Irrawang High School
Year 10
2020 Assessment Information Booklet

Dear Parents/Carers and Students of Year 10,

The Year 10 Assessment Handbook is provided to assist you and your child with the planning of assessment tasks which will take place throughout the year.

This Handbook includes the Irrawang High School Assessment Policy, an outline of assessment tasks and their due dates as well as the outcomes that students will be assessed on. For each assessment task, students will be notified 2 weeks prior to the task being due.

At Irrawang High School, we value student assessment and see students learning being rewarded for the sustained efforts in the classroom and with their studies. We place high expectations on student learning and they will be assessed in variety of ways.

Students are accountable to submit assessable tasks by the due date unless unforeseen circumstances occur. This is where students and their families need to follow the Irrawang High School Assessment procedures to ensure their learning is the priority and they have every chance to complete the task to the best of their academic ability.

Paul Baxter

Principal

Introduction

This Assessment Handbook provides Year 10 students with information about the procedures relating to Assessment. Students and parents are advised to read the booklet closely and keep it for reference. The following teachers are able to assist students and parents with issues about assessment relating to their Key Learning Area (KLA).

Deputy Principal
Mrs Liana Gill

Year 10 Advisers
Miss Sarah Heffernan & Mr Damien Hurley

Faculty Head Teachers

CAPA	- Ms Adele Robinson
English	- Miss Hollie Sheriff Rlv
HSIE	- Mr Todd Hopper Rlv
Mathematics	- Mrs Sarah Bailey
PDHPE	- Mr Peter Hosking
Science	- Mrs Talia Gruschka Rlv
Support	- Mrs Natalie Moore
TAS	- Mr Michael Groth
Admin	- Mr David Pearson
Wellbeing	- Mr Justin Tonks

NESA REQUIREMENTS FOR AWARD OFTHE NSW RECORD OF SCHOOL ACHIEVEMENT

The NSW Record of School Achievement (ROSA) is generally awarded to eligible students after four years of secondary school. In Years 7 to 10, students study a variety of courses to qualify for the award of the NSW Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

EligibilityRequirements

To be eligible for the award of the NSW ROSA, you are required to attend a government School or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. You must follow and complete the pattern of courses required by the Board of Studies.

To complete a course of study for the NSW Record of School Achievement, you must have a satisfactory record of application (effort).

While formal ROSA credentials are only for school leavers, all Year 10 students will be able to access their results electronically and print a transcript of their results. Only students who leave school and who satisfy eligibility requirements for the ROSA will receive the formal credential.

Students who leave school and who are not eligible for a ROSA will be able to receive a Transcript of Study at their time of departure. The Transcript of Study will contain the same information as the ROSA for courses satisfactorily completed.

All students will also have access to a record of their grades through Students Online. Students who receive their HSC will be able to receive a ROSA at the same time as their HSC, detailing their achievement in their earlier years of study.

Mandatory Curriculum Requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed, consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

As was the case with the School Certificate, a requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Responsibilities

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Irrawang High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Faculty Head Teacher but will include information about the extent to which a student has performed against the assessment outcomes.

Student Assessment

Assessment is a process of gathering information about student achievement at various stages in a course. At Irrawang High School, we use a variety of assessment tasks to assess performance across a range of syllabus outcomes. The nature of tasks varies within and across courses – they include assignments, projects, fieldwork and reports, oral presentations, tests and examinations, portfolios, practical investigations, long term pieces of work and performances. Students may participate in a variety of informal assessment tasks of an ongoing nature (journals, portfolios, bookwork, and classwork) in a calendar year.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of**:**

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESA

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Irrawang High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Completion / Submission

Submission

NESA (NSW Education Standards Authority)

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted (Year 10 and 11) for all courses in which they are enrolled.

Submission of tasks at Irrawang High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due (If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a medical certificate or they will be deemed to have handed in the task late).

Task Non Completion

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a **zero** mark. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a **zero** mark being awarded for the task. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The latter will also contain a rescheduled date for the submission of incomplete works.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or

appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10) will be issued.

Malpractice

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a **zero** result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing a false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a **zero** mark may be awarded for the task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an Academic Concern or N Warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not discarded without close and careful consideration.

Appeals / Misadventure

A misadventure is an unavoidable personal circumstance that makes it impossible for you to attend an assessment. Such circumstances do not include family holidays or social engagements.

Students absent (due to illness, misadventure or approved leave) from school on the day an assessment task, test or examination is due to be completed, must complete and submit a Student Misadventure Form **within two days** after their return to school. The Student Misadventure Form can be collected from the Deputy Principal and once completed must include the signature of their Class Teacher, Faculty Head Teacher and parent/carer. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least two calendar weeks before the assessment is due.

If you fail to complete or submit an assessment task through absence or illness, then you must:

- Contact your Classroom Teacher or Head Teacher as soon as possible. Telephone if the absence is to be more than 2 days. Otherwise inform your teacher on the day of your return to school. In cases where a task has been in preparation for some time, the "working notes" of the task must be presented at this time.
- Collect a Misadventure Form from the Deputy Principal on the first day that you return to school.
- Complete the task on the first day or first subject specific period back from absence.

- Submit a Misadventure Form, with either Doctor's Certificate or Statutory Declaration attached, to the relevant *Deputy Principal within two school days* of when you return to school. In cases of prolonged absence have someone else present the certificate and form for you.
- Doctor's Certificates are to be obtained the day of the absence, or prior. Provide as much detail as possible to support your case. The Assessment Committee will review each case to determine what penalty, if any will be applied.

This is a serious situation, which in the event of an illness or misadventure requires a Doctor's Certificate or Statutory Declaration by means of explanation.

An appeals panel will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and / or to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10).

In relation to the Student Misadventure Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal. (Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.)

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- A note will be required from the parent / caregiver that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.

Students may engage in alternate approved school based activities (eg school representative sport) so long as the student has communicated and appealed the task, before the date of the assessment, to the classroom teacher or head teacher administering the task.

Extensions

Extensions may be granted before the due date only. Only the Faculty Head Teacher may recommend an extension. Students are required to submit a Student Misadventure Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task or an assessment result. The concern could be about an act, missing information, a situation or a decision. If a student feels something is unfair, discriminatory or unjustified, they should see the Teacher or Head Teacher within two days of receiving their task back.

APPLICATION FOR ILLNESS / MISADVENTURE

Assessment tasks are a compulsory and necessary component of the school curriculum in all years of schooling. Absence from an assessable task could be an indication of a student's non-serious attempt, placing at risk the award of the Record of School Achievement or the Higher School Certificate. It is the responsibility of a student who fails to submit an assessable task to make proper application for consideration under the **published rules of the Assessment Procedures.**

An application for misadventure form is to be completed ONE week prior to absence or if situation is unforeseen, collected on the first day the student returns to school and completed within 2 school days.

Student Name: _____ **Date:** _____

Task: _____ **Subject:** _____

Due Date: _____

Year Group (please circle): **Year 7-10** **Year 11** **Year 12**

CIRCUMSTANCES (Tick a box):

- o Illness/Misadventure
- o School Business

SUPPORTING DOCUMENTATION

Reason for missing assessment task or application for extension:

_____
_____
_____

Doctors Certificate Attached: **YES/NO** (Doctors Certificate **MUST** be attached to the form if the reason is **ILLNESS**)

Have you **ATTACHED** further documentation to support your application? **YES/NO**
(This could include a **Statutory Declaration or Representation Form** detailing your circumstances)

Classroom Teacher Signature: _____ **Head Teacher Signature:** _____

Parent/Guardian Signature: _____ **Student Signature:** _____

Student needs to complete the task on the first day or first subject specific period back from absence.

- o Has the task been completed? YES/NO Date to be completed _____
- o Comment – *submission, format, alternative task, extension*

_____
_____

Students are responsible to collect a copy of the completed Misadventure Form from Deputy Principal.

OFFICE USE ONLY

Application for Misadventure Panel Decision

- Head Teacher Determination
- Panel Determination

Has the student submitted supporting documentation to support absence **YES/NO**

Has the task been completed? **YES/NO**

Outcome and Recommendation

- Zero
- Estimate
- Alternative Task
- Other

_____
_____
_____
_____

Deputy Principal Signature: _____ **Date:** _____

Student Assessment Task Submission Flow Chart

Student receives a minimum of 2 weeks' notification of assessment task

Student knows they will be away the date of the assessment task for: *sporting representation, work experience, planned medical procedure.*

Student collects Misadventure Form from Deputy Principal prior to absence and completes this with supporting documentation at least ONE week prior: e.g. *school representation acceptance note*

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

Assessment Committee determines outcome if necessary

Student absent on day of assessment task

Student notifies school of absence. On first day of attendance after absence, the student collects a Misadventure Form from Deputy Principal.

Student completes assessment task first day back

Alternative assessment arrangements will be made by the Classroom Teacher and Head Teacher in consultation with the Deputy Principal where necessary

Misadventure Form signed by Classroom Teacher, Head Teacher, Parent and Student and returned within 2 school days.

Assessment Committee determines outcome if necessary

Student may appeal assessment committee decision

N-Determination – Year 10 students only

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

- Followed the course developed or endorsed by the NESA and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school and
- Achieved some or all of the course outcomes

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of the NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligibility for the award of the ROSA. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student wishes a school review of an 'N' determination, a NESA appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESA. Information is available from the Principal.

YEAR 10 SUBJECT ASSESSMENT SCHEDULE OVERVIEW - 2020

WEEK	TERM 1	TERM 2	TERM 3	TERM 4
1		**Photography**		
2		**Food Technology**		**History** **Geography**
3		**Geography** **Science** **STEM** **Visual Arts** **Agriculture** **History**	**History**	**Industrial Tech Timber** **PASS** **Visual Arts** **Agriculture** **English**
4		**PASS**	**STEM**	**Drama** **Food Technology** **Music** **PDHPE** **Photography** **Science**
5	**Mathematics**	**Industrial Tech Timber** **Mathematics**	**Mathematics** **Science**	**Mathematics** **STEM** **Food Technology**
6	**English**	**Music** **Food Technology** **English**	**Geography**	**Dance**
7	**Agriculture** **History**		**Agriculture** **History**	
8	**Industrial Tech-Timber** **PDHPE** **Photography** **Science**	**PDHPE**	**PDHPE** **PASS**	
9	**Child Studies** **Drama Part A** **PASS** **Science** **Music** **Geography**		**Child Studies** **Drama Part A** **Dance** **Visual Arts** **Music** **Geography**	
10	**Dance** **Drama Part B** **Mathematics** **Visual Arts** **English**	**Dance** **Drama** **Music** **STEM** **English**	**Drama Part B** **Food Technology** **Industrial Tech Timber** **Photography** **English**	
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YEAR 10 AGRICULTURAL TECHNOLOGY ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4	Task 5
Syllabus/Topic Focus		**Research: Sweet Corn in Australia**	**Sweet Corn Production Practical**	**Poultry: Raising chickens and reporting**	**Poultry Handling**	**Yearly Examination**
Task Type		**Written Report**	**Ongoing Practical Work**	**Written Report**	**Ongoing Practical Work**	**Written**
Week/Term		**T1W7**	**T2W3**	**T3W7**	**T4W3**	**Exam week**
Assessment Component						
Plant Production	50%	15%	25%			10%
Animal Production	50%			15%	25%	10%
Total		15%	25%	15%	25%	20%
Outcomes Assessed		AG5-1, AG5.3 AG5.4, AG5-5, AG5-6	AG5-4, AG5-5, AG5-9, AG5-11, AG5-12	AG5-7, AG5-9, AG5-10, AG5-12, AG5-14	AG5-4, AG5-5, AG5-9, AG5-13, AG5-14	AG5-1, AG5-3, AG5-6, AG5-7, AG5-8, AG5-9, AG5-10, AG5-12

Course Outcomes

A student:

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

YEAR 10 STAGE 5 CHILD STUDIES ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	
Syllabus/Topic Focus		*DIVERSE NEEDS*	*NEWBORN CARE*	FOOD AND NUTRITION	**YEARLY EXAM**
Task Type		*RESEARCH TASK*	VIRTUAL BABY TASK	*PRACTICAL TASK*	*EXAM*
Week/Term		**T1W9**	**T2 ONGOING**	**T3W9**	
Assessment Component					
Knowledge and information of the content	**50**	30			20
Practical	**40**		30	10	
Research skills	**10**			10	
Total	**100**				
Outcomes Assessed		1,2,3,	4, 8	7, 8, 9	1, 2, 3, 4, 5, 6, 7, 8

Course Outcomes

A student can:

1. identify reasons that may result in children having diverse needs, eg. physical disability, intellectual disability, gifted and talented
2. recognise that all children have strengths and talents, and the potential to learn and develop given the appropriate support and opportunities
3. outline developmental differences that can occur, eg. language development.
4. describe the physical characteristics of newborns
5. identify and explain the purpose of specific tests conducted on newborns, eg. APGAR, measurements, hearing
6. outline reasons why children may require special care and how this care can be provided, eg. jaundice, low birth weight, neonatal wards
7. compare the food options available for weaning, eg. commercially prepared and home prepared foods
8. outline the nutritional needs through the early years taking into consideration nutritional models and current dietary guidelines
9. plan and prepare a variety of meals suited to the various stages of development

YEAR 10 DANCE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Dance Technique and Injury Prevention**	**Drawing Links**	**Unity in Dance**	**Site-Specific Dance**
Task Type		Performance and Dance Injury Report	Written Dance Analysis	Group Composition and Composition Analysis Booklet	Site-Specific Performance and Site-Specific Group Composition
Week/Term		**T1W10**	**T2W10**	**T3W9**	**T4W6**
Assessment Component		Performance	Appreciation	Composition and Appreciation	Performance and Composition
PERFORMANCE	40	30			10
COMPOSITION	30			20	10
APPRECIATION	30		20	10	
Total	100%	30	20	30%	20
Outcomes Assessed		5.1.1, 5.1.2, 5.1.3	5.3.1, 5.3.2, 5.3.3	5.2.1, 5.2.2, 5.3.1	5.1.2, 5.1.3, 5.2.1, 5.2.2

Course Outcomes

5.1.1 5.1.2 5.1.3	A student: - demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances - demonstrates enhanced dance technique by manipulating aspects of the elements of dance - demonstrates an understanding and application of aspects of performance quality and interpretation through performance
5.2.1 5.2.2	A student: - explores the elements of dance as the basis of the communication of ideas - composes and structures dance movement that communicates an idea.
5.3.1 5.3.2 5.3.3	A student: - describes and analyses dance as the communication of ideas within a context - identifies and analyses the link between their performances and compositions and dance works of art - applies understandings and experiences drawn from their own work and dance works of art.

YEAR 10 DRAMA ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Political/Protest Theatre and Street Theatre**	**Playbuilding/ Documentary Drama**	**Realism/Scripted Drama**	**Yearly Exam**
Task Type		Part A: Group-Devised Protest Performance Part B: Individual Written Response	Group-Devised Documentary Performance and Scaffolded Individual Reflection	Part A: Scripted Duologue Performance Part B: Group Workshop Development	Written Examination
Week/Term		**Part A: T1W9** **Part B: T1W10**	**T2W10**	**Part A: T3W9** **Part B: T3W10**	**T4, Year 10 Yearly Exam Period**
Assessment Component					
MAKING	30	10	10	10	
PERFORMING	35	5	10	20	
APPRECIATING	35	10	5		20
Total	100%	25%	25%	30%	20%
Outcomes Assessed		5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.3.1	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3	5.3.1, 5.3.2, 5.3.3

Course Outcomes

	A student:
5.1.1	- manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	- contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	- devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	- explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
	A student:
5.2.1	- applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	- selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	- employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
	A student:
5.3.1	- responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	- analyses the contemporary and historical contexts of drama
5.3.3	- analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

YEAR 10 ENGLISH ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Stories that Matter**	**Voices of War**	**Shakespeare Retold**	**All Topics**
Task Type		*Understanding of Novel* *Viva Voce* *Book work*	*Visual representation* *Creative Writing*	*Multimodal* *Book work*	*Yearly Exam*
Week/Term		**T1W6, T1W10**	**T2W6, T2W10**	**T3W10**	**T4W3**
Total	100	30	30	25	15
Directly Reportable Statements Assessed **Assessment tasks will be *differentiated*.**		3, 4, 7, 8, 9	1, 3, 5, 7, 9	2, 5, 6, 8	1, 3, 5

Year 10 English Directly Reportable Statements
A student:

1. Can compose increasingly sophisticated texts.
2. Can use and assess a variety of ways to convey information in different formats and technologies.
3. Can use various textual features to convey ideas suited to purpose, audience and context.
4. Can transfer knowledge clearly and accurately into new contexts.
5. Can interpret increasingly complex information, ideas and arguments into new compositions.
6. Can compare showing the relationship between texts.
7. Can understand the ways texts represent the world globally and privately.
8. Can question and evaluate cultural meaning in texts.
9. Can individually and collaboratively reflect on learning with increasing independence.

YEAR 10 FOOD TECHNOLOGY ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Food Equity	Food Equity/Food Trends/Food Product Development/Food Preparation & Processing/Food for Special Occasions	Food Product Development	Food for Special Occasions
Task Type		Design Folio/Practical Examination	Practical and Safety	Design Folio/Practical Examination	Topic Examination
Week/Term		**T2 W2**	**T2 W6/T4 W5 Ongoing**	**T3 W10**	**T4 W4**
Assessment Component					
Practical knowledge and skill	40%	10%	20%	10%	
Knowledge and understanding of course content	60%	10%		10%	40%
Total	100%	20%	20%	20%	40%
Outcomes Assessed		5.4.2 5.3.2	5.5.1 5.1.2 5.2.3	5.5.1 5.4.1	5.4.1 5.6.1

Course Outcomes

5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
5.4.2 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
5.4.1 collects, evaluates and applies information from a variety of sources
5.2.3 applies appropriate methods of food processing, preparation and storage
5.4.2 communicates ideas and information using a range of media and appropriate terminology
5.6.1 examines the relationship between food, technology and society

YEAR 10 GEOGRAPHY ASSESSMENT SCHEDULE 2020

Course Components	Task 1	Task 2	Task 3	Task 4	Formative Tasks
Syllabus/Topic Focus	**Environmental management and change**	**Environmental management and change**	**Human Wellbeing**	**Human Wellbeing**	**All topics covered**
Task Type	**Research Task**	**Examination**	**Case Study**	**Examination**	**Milestone Tasks Bookwork**
Week/Term	**T1W9**	**T2W3**	**T3W9**	**T4W2**	**Throughout the year**
Assessment Component	**15%**	**15%**	**15%**	**15%**	**40%**
Knowledge and understanding of course content	✓	✓	✓	✓	✓
Geographical skills		✓		✓	✓
Geographical tools	✓	✓	✓	✓	✓
Outcomes Assessed	GE5-4, GE5-7, GE 5-8	GE5-1, GE5-2, GE5-4	GE5-6, GE5-7, GE5-8	GE5-1, GE5-2 GE5-6	All outcomes covered

Course Outcomes

Geography Outcomes:

A student:

GE5-1 explains the diverse features and characteristics of a range of places and environments
GE5-2 explains processes and influences that form and transform places and environments
GE5-3 analyses the effect of interactions and connections between people, places and environments
GE5-4 accounts for perspectives of people and organisations on a range of geographical issues
GE5-5 assesses management strategies for places and environments for their sustainability
GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
GE5-8 communicates geographical information to a range of audiences using a variety of strategies

YEAR 10 HISTORY ASSESSMENT SCHEDULE 2020

Course Components	Task 1	Task 2	Task 3	Task 4	Formative Tasks
Syllabus/Topic Focus	**Rights and Freedoms**	**Rights and Freedoms Holocaust**	**Globalising World**	**Globalising World**	**All topics covered**
Task Type	**Research Task**	**Examination**	**Case Study**	**Examination**	**Milestone Tasks Bookwork**
Week/Term	**T1W7**	**T2W3**	**T3W7**	**T4W2**	**Throughout the year**
Assessment Component	**15%**	**15%**	**15%**	**15%**	**40%**
Knowledge and understanding of course content	✓	✓	✓	✓	✓
Historical inquiry and research	✓		✓		✓
Source-based skills	✓	✓	✓	✓	✓
Communication of historical understanding	✓		✓		✓
Outcomes Assessed	HT5-5, HT5-6, HT5-8	HT5-1,HT5-2, HT5-3	HT5-7, HT5-9, HT5-10	HT5-1,HT5-2, HT5-3	All outcomes covered

Course Outcome

A student:
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

YEAR 10 INDUSTRIAL TECHNOLOGY – Timber – Cabinetwork 4
ASSESSMENT SCHEDULE - 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Folio** **Research & Planning Sheets**	**Practical Test**	**Practical Project**	**Folio** **Production Record & Evaluation**
Task Type		Research & Class Work	Class Test	Ongoing Practical Work	Product Evaluation & Report Writing
Week/Term		**T1W8**	**T2W5**	**T3W10**	**T4W2**
Assessment Component					
Practical Knowledge & Skill	**70%**		20	50	
Knowledge and understanding of course content	**30%**	20			10
Total	**100%**	**20**	20	50	10
Outcomes Assessed		1,2,3,5	4	1,4	2,3

Course Outcomes

Cabinetwork 4 Outcomes:

1. Safety - Identifies and assesses hazards, then adopts appropriate risk reduction strategies.
2. Design Principles - Applies principles of design in the development and evaluation of practical projects
3. Communication Techniques - Communicates effectively using a range of verbal, graphical and written methods
4. Tool Knowledge & Use, Practical Skill - Is able to select and proficiently use tools to produce quality projects

5. Industry & Society - Displays a working knowledge of industrial manufacturing techniques and their effect on society and the environment

YEAR 10 5.1 MATHEMATICS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Trigonometry	Equations and Linear Relationships	Non-Linear Relationships & Single Variable Data Analysis	Area, Surface Area and Volume Financial Mathematics
Task Type		*Assignment*	*In Class Examination*	*In Class Examination*	*In Class Examination*
Week/Term		**T1W5**	**T2W5**	**T3W5**	**T4W5**
Total	100	20	25	25	30
Outcomes Assessed		MA5.1-10MG MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA 5.2 - 8NA MA5.1-6NA MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA5.1-7NA MA5.1-12SP MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA5.1-8MG MA5.1-4NA MA5.1-1WM MA5.1-2WM MA5.1-3WM

Year 10 5.1 Course Outcomes:

MA5.1-10MG - applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-6NA - Determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA - Graphs simple non-linear relationships
MA5.1-12SP - Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-8MG - Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-4NA - Solves financial problems involving earning, spending and investing money
MA 5.2 - 8NA - Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques (5.2 Outcome)

Working Mathematically

MA5.1-1WM - Uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM - Selects and uses appropriate strategies to solve problems
MA5.1-3WM - Provides reasoning to support conclusions that are appropriate to the context

YEAR 10 5.2 MATHEMATICS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Trigonometry	Equations and Linear Relationships	Single Variable Data Analysis Non-Linear Relationships	Area, Surface Area and Volume Financial Mathematics Single Variable Data Analysis Non-Linear Relationships Equations and Linear Relationships Trigonometry
Task Type		*Assignment*	*In class examination*	In class examination	*Yearly Examination*
Week/Term		**T1W5**	**T2W5**	**T3W5**	**T4W5**
Total	100	20	25	25	30
Outcomes Assessed		MA5.213MG MA5.21WM MA5.22WM MA5.23WM	MA5.21WM MA5.22WM MA5.23WM MA5.28NA MA5.29NA	MA5.215SP MA5.2-1WM MA5.2-3WM MA5.2-10NA	MA5.2-11MG MA5.2-12MG MA5.2-1WM MA5.2-2WM MA5.2-4NA

Year 10 5.2 Course Outcomes:

MA5.2-1WM - selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM - interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM - constructs arguments to prove and justify results
MA5.2-4NA - solves financial problems involving compound interest
MA5.2-8NA - solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA - uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA - connects algebraic and graphical representations of simple non-linear relationships

MA5.2-11MG - calculates the surface areas of right prisms, cylinders and related composite solids

MA5.2-12MG - applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2-13MG - applies trigonometry to solve problems, including problems involving bearings

MA5.2-15SP - uses quartiles and box plots to compare sets of data, and evaluates sources of data

YEAR 10 (5.3) MATHEMATICS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		TRIGONOMETRY	EQUATIONS LINEAR RELATIONSHIPS	NON-LINEAR RELATIONSHIPS	AREA, SURFACE AREA AND VOLUME SINGLE VARIABLE AND BIVARIATE DATA ANALYSIS EQUATIONS LINEAR RELATIONSHIPS TRIGONOMETRY
Task Type		*Assignment*	*Examination*	*Examination*	*Yearly Examination*
Week/Term		**T1W5**	**T2W5**	**T3W5**	**T4W5**
Total	**100**	**20**	**25**	**25**	**30**
Outcomes Assessed		MA5.21WM MA5.22WM MA5.23WM MA5.3-15MG	MA5.21WM MA5.22WM MA5.23WM MA5.3-5NA MA5.3-6NA MA5.3-7NA MA5.3-8NA	MA5.21WM MA5.22WM MA5.23WM MA5.3-4NA MA5.3-9NA MA5.3-18SP MA5.3-19SP	MA5.21WM MA5.22WM MA5.23WM MA5.3-13MG MA5.3-14MG MA5.3-15MG MA5.3-16MG

Year 10 5.3 Course Outcomes:

MA5.3-4NA – Draws, interprets and analyses graphs of physical phenomena.

MA5.3-5NA – Selects and applies appropriate algebraic techniques to operate with algebraic expressions.

MA5.3-6NA – Performs operations with surds and indices.

MA5.3-7NA – Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.

MA5.3-8NA – Uses formulas to find midpoint, gradient and distance on the cartesian plane, and applies standard form of the equation of a straight line.

MA5.3-9NA – Sketches and interprets a variety of non-linear relationships.

MA5.3-13MG – Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids.

MA5.3-14MG – Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.

MA5.3-15MG – 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 – Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.

MA5.3-18SP – Uses standard deviation to analyse data.

MA5.3-19SP – Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes.

WORKING MATHEMATICALLY OUTCOMES

MA5.S-1WM – Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

MA5.3-2WM – Generalises mathematical ideas and techniques to analyse and solve problems efficiently.

MA5.3-3WM – Uses deductive reasoning in presenting arguments and formal proofs.

YEAR 10 MUSIC ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		MUSICAL THEATRE	POPULAR MUSIC	MUISC FOR FILM, RADIO, TELEVISION and MULTIMEDIA	ROCK MUSIC .
Task Type		**Perform** a piece, representative of the topic , as a soloist or as a member of an ensemble	PARTA: **Musicology Viva Voce** on POPULAR MUSIC 10 MINUTE time limit PART B: **Aural Analysis** of 2 contrasting pieces representing Topic presented at Viva Voce	PARTA: **Perform** a piece representative of the topic , as a soloist or a member of an ensemble PART B: **Compose** a piece representative of the Topic in a recognised notational format	Written short responses to **listening** examples based on Topic
Week/Term		**W9 T1**	**W6 T2**	**W9 T3**	**W4 T4**
Assessment Component		Performing	Listening Musicology	Performing Composing	Listening
PERFORMING	35	20		15	
COMPOSING	20			20	
LISTENING	25		10		15
MUSICOLOGY	20		20		
Total	100%	20	30	35	15
Outcomes Assessed		5.1 5.2 5.3 5.7 5.8 5.9 5.10	5.1 5.2 5.3 5.4 5.5 5.6 5.11 5.12	5.1 5.2 5.3 5.7 5.8 5.9 5.10 5.11 5.12	5.7 5.8 5.9 5.10

Course Outcomes
A STUDENT

5.1 5.2 5.3	Develops knowledge, understanding and skills in the musical concepts through **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.
5.4 5.5 5.6	Develops knowledge, understanding and skills in the musical concepts through **composing** as a means of self-expression, musical creation and problem-solving.
5.7 5.8 5.9 5.10	Develops knowledge, understanding and skills in the musical concepts through **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.
5.11 5.12	Values and appreciates the aesthetic value of all music and the enjoyment of **engaging** in performing, composing and listening.

YEAR 10 PDHPE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Overcoming Adversity	Be A Health Advocate	Road Safety	Ongoing Practical Assessment
Task Type		Formative	Formative	Formative	Practical
Week/Term		**T1W8**	**T2W8**	**T3W8**	**T4W4**
Assessment Component					
Knowledge and understanding of course content		5	5		20
Historical inquiry and research			10	10	
Source-based skills		5			30
Communication of historical understanding		5		10	
Total		15	15	20	50
Outcomes Assessed		5-1, 5-3, 5-7, 5-10	5-2, 5-6, 5-8	5-1, 5-2, 5-7, 5-9, 5-10	5-4, 5-5, 5-11

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 communities
PD5-8 designs, implements and evaluates personalised 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 sequenc

YEAR 10 PASS + PASSRL ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Coaching	Fitness	Event Management	Ongoing Practical Assessment
Task Type		Formative	Formative	Formative	Practical
Week/Term		**T1W9**	**T2W4**	**T3W8**	**T4W3**
Assessment Component		Peer Sports Coaching	Topic Test	Gala Day Organisation	
Knowledge and understanding of course content		5	5		20
Historical inquiry and research			10	10	
Source-based skills		5			30
Communication of historical understanding		5		10	
Total		15	15	20	50
Outcomes Assessed		5-5, 5-6, 5-7, 5-8, 5-9	5-1, 5-2, 5-6, 5-7, 5-8, 5-9, 5-10	5-5, 5-7, 5-8, 5-10	5-6, 5-7, 5-8, 5-9

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.

Year 10 PHOTOGRAPHY & DIGITAL MEDIA ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Case Study- Conceptual Framework	Portfolio Submission of Digital Artworks	Video Art Project	Examination
Task Type		**Research of Focus Artist Slinkachu** Submit a written assignment that examines Slinkachu through the Conceptual Frameworks	**Portfolio of Digital Photography Little people Slinkachu Project** Submit photographic artworks under development, Photoshop experimentation VAPD documenting	**Video Art Task** Create and submit a short film exploring concepts related to Video Art and the moving image	**Written Exam** The roles and relationships between the agencies in the conceptual framework through focus artists and artworks
Week/Term		**T1W8**	**T2W1**	**T3W10**	**T4W4**
Assessment Component					
Making	**60**		30		30
Critical and historical studies	**40**	20		20	
Total	**100%**	**20%**	**30%**	**20%**	**30%**
Outcomes Assessed		5.7, 5.9, 5.10	5.1,5.2, 5.3, 5.4	5.1, 5.2, 5.3, 5.4	5.7, 5.8, 5.9, 5.10,

Course Outcomes

A student:

5.1 5.2 5.3 5.4 5.6	Develops knowledge, understanding and skills to **make photographic and digital works** informed by their understanding of practice, the conceptual framework and the frames
5.7 5.8 5.9 5.10	Develops knowledge, understanding and skills to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames

YEAR 10 SCIENCE ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		Working Scientifically Skills	• Electricity • Reproduction and Genetics • Chemical Reactions	Working Scientifically	**All Stage 5 Topics covered** **& Skills in Working Scientifically**
Task Type		Examination in Practical Laboratory and Processing Skills	HALF YEARLY EXAMINATION	Independent Student Research Project	YEARLY EXAMINATION
Week/Term		**T1W8**	**T2W3**	**T3W5**	**T4W4**
Assessment Component	100	25	20	25	30
Skills	60	25	5	20	10
Knowledge and Understanding	40	0	15	5	20
Total	100	25	20	25	30
Outcomes Assessed		SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS,SC5-8WS.	SC5-9WS, SC5-10PW,SC5-11PW, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW.	SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS,SC5-7WS SC5-8WS, SC5-9WS,+ student choice of PW, CW, LW or ES outcomes.	**All outcomes as listed below.**

Course Outcomes

Outcomes:

Values and Attitudes: develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future

Skills: developing knowledge, understanding of and skills in applying the processes of Working Scientifically

Knowledge: develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science

A student:

SC5-10PW, SC5-11PW	Applies scientific models, theories and laws to explain situations involving, energy, forces and motion, as well explains energy conservation, transfers and transformations is applied in systems.
SC5-16CW, SC5-17CW	Discusses the importance of chemical reactions in the production of a range of substances and new materials, and their influence on society, as well explains how models, theories and laws about matter have been refined over time.
SC5-14LW, SC5-15LW	Analyses interactions within biological systems and explain how biological understanding increases through scientific discoveries and the needs of society.
SC5-12ES, SC5-13ES	Describes using theories and laws how ideas change with time on the structure of the earth, patterns of its geological activity and the universe, as well explain using scientific knowledge, how decisions of contemporary issues can be better informed.
SC5-3VA, SC5-7WS, SC5-9WS,	Communicates information using tables, graphs, diagrams and scientific reports.
SC5-4WS, SC5-5WS, SC5-6WS, SC5-8WS	Uses scientific equipment appropriately, designs and carries out valid scientific experiments

YEAR 10 STEM ASSESSMENT SCHEDULE – 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Mechatronics / Aerodynamics**	CAD / CAM	Project Planning	STEM Project
Task Type		Report	Practical Task	Research	Folio and Project
Week/Term		**T2W3**	**T2W10**	**T3W4**	**T4W5**
Assessment Component					
Practical Knowledge & Skill	**70%**	10	20		40
Knowledge and understanding of course content	**30%**	10		20	
Total	**100%**	**20**	**20**	20	**40**
Outcomes Assessed		5.4.2	5.2.2, 5.5.1	5.1.2	5.2.1

Course Outcomes

5.1.1 develops ideas and explores solutions to STEM based problems
5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities
5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice
5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts
5.3.1 applies a knowledge and understanding of STEM principles and processes
5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems
5.4.1 plans and manages projects using an iterative and collaborative design process
5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team
5.5.1 applies a range of communication techniques in the presentation of research and design solutions
5.5.2 critically evaluates innovative, enterprising and creative solutions
5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts
5.6.2 will work individually or in teams to solve problems in STEM contexts
5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live
5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

YEAR 10 VISUAL ARTS ASSESSMENT SCHEDULE 2020

Course Components	Syllabus Weightings	Task 1	Task 2	Task 3	Task 4
Syllabus/Topic Focus		**Case Study- Frames**	**STILL LIFE OBSERVATION**	**SURREALISM**	**Yearly Examination**
Task Type		Artist Case Study	2D Still Life Mixed Media/Ink Wash Artwork	2D Artwork and 3D Sculpture	Written Exam
Week/Term		**T1W10**	**T2W3**	**T3W9**	**T4W3**
Assessment Component		STUDIES	MAKING	MAKING	STUDIES
Art Making	60		30	30	
Critical and Historical Studies	40	20			20
Total	100%	20	30	30	20
Outcomes Assessed		5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4,	5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10

Course Outcomes

A student:

5.1 5.2 5.3 5.4 5.6	Develops knowledge, understanding and skills to **make artworks** informed by their understanding of practice, the conceptual framework and the frames
5.7 5.8 5.9 5.10	Develops knowledge, understanding and skills to **critically and historically interpret art** informed by their understanding of practice, the conceptual framework and the frames.