30%**	**30%**	**40%**	**100%**

Outcomes
A student develops the skills to:

5.1	perform repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	perform repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	perform music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrate an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notate own compositions, applying forms of notation appropriate to the music selected for study
5.6	use different forms of technology in the composition process
5.7	demonstrate an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrate an understanding of musical concepts through aural identification, discrimination, memorization 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

Physical Activity and Sports Studies (PASS)

Year 10 Course Assessment

COURSE DESCRIPTION: Physical Activity and Sports Studies aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. Students engage in a wide range of physical activities in order to develop key understandings about how and why we move and how to enhance quality and enjoyment of movement.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Bronze Medallion	**Task 2** Getting others active and healthy	**Task 3** Coaching	**Task 4** Movement Skills	**Weighting %**
Timing	Week 6, Term 1	Week 10, Term 2	Week 6, Term 2	Week 6, Term 3	
Component					
Practical / Practical	30%		20%		50%
Practical		20%		30%	50%
Weighting %	30%	20%	20%	30%	100%

Outcomes

A student will develop the skills to:

1.1	discuss factors that limit and enhance the capacity to move and perform
1.2	analyse the benefits of participation and performance in physical activity and sport
2.1	discuss the nature and impact of historical and contemporary issues in physical activity and sport
2.2	analyse physical activity and sport from personal, social and cultural perspectives
3.1	demonstrate actions and strategies that contribute to enjoyable participation and skilful performance
3.2	evaluate the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1	work collaboratively with others to enhance participation, enjoyment and performance
4.2	display management and planning skills to achieve personal and group goals
4.3	perform movement skills with increasing proficiency
4.4	analyse and appraise information, opinions and observations to inform physical activity and sport decisions.

PDHPE

Year 10 Course Assessment

COURSE DESCRIPTION: PDHPE develops students' capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of physical activities. Through PDHPE students develop knowledge, understanding, skills values and attitudes that enable them to advocate lifelong health and physical activity.

Assessment Schedule and Weightings

Nature of Task	**Task 1** On the Road	**Task 2** Moving and Performing	**Task 3** Healthy Mind Healthy Body	**Weighting %**
Timing	Week 9, Term 1	Week 9, Term 2	Week 9, Term 3	
Outcomes	PD5-1, PD5-2, PD5-3, PD5-6, PD5-4, PD5-5, PD5-9, PD5-10	PD5-4, PD5-5, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10, PD5-11	PD5-1, PD5-2, PD5-3, , PD5-7, PD5-9, PD5-10	
Component				
Knowledge and Understanding Skills Values and Attitudes	40%	20%	40%	**100%**
Weighting %	**40%**	**20%**	**40%**	**100%**

Outcomes
A student develops the skills to:

PD4-1	examine and evaluate strategies to manage current and future challenges
PD4-2	examine and demonstrate the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3	investigate effective strategies to promote inclusivity, equality and respectful relationships
PD4-4	refine, apply and transfer movement skills in a variety of dynamic physical activity contexts
PD4-5	transfer and adapt solutions to complex movement challenges
PD4-6	recognise how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7	investigate health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8	plan for and participate in activities that encourage health and a lifetime of physical activity
PD4-9	demonstrate self-management skills to effectively manage complex situations
PD4-10	apply and refine interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11	demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Science

Year 10 Course Assessment

COURSE DESCRIPTION: The study of Science is a collaborative, creative endeavour and has led to a dynamic body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the natural world.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Scientific Depth Study	**Task 2** Pat Test Semester One Quiz	**Task 3** Research Task	**Task 4** Yearly Examination	**Weighting %**
Timing	Week 2, Term 2	Week 4, Term 2	Week 9, Term 3	Week 3, Term 4	
Outcomes			,		
Component					
Knowledge & Understanding		15%		20%	**35%**
Working Scientifically – Research	10%		15%		**25%**
Working Scientifically – First hand investigations	15%	5%		5%	**25%**
Working Scientifically – Analysing data	5%		5%	5%	**15%**
Weighting %	**30%**	**20%**	**20%**	**30%**	**100%**

Outcomes
A student develops the skills to:

SC5-1	appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
SC5-2	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures
SC5-3	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
SC5-4	develops questions or hypotheses to be investigated scientifically
SC5-5	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12	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
SC5-13	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
SC5-14	analyses interactions between components and processes within biological systems
SC5-15	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17	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

Visual Arts

Year 10 Course Assessment

COURSE DESCRIPTION: Visual Art provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

Assessment Schedule and Weightings

Nature of Task	**Task 1** Body of Work	**Task 2** Artist Research Essay	**Task 3** Body of Work	**Weighting %**
Timing	Week 10, Term 1	Week 5, Term 2	Week 2, Term 4	
Outcomes	5.1, 5.2, 5.3, 5.4	5.8, 5.9, 5.10	5.1, 5.5, 5.6	
Component				
Artmaking	30%		30%	**60%**
Art criticism and art history		40%		**40%**
Weighting %	**30%**	**40%**	**30%**	**100%**

Outcomes
A student develops the skills to:

5.1	develop range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	make artworks informed by their understanding of the function of and relationship between the artist – artwork – world – audience
5.3	make artworks informed by an understanding of how the frames affect meaning
5.4	investigate the world as a source of ideas, concepts and subject matter in the visual
5.5	make informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrate developing technical accomplishment and refinement in making artworks
5.7	apply their understanding of aspects of practice to critical and historical interpretations of art
5.8	use their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrate how the frames provide different interpretations of art
5.10	demonstrate how art criticism and art history construct meanings

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APPENDIX 1: Assessment Missed Due to <u>Illness or Misadventure</u>

Student Name:	Year:
Course Name:	Class:
	Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due: Term:____ Week:____ Day: M T W T F Date: _____

Details of Illness/Misadventure/Absence

First day of absence: Term:____ Week:___ Day: M T W T F Date: _____
Last day of absence: Term:_____ Week:____ Day: M T W T F Date: _____
Reason for Absence: _____ Doctor's Certificate Attached? ❒ Yes ❒ No ❒ Other supporting documentation

Student Signature: _____ Date: _____

Parent/Caregiver Signature: _____ Date: _____

<u>RECOMMENDATION</u>:

<u>Teacher</u>: ❒ Hand in ❒ Undertake task ❒ Extension ❒ Estimate ❒ Zero mark ❒ Percentage Loss

New Date: Term:_____ Week:_____ Day: M T W T F Date: _____

Reason: _____

<u>Head Teacher</u>: ❒ Hand in ❒ Undertake task ❒ Extension ❒ Estimate ❒ Zero mark ❒ Percentage Loss

[NB: Percentage Loss as per policy: Year 7 =10%/day late; Year 8 = 20%/day late; Year 9 = 25%/day late]

Agreed Date: ❒ As per c/r/t recommendation **OR** Term:_____ Week:____ Day: M T W T F Date: _____

Reason: _____

HT Name: _____ HT Signature: _____ Date: _____

DP Name: _____ DP Signature: _____ Date: _____

❒ Student copy ❒ Faculty copy ❒ Office copy ❒ Letter of concern

APPENDIX 2: Assessment Missed Due to School/Other Business

[NB: Exemption form is required to be attached to this document]

Student Name:	Year:
First day of absence: Term:____ Week:___ Day: M T W T F Date: _____	
Last day of absence: Term:_____ Week:____ Day: M T W T F Date: _____	
❒ School ❒ Academic ❒ Sport ❒ Other _____	
Supporting documentation supplied ❒ Yes ❒ No	

Subject: **Task:** **Original Date:**	**Teacher:** **Name:** **Signature:**	**Re-scheduled Date:** **Time:**	**Head Teacher:** **Signature:** **Date:**	**Deputy:** **Signature:** **Date:**
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I agree that it is my responsibility to complete each task as allocated.

Student Name: …… **Signature: ……** **Date: ……**

❒ Student copy ❒ Faculty copy ❒ Office copy

APPENDIX 3: Assessment Appeal

Student Name:	Year:
Course Name:	Class:
	Class Teacher:

Task Details

Task Number:	Title:
Weighting:	Due: Term:____ Week:____ Day: M T W T F Date: _____

Reason(s) for Appeal

Any review undertaken will NOT look at marks awarded for specific assessment tasks.

The review will consider if the assessment task and/or the processes were appropriate for the stage of the course being assessed.

Briefly outline your reasons for lodging an appeal for the task.

……

……

……

……

……

Student Signature: _____ Date: _____

Parent/Caregiver Signature: _____ Date: _____

Appeal Decision

Review Panel Recommendation: ❒ Granted ❒ Denied

Reason: _____

_____

Deputy: Name: _____ Signature: _____ Date: _____

Course Head Teacher: Name: _____ Signature: _____ Date: _____

Head Teacher: Name: _____ Signature: _____ Date: _____

❒ Student copy ❒ Faculty copy ❒ Office copy

APPENDIX 4: Referencing

The web link referencing service currently provided by NHS can be found at https://org.slasa.asn.au/harvard. See the librarian, or your teacher, for the login password.

Harvard Style Referencing uses the 'Author-Date' system, as shown below:

Style, Books, Pamphlets and Brochures

Cutling, K 1991, *A guide to police writing*, Carswell, Canada.

Oscar, K & Noel, JR 2002, *Communicate!*, 10th edn, Wadsworth, Belmont, CA.

References cited from a Secondary Source

Wright, S 1996, *The way to go*, Allen & Unwin, Sydney, quoted in Cowdrey, C 1997,

Article or Chapter in an Edited Book

Barry, P 1992, 'Controlling corruption', in *Policing Australia: Old issues new perspectives,* eds P Moir & H Eijkman, MacMillan, Melbourne.

Article within a Journal (periodical)

Smith, DP 1996, 'Characters and cops', *Australian Policing Journal*, vol. 19, no. 5, pp. 323-342.

Newspaper Article

Smith, DP, Jones, K & Wrightson, R 1999, 'The great English debate', *Sydney Morning Herald*, 8 August, p. 6.

Electronic Sources (World Wide Web)

Web sites The group of Web pages and documents that make up a Web site can generally be accessed from a single home or index page.

NSW Police n.d., *NSW Police on-line*, home page, viewed 29 April 2003, <http://www.police.nsw.gov.au/main/>.

Another example of a Web page with an author:

Crime Prevention Unit 1999, *Indigenous crime prevention projects*, Attorney-General's Department, South Australia, viewed 29 April 2003, <http://www.cpu.sa.gov.au/sa_indproj.htm>.

A Web page without an author: follow the same process as for anonymous works and begin with the title.

The nature of cults 2002, last edited 24 October 2002, Concerned Christians Growth Ministries Inc., Nollamara, WA, viewed 10 November 2002, <http://www.ccgm.org.au/articles/TheNatureOfCults1.html>.

Punctuation must be exact. Be particularly careful in recording stops and slashes. The file address should be typed along the same line if possible.

Web page within a Web site**:** For a single page or related group of pages within a Web site, add the date (day and month of the most recent update or revision),the date document was viewed, and the URL or Internet address of the site or, if that is not available, URL of the main site.
NSW Police n.d., *Crime prevention in NSW*, viewed 29 April 2003, <http://www.police.nsw.gov.au/prevention/prevention.cfm>.

APPENDIX 5: AIMING TOWARDS ACHIEVING SUCCESS

Success is achievable for everyone. The work habits you develop and refine throughout your schooling years will not only help determine the quality of your overall schooling outcomes they, will also be invaluable skills to draw upon throughout life.

SOME GENERAL TIPS THAT YOU MIGHT FIND USEFUL:

GETTING ORGANISE : STAYING ORGANISED

1. Buy a diary or use your phone as an organiser to record your homework and tasks.

2. Write all your assessment tasks on a large wall calendar and refer to it regularly.

3. Set up a well-organised workspace. Aim for a quiet, well-lit area.

4. Decide on a regular homework/study time and commit to it as best you can.

5. Turn off electronic devices. Listen to music, without lyrics, that is recommended to assist with studying.

6. Consider your personal study preferences. Do you:

    - work better early in the morning or in the evening?
    - like to eat before or after you do your homework?
    - like to be warm or cool?
    - prefer a strong or soft light?
    - like it to be quiet, wear ear plugs, or have some low-level noise around you?

SOME STUDY SUGGESTIONS

- ✓ Keep your school books tidy, well organised and up-to-date. You need to be able to find and read your notes.

- ✓ Work efficiently on tasks during lesson time.

- ✓ Find a 'study buddy'. Work with a friend who wants to do well too.

- ✓ Make a study timetable.

- ✓ Start your homework by looking over your class work for that day. Try to recall classroom discussions. Add ideas to your answers. Complete any unfinished activities. Practise a few class tasks again.

- ✓ Undertake some research around topics studied in lessons.

- ✓ Write summaries at the end of units or create mind maps linking concepts.

- ✓ Put summary notes and study cribs up on your walls, the door, the ceiling……

- ✓ Record your notes and listen to them.
- ✓ Get someone like your carer, a sibling or a friend to 'hear' what you need to memorise.
- ✓ Start preparing for assessments several weeks before they are due.
- ✓ Read your task notification carefully and check the details of what is required.
- ✓ Break up assignments into 'chunks' and work through them one at a time.
- ✓ Prepare drafts and present them to your teacher for feed-back comments.
- ✓ Do a little often, don't leave anything to the last minute. Plan ahead.

MANAGING YOUR WELLBEING

- ➢ Develop skills in organisation and time management, they will come with practice.
- ➢ Prioritise and make plans.
- ➢ Be positive! Expect to succeed! Imagine how good you will feel when you complete and submit your work.
- ➢ Listen for and block negative self-talk. You can do it! You do deserve success!
- ➢ Eat well and get plenty of exercise.
- ➢ Remember to schedule in some 'me' time. Do things you enjoy and spend time with friends and family.
- ➢ Keep a good balance between school, your social life, family and job commitments.
- ➢ If you need help, ask for it! Remember that your teachers, your Year Adviser, your Deputy and the whole school community are here to help you achieve your goals.
- ➢ Talk to someone you trust if you are feeling overwhelmed.
- ➢ Work at keeping positive relationships at home. It's amazing how understanding and helpful others can be if you let them.
- ➢ Congratulate yourself on each achievement. Promise yourself a reward when you complete a difficult task. It doesn't have to be big
- ➢ Remember, not all pressure or stress is bad, managed properly it can help you reach greater heights.