Erskine Park High School

Year 10 - 2020

Assessment Handbook

Table of Contents

2020 YEAR 10 - CALENDAR OF ASSESSMENT TASKS

Wk	TERM 1 2020 29/1/2020 – 9/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020	TERM 4 2020 12/10/2020–16/12/2020
1				PASS (WK 1-5)
2				Industrial Tech Metal Industrial Tech Timber
3		Elective History HSIE PDHPE (WK 3-5)	Mathematics 5.3	Ceramics (WK 3 or 4) Commerce Elective History Photography Visual Arts (WK 3 or 4) Visual Design (WK 3 or 4)
4		Industrial Tech Metal Industrial Tech Timber Mathematics 5.1, 5.2, 5.3		Child Studies English Food Technology Information and Software Tech Industrial Tech Metal Industrial Tech Timber Mathematics 5.1, 5.2, 5.3 Science
5		Information and Software Tech PASS	Ceramics Commerce Elective History Mathematics 5.1 & 5.2 Photography Visual Arts Visual Design	
6	PDHPE PASS	Child Studies Commerce	Industrial Tech Timber	GEOGRAPHY EXAM
7	English Mathematics 5.1, 5.2, 5.3 Science	Ceramics Photography Visual Arts Visual Design		
8	Ceramics Child Studies Elective History Food Technology Industrial Tech Metal Industrial Tech Timber Photography Visual Design Visual Arts		Child Studies Industrial Tech Metal Information and Software Tech PASS (WK 8-9) PDH (WK 8-9) Science	
9	HSIE Commerce	Science	HISTORY EXAM	
10	Info. and Software Tech	English Food Technology	Food Technology HSIE	

2020 YEAR 10 – ASSESSMENT PLANNER

Wk	TERM 1 2020 29/1/2020 – 9/4/2020	TERM 2 2020 28/4/2020 – 3/7/2020	TERM 3 2020 21/7/2020 – 25/9/2020	TERM 4 2020 12/10/2020– 16/12/2020
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Year 10 Assessment Information

1. About the Record of School Achievement (RoSA)

The Record of School Achievement (RoSA)

The RoSA is an official credential issued by the Board of Studies, Teaching and Educational Standards NSW (BOSTES). It is a record of your academic achievement up until the date you leave school, based on moderated, school-based assessments. The RoSA is issued to eligible students who leave school before completing their HSC. To be eligible you will need to have completed the mandatory curriculum requirements for Years 7 to 10.

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy BOSTES' curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or BOSTES.
- Satisfactorily completed Year 10. Satisfactory participation in and completion of a course requires a student to meet the following:
    a. Follow the course developed or endorsed by New South Wales Education Standards Authority (NESA)
    b. Apply themselves with diligence and sustained effort
    c. Achieve some or all of the course outcomes.

How are ROSA Grades determined?

Schools are responsible for awarding each student who completes a Stage 5 course a grade to represent that student's achievement. The grade is reported on the student's RoSA.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved. Teachers will use the course performance descriptors to assess the standard to which a student is performing and award the corresponding grade.

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.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

When will I get my RoSA?

BOSTES will send a PDF of your RoSA to your Students Online account soon after your school has informed us that you have left. Make sure that you have activated your Students Online account and checked your email address is correct.

2. The Purpose of Assessment

a) Assessment is the process that teachers use to gather information and make judgements about the learning of the students. The assessment is designed to complement the teaching programs delivered by the teacher to determine students understanding of content knowledge and the development of subject specific skills.
b) Teachers use a range of assessment formats including tests, practical tasks, oral presentations, research projects, process diaries and other forms of formal assessment. Assessment tasks may be completed in class, at home or in a combination of classwork and homework. The purpose of each assessment tasks is to provide students with the opportunity to demonstrate their level of achievement in the outcomes of the course.
c) Formal assessment is used in conjunction with assessments of student learning made in the course of study to inform the grading of outcomes. These outcome grades are presented each semester in the semester report for that subject.

3. Assessment Task Schedules

a) Students will be provided with a schedule of their formal assessment tasks at the beginning of each course.
b) These schedules will be provided for each course offered in that academic year.
c) The Schedules will include important information regarding the outcomes assessed and the nature of the tasks, as well as the date which each task will be due for submission.
d) Where assessment tasks are not of the same value or weighting across the year, explicit information as to the weighting of the task will be made clear in the assessment schedule.
e) Each course will be assessed using a minimum of two (2) formal tasks and will form the basis of report outcomes presented each semester.
f) If at any time an assessment schedule needs to be modified, this notification will be given in writing to all affected students.

4. Notification of Assessment Task

a) Students should receive a notification of an assessment task in a fair, equitable and timely manner. All students will be notified of a formal assessment task at least two weeks before the submission due date for the task.
b) Students should all, as much as is practicable, be provided with the same amount of time to complete a formal assessment task.
c) Assessment tasks notifications should be provided to students using the accepted school assessment task notification format.
d) Where a student is absent from school when the assessment notification is distributed, it is the responsibility of the student to seek the assessment task notification

5. Modification

a) Assessment tasks will be modified or scaffolded to provide opportunity for all students to access the curriculum and demonstrate their achievement of course outcomes.

b) Modifications may include simplified or alternate tasks, additional support in completing tasks or extended time to complete tasks.
c) Students may also access reading assistance, writing assistance or extended times in formal examinations to support their equitable access to the task.
d) Parents should contact the teaching and learning team to discuss additional support requirements of their children.

6. Submission

a) All assessment tasks are compulsory for all students
b) The assessment task notice and instructions will clearly describe the nature and format that should be used to complete the task. Students and parents should refer to the assessment task notification to determine what form the task should take and how it should be submitted.
c) Assigned tasks should be completed and submitted on or before the due date and each faculty is responsible for collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task.
d) Where student is unable to attend school on the due date of an assessment task, a relative or friend may submit the task to the main office or the class teacher on the due date.
e) Unless other arrangements have been negotiated with the head teacher by the student or parents of the student, in class assessments and examination must be completed at the scheduled date and time.

7. Late Submission / Misadventure

a) In special circumstances where a student is unable to complete or submit an assessment task by the due date and time, consideration may be given for extension or exemption. This must be sought in writing using the misadventure form **(shown on the following page)** with appropriate documentation attached and submitted to the Head Teacher of the faculty concerned.
b) If a student knows ahead of time that they will not be present on the date a task is due to be completed or submitted, they must contact the Head Teacher of the faculty and negotiate alternative arrangements.
c) Extensions of time are generally only given in special circumstances such as extended or unexpected illness, or external factors out of the students control which impacts a significant period of time prior to the submission date.
d) Computer or printer problems will not generally be considered to be an acceptable reason for failure to submit tasks or for late submission. It is the responsibility of the student to ensure documents are frequently saved and that they are printed with sufficient time to seek alternative printing facilities should a problem arise.
e) A task will be considered late if it is submitted to the teacher after the scheduled due date and time.
f) Penalties may apply for tasks submitted after the due date and time if no effort has been made to negotiate alternative arrangements with the head teacher.

ERSKINE PARK HIGH SCHOOL

Illness/ Misadventure Appeal Form/ Application for Extension: YEAR 10, 11, 12 Assessment Tasks

This form is to be completed within ONE WEEK of the task due date (one week before or after that due date) and given to the Head Teacher (then to relevant Deputy Principal) if you apply

(i) **for an extension of time on an assessment task, prior to task due date OR**
(ii) **for special consideration because a task has not been submitted/ has not been completed on the due date.**

STUDENT NAME: _____YEAR: _____ SUBJECT(S): _____

ASSESSMENT TASK TITLE(S): _____CLASS TEACHER: _____

DATE DUE: ___/___/___ DATE SUBMITTED: ___/___/___ DATE OF RETURN TO SCHOOL: ___/___/___

ACTION REQUESTED: ☐ Extension Of Time ☐ Special Consideration ***(attach all supporting documentation, including evidence of work in progress if applying for an extension of time)***

_____

STUDENT REASON FOR APPEAL (Completed by student, signed by parent before completion by Head Teacher):
NOTE: Computer, printer or disk malfunction (loss of data) needs to be safeguarded by you through backing up, print outs, electronic copies or paper drafts.

_____
_____
_____
_____
_____
_____

STUDENT SIGNATURE: _____ PARENT SIGNATURE: _____

_____

RECOMMENDATION OF HEAD TEACHER (Head Teachers are asked to comment on the student's reasons above – in line with the policy - before submitting this to the relevant Deputy Principal):

☐ MEDICAL CERTIFICATE SIGHTED ***(Head Teacher ticks, returns to student who submits original to Front Office)***

_____
_____
_____
_____

HEAD TEACHER SIGNATURE: _____ DATE: _____

DECISION OF DEPUTY PRINCIPAL/ YEAR ADVISER (Head Teacher to be given a copy of this sheet; all original documentation to file)

- ❑ Appeal successful
- ❑ Extension granted until ___/___/___ If task not submitted before school on this day a zero mark will apply.
- ❑ Zero mark stands - reasons not substantiated/ published Assessment Policy not followed (task must still be submitted)
- ❑ Non-serious attempt; Cheating and dishonest practices; Malpractice - zero mark stands (task must still be submitted)
- ❑ Late to school for task/ lateness explained - appeal successful
- ❑ Student and parents to be notified in writing of zero mark by Class Teacher/ Head Teacher via NESA letter

DEPUTY PRINCIPAL SIGNATURE: _____ DATE: _____

It is your responsibility to follow the requirements as spelt out in your School Assessment Policy. New copies available from DP.

8. Failure to Submit an Assessment Task

a) Failure to complete or submit an assessment task will result in the task being awarded a "zero" grade. This may significantly impact a student's ability to demonstrate successful achievement of course outcomes.
b) Classroom teachers are responsible for notifying parents of a student's failure to submit an assessment task. This will be in the form of an official notification sent to parents.
c) Despite penalties, students will be required to submit the missed assessment task or a negotiated alternative task.

9. Malpractice

a) Assessment tasks must be a student's own work. Where malpractice occurs a "zero" mark will be awarded.
b) Malpractice may take a number of forms including plagiarism, cheating in an examination, collusion with another student (working together on the same task or sharing a substantial quantity of the work), disrupting an examination or failing to follow directions of staff or administrators during an examination.
c) Students may also be guilty of malpractice if they are in possession of a mobile phone or internet compatible device during an examination or assessment task where the possession or use of these devices in prohibited.
d) Students may be required to re-sit an examination or complete an alternative task if malpractice is evident.

10. Non-serious Attempt at an Assessment Task

a) A non-serious attempt is considered a failure to make a reasonable effort to complete a task to a standard of which the student is capable.
b) A non-serious attempt may be due to a students':
    i. Failure to complete some or all sections of a task
    ii. Inclusion of clearly inappropriate material which is not related to the task or examination.
    iii. A task or part of a task which is completed to a very low standard, or which is inappropriately brief or superficial in nature. The expected standard of tasks should align with the abilities of the student completing the task
c) The faculty Head Teacher will determine if a non-serious attempt has been made at a task and will make contact with parents to notify them. This notification will be in the form of an official letter and may be accompanied by a telephone call.
d) A student may incur a penalty for a non-serious attempt at an assessment task as decided by the Head Teacher of the faculty.

11. N – Determination Procedures

b) An 'N' Determination represents a failure of a student to meet the minimum requirements for satisfactory completion of a course. An 'N' Determination is applicable for the ROSA. It will appear on the Record Of School Achievement as an 'N' instead of a grade.
c) Satisfactory participation in and completion of a course requires a student to meet the following:

a. Follow the course developed or endorsed by New South Wales Education Standards Authority (NESA)
b. Apply themselves with diligence and sustained effort
c. Achieve some or all of the course outcomes.

d) If a student has failed to meet the criteria shown above, a 'N' Determination warning letter will be sent home to parents or caregivers. Students may receive a 'N' Determination warning in relation to course work or assessment tasks which have not been completed, or if they have been completed to a poor or unacceptable standard.
e) Students at risk of being 'N' determined in a course will be interviewed by the Deputy Principal.
f) The 'N' Determination warning letter will stipulate the task and/or outcomes for which the student is being warned about and the original due date of the task or assessment item. The letter will also stipulate a new due date and the requirements to satisfactorily complete the task.
g) An 'N' Determination may appear for mandatory subjects on the students ROSA. This may impact on the student's ability to progress through to the preliminary HSC courses in year 11. Once determined, it will stay on the student's ROSA permanently.

12. Appeals

a) Parents who have concerns about assessment processes should first make contact with the Teacher of the class involved. The Head Teacher will be notified of the concerns and make contact with parents to resolve the issues at a faculty level.
b) Where this process is unsuccessful at resolving the concerns, an appeal may be completed and submitted to the Deputy Principal for review. A review will be undertaken in cases of:
    i. Misadventure
    ii. Concerns about the correct use of process in notification, grading or weighting of tasks
    iii. Perceived inequity of the task or processes to ensure all students have the capacity to accurately demonstrate their capacity to demonstrate learning outcomes

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 CERAMICS (100 HR)

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Research Task Wk 8, Term 1 Completed (In Class/Home)	Practical Task Wk 7, Term 2 Completed (In Class)	Practical Task Wk 5, Term 3 Completed (In Class)	Yearly Examination Wk 3/4, Term 4 Completed (In Class)
5.7 5.8	Critical and Historical Interpretations	15	✓			
5.1 5.2 5.4	Making	30		✓		
5.3 5.5 5.6	Making	40			✓	
5.7 5.9 5.10	Critical and Historical Interpretations	15				✓
TOTAL MARK		**100%**				

Syllabus Outcomes

Making
5.1 begins to develop a characteristic style when designing objects and images
5.2 identifies the processes used in ceramics production, describing materials and techniques used
5.3 explores concepts used by a wide variety of artists/ceramists when designing objects and images
5.4 uses their imagination and judgement in the selection and development of workable designs
5.5 values opportunities to experiment with a range of techniques

Critical and Historical Interpretations
5.7 Develops knowledge of a broad range of related terms and concepts
5.8 Evaluates the role and contribution of the ceramist/designer from a broad range of cultures and times
5.9 Investigates the roles and relationships of the artwork, artist/ceramist/sculptor/audience/world in critical and historical investigations
5.10 Displays knowledge and understanding of a wide variety of design concepts through the critical study of ceramic words and ideas

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 COMMERCE (200 HR)

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Wk 9, Term 1 **In class exam**	Wk 6, Term 2 **Research assignment completed at home**	Wk5, Term 3 **In class exam**	Wk3, Term 4 **Research assignment completed at home**
5.1 5.2 5.3	knowledge and understanding of consumer, financial, business, legal and employment matters		✓		✓	
5.4 5.5 5.6	skills in decision-making and problem-solving in relation to consumer, financial, business, legal and employment issues		✓	✓	✓	✓
5.7 5.8	skills in effective research and communication			✓		✓
5.9	skills in working independently and collaboratively			✓		✓
TOTAL MARK		**100%**	**30%**	**20%**	**30%**	**20%**

Syllabus Outcomes

5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3 examines the role of law in society
5.4 analyses key factors affecting commercial and legal decisions
5.5 evaluates options for solving commercial and legal problems and issues
5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7 researches and assesses commercial and legal information using a variety of sources
5.8 explains commercial and legal information using a variety of forms
5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 EARLY CHILDHOOD STUDIES (100 HR)

FACULTY: TAS1

				TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	**FOCUS AREA**	**UNIT NAME**	**WEIGHTING**	Preparing for parenthood Conception to birth	Toddler's menu	Children and culture "lesson"	Yearly Examination
				Wk 8, Term 1	Wk 6, Term 2	Wk 8, Term 3	Wk 4, Term 4
CS5-1 CS5-5	Preparing for parenthood / Conception to birth	Becoming a parent	25%	✓			
CS5-5 CS5-9 CS5-11	Newborn care / Food and nutrition in childhood	Feeding young bodies and minds	25%		✓		
CS5-4 CS5-5 CS5-8	Children and culture / Childcare services and career opportunities	Catering for the individual needs of children	25%			✓	
CS5-2 CS5-3 CS5-6 CS5-7 CS5-10 CS5-12	Aboriginal cultures and childhood / Family interactions	Appreciating diversity	25%				✓
TOTAL MARK			**100%**	**25%**	**25%**	**25%**	**25%**

Syllabus Outcomes

CS5-1 identifies the characteristics of a child at each stage of growth and development

CS5-2 describes the factors that affect the health and wellbeing of the child

CS5-3 analyses the evolution of childhood experiences and parenting roles over time

CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment

CS5-5 evaluates strategies that promote the growth and development of children

CS5-6 describes a range of parenting practices for optimal growth and development

CS5-7 discusses the importance of positive relationships for the growth and development of children

CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families

CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development

CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 ENGLISH

FACULTY: English

			TASK 1	TASK 2	TASK 3
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Poetry Assessment Wk 7, Term 1 **Completed in class**	Conflict Assessment Wk 10, Term 2 **Completed in class**	Yearly Exam Wk 4, Term 4 **Completed in class**
• EN5-1A • EN5-2A	Communicate through speaking, listening, reading, writing, viewing and representing		✓	✓	✓
• EN5-3B • EN5-4B	Use language to shape and make meaning according to purpose, audience and context		✓	✓	✓
• EN5-5C • EN5-6C	Think in ways that are imaginative, creative, interpretive and critical		✓	✓	✓
• EN5-7D • EN5- 8D	Express themselves and their relationships with others and their world		✓	✓	✓
• EN5-9E	Learn and reflect on their learning through their study of English		✓	✓	✓
TOTAL MARK		**100%**			

Syllabus Outcomes

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A effectively uses and critically assesses 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 selects and uses 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 transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C thinks 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 investigates the relationships between and among texts
EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 FOOD TECHNOLOGY (100/200 HR)

FACULTY: Tas 1

Teacher:			Task 1	Task 2	Task 3	Task 4
Focus Area	**Unit Name**	**Weightings**	Assessment Task and Practical	Ongoing in-class Practicals	Ongoing in-class Practicals	Yearly Examination
			Wk 8, Term 1	Wk 10, Term 2	Wk 10, Term 3	Wk 4, Term 4
Food Product Development	Snack Founder	25%	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13			FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
Food Selection and Health	Hello Eats	25%		FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13		
Food Service and Catering	Welcome to Yumtown	25%			FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	
Food for Special Occasions	Countdown	25%				
	Total	100%				

Syllabus Outcomes

FT5-1 Demonstrates hygienic handling of food to ensure a safe and appealing product.
FT5-2 Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.
FT5-3 Describes the physical and chemical properties of a variety of foods.
FT5-4 Accounts for changes to the properties of food which occur during food processing, preparation and storage.
FT5-5 Applies appropriate methods of food processing, preparation and storage.
FT5-6 Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
FT5-7 Justifies food choices by analysing the factors that influence eating habits.
FT5-8 Collects, evaluates and applies information from a variety of sources.
FT5-9 Communicates ideas and information using a range of media and appropriate terminology.
FT5-10 Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
FT5-11 Plans, prepares, presents and evaluates food solutions for specific purposes.
FT5-12 Examines the relationship between food, technology and society.
FT5-13 Evaluates the impact of activities related to food on the individual, society and the environment

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 ELECTIVE HISTORY (100HR)

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Wk 8, Term 1 **Research assignment**	Wk 3, Term 2 **Completed in class test**	Wk 5, Term 3 **Completed in class test**	Wk 3, Term 4 **Research assignment**
E5.4 E5.6 E5.7 E5.8 E5.9 E5.10	Use historical terms and concepts in appropriate contexts Identify different types of sources Locate, select and organise historical information from a variety of sources Interpret history within the context of the values, attitudes and motives of people from the past		✓			
E5.4 E5.6 E5.7 E5.9 E5.10	Use historical terms and concepts in appropriate contexts Identify different types of sources Sequence major events within specific periods of time Interpret history within the context of the values, attitudes and motives of people from the past			✓		
E5.2 E5.4 E5.6 E5.7 E5.9	Use and evaluate historical sources for the purposes of historical inquiry Locate, select, organise and communicate historical information from a number of sources Use knowledge, understanding and relevant evidence to create appropriate historical texts				✓	
E5.2 E5.3 E5.4 E5.6 E5.7 E5.8 E5.9	Identify different types and variety of sources Locate, select and organise information from a variety of sources Communicate effectively using oral, written, ICT or other forms to an historical investigation					✓
TOTAL MARK		**100%**	**25%**	**25%**	**25%**	**25%**

Syllabus Outcomes

E5.1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
E5.2 examines the ways in which historical meanings can be constructed through a range of media
E5.3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
E5.4 explains the importance of key features of past societies or periods, including groups and personalities
E5.5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
E5.6 identifies, comprehends and evaluates the usefulness of historical sources in an historical inquiry process
E5.7 explains different contexts, perspectives and interpretations about the past
E5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
E5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
E5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 HSIE

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4	HISTORY ROSA	GEOGRAPHY ROSA
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 9, Term 1 **Completed In Class Test**	Wk 3, Term 2 **Completed At home Research Task**	Wk 10, Term 3 **Completed In class - Test**	Wk 3, Term 4 **Completed At home Research Task**	Wk 9, Term 2 **Completed In class ROSA EXAM History**	Wk 6, Term 4 **Completed In class ROSA EXAM Geography**
5.3 5.5 5.6 5.7 5.10	Acquiring geographical information Maps Graphs and statistics				✓			✓
5.1 5.2 5.3 5.4	Processing geographical information Communicating geographical information Fieldwork Visual representation Spatial technologies					✓		✓
HT5-2 HT5-3 HT5-6 HT5-10	Comprehension, chronology, terms and concepts Analysis and use of sources Perspectives and interpretation		✓	✓			✓	
HT5-6 HT5-8 HT5-9 HT5-10	Empathetic understanding Research Explanation and communication.		✓				✓	
TOTAL MARK		**100**	**15%**	**10%**	**15%**	**10%**	**25%**	**25%**

Syllabus Outcomes

GE5.1 identifies, gathers and evaluates geographical information
GE5.2 analyses, organises and synthesises geographical information
GE5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
GE5.4 selects and applies appropriate geographical tools
GE5.5 demonstrates a sense of place about Australian environments
GE5.6 explains the geographical processes that form and transform Australian environments
GE5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
GE5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.
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 context 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 analysis 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 the 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

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 INDUSTRIAL TECHNOLOGY METAL (100HR)

FACULTY: TAS2

			TASK 1	TASK 2	TASK 3	TASK 4	TASK5
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Safety Wk 8, Term 1	Classroom Project A Wk 4, Term 2	Classroom Project B Wk 8, Term 3	Classroom Project C Wk 4, Term 4	Yearly Exam Wk 2, Term 4
IND5-1, IND5-5	Core Module: Metal 1	10	✓				
IND5-1, IND5-3, IND5-6, IND5-7	Core Module: Metal 1	20		✓			
IND5-1, IND5-3, IND5-6, IND5-7	Core Module: Metal 1	20			✓		
IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	Core Module: Metal 1	30				✓	
IND5-1, IND5-4, IND5-10	Core Module: Metal 1	20					✓
TOTAL MARK		**100**					

Syllabus Outcomes

IND5-1: identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2: applies design principles in the modification, development and production of projects
IND5-3: identifies, selects and competently 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

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 INFORMATION AND SOFTWARE TECHNOLOGY (100HR)

FACULTY: TAS 1

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Exam Wk 10, Term 1 **Completed in class**	Project Wk 5, Term 2 **Completed in class/home**	Project Wk 8, Term 3 **Completed in class/home**	Exam Wk 2, Term 4 **Completed in class**
5.2.1, 5.2.2, 5.3.1, 5.5.2	Applies problem-solving processes Designs, produces and evaluates Justifies responsible and ethical use of information Communicates ideas, processes and solutions to a targeted audience	15	✓			
5.1.1, 5.1.2, 5.2.2	Selects and justifies the application of software programs Selects, maintains and appropriately uses hardware Designs, produces and evaluates	25		✓		
5.1.1, 5.2.1, 5.2.2, 5.2.3	Selects and justifies the application of software programs Selects, maintains and appropriately uses hardware Designs, produces and evaluates	35			✓	
5.2.1, 5.3.1, 5.5.2	Applies problem-solving processes Justifies responsible practices and ethical use of information and software technology Communicates ideas, processes and solutions to a targeted audience	25				✓
TOTAL MARK		**100**				

Syllabus Outcomes

5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
5.2.1 describes and applies problem-solving processes when creating solutions
5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3 critically analyses decision-making processes in a range of information and software solutions
5.3.1 justifies responsible practices and ethical use of information and software technology
5.3.2 acquires and manipulates data and information in an ethical manner
5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1 applies collaborative work practices to complete tasks
5.5.2 communicates ideas, processes and solutions to a targeted audience
5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

ASSESSMENT SCHEDULE – 2020

COURSE: INDUSTRIAL TECHNOLOGY TIMBER YEAR 10 (100HR)

FACULTY: TAS2

			TASK 1	TASK 2	TASK 3	TASK 4	TASK5
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Major practical project planning Wk 8, Term 1	Classroom projects Wk 4, Term 4	Major Practical Project- Progress Wk 4, Term 2	Major Practical Project Final Wk 6, Term 3	Yearly exam Wk 2, Term 4
IND5-1, IND 5-5, IDN5-8	Core module Timber 1	10	✓				
IND5-1, IND5-3, IND5-5, IND5-6, IND5-7	Core module Timber 1	30		✓			
IND5-4, IND5-5, IND5-7, IND5-8	Core module Timber 1	15			✓		
IND5-1, IND5-2, IND5-3, IND5-4, IND5-7, IND5-8	Core module Timber 1	25				✓	
IND5-1, IND5-4, IND5-9, IND5-10	Core module Timber 1	20					✓
TOTAL MARK		**100**					

Syllabus Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2 applies design principles in the modification, development and production of projects
IND5-4 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

ASSESSMENT SCHEDULE – 2020

COURSE: INDUSTRIAL TECHNOLOGY TIMBER YEAR 10 (200 HR)

FACULTY: TAS2

			TASK 1	TASK 2	TASK 3	TASK 4	TASK5
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Major practical project planning	Classroom projects	Major Practical Project- Progress	Major Practical Project Final	Yearly exam
			Wk 8, Term 1	Wk 4, Term 4	Wk 4, Term 2	Wk 6, Term 3	Wk 2, Term 4
5.1.1, 5.4.1, 5.6.1		10	✓				
5.1.2, 5.2.2, 5.4.1, 5.4.2, 5.5.1		30		✓			
5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.6.1		15			✓		
5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.5.1, 5.6.1		25				✓	
5.1.1, 5.3.1, 5.7.1, 5.7.2		20					✓
TOTAL MARK		**100**					

Syllabus Outcomes

5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes

5.1.2 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes

applies OHS practices to hand tools, machine tools, equipment and processes

5.2.1 applies design principles in the modification, development and production of projects

5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects

5.3.1 justifies the use of a range of relevant and associated materials

5.3.2 justifies the use of a range of relevant and associated materials selects and uses appropriate materials for specific applications

5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

5.4.2 works cooperatively with others in the achievement of common goals

5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects

5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications

5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 MATHS 5.1

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Wk 7, Term 1 **Completed in class**	Wk 4, Term 2 **Completed in class**	Wk 5, Term 3 **Completed in class**	Wk 4, Term 4 **Completed in class**
• MA5.1-4NA • MA 5.2-4NA • MA 5.1-6NA • MA 5.2-9NA	Coordinate geometry Interest and depreciation	20%	✓			
• MA 5.1-8MG • MA 5.2-11MG • MA 5.2-12MG • MA 5.1-5NA • MA 5.1-7NA	Surface Area and Volume Algebra	20%		✓		
• MA5.1-12SP • MA5.2-15SP • MA5.2-16SP • MA5.1-7NA • MA5.2-5NA • MA5.2-10NA	Investigating Data Equations Graphs	20%			✓	
• MA5.1-10MG • MA5.2-13MG • MA5.1-13SP • MA5.2-17SP	Trigonometry Probability	40%				✓
TOTAL MARK		**100**	**25%**	**25%**	**25%**	**25%**

Syllabus Outcomes

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.
MA5.1-4NA: solves financial problems involving investing money.
MA5.2-4NA: solves financial problems involving compound interest.
MA5.1-6NA: determines the midpoint, gradient and length of an interval, and graphs linear relationships.
MA5.2-9NA: uses the gradient-intercept form to interpret and graph linear relationships.
MA5.1-8MG: calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
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.
MA5.1-7NA: graphs simple non-linear relationships.
MA5.1-5NA: operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-12SP: uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
MA5.2-15SP: uses quartiles and box plots to compare sets of data, and evaluates sources of data.
MA5.2-16SP: investigates relationships between two statistical variables, including their relationship over time.
MA4-8NA: generalises number properties to operate with algebraic expressions.
MA5.1-7NA: graphs simple non-linear relationships.
MA5.2-5NA: recognises direct and indirect proportion, and solves problems involving direct proportion.
MA5.2-10NA: connects algebraic and graphical representations of simple non-linear relationships.
MA5.1-10MG: applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
MA5.2-13MG: applies trigonometry to solve problems, including problems involving bearings.
MA5.1-13SP: calculates relative frequencies to estimate probabilities of simple and compound events.
MA5.2-17SP: describes and calculates probabilities in multi-step chance experiments.

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 MATHS 5.2

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Wk 7, Term 1 **Completed in class**	Wk 4, Term 2 **Completed in class**	Wk 5, Term 3 **Completed in class**	Wk 4, Term 4 **Completed in class**
• MA5.1-4NA • MA 5.2-4NA • MA 5.1-6NA • MA 5.2-9NA	Coordinate geometry Interest and depreciation	20%	✓			
• MA 5.1-8MG • MA 5.2-11MG • MA 5.2-12MG • MA 5.1-5NA • MA 5.2-6NA • MA 5.1-7NA	Surface Area and Volume	20%		✓		
• MA5.1-12SP • MA5.2-15SP • MA5.2-16SP • MA5.2-8NA • MA5.1-7NA • MA5.2-5NA • MA-10NA	Investigating Data Equations and Inequalities Graphs	20%			✓	
• MA5.1-10MG • MA5.2-13MG • MA5.1-13SP • MA5.2-17SP	Trigonometry Probability	40%				✓
TOTAL MARK		**100**	**25%**	**25%**	**25%**	**25%**

Syllabus 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.
MA5.1-4NA: solves financial problems involving investing money.
MA5.2-4NA: solves financial problems involving compound interest.
MA5.1-6NA: determines the midpoint, gradient and length of an interval, and graphs linear relationships.
MA5.2-9NA: uses the gradient-intercept form to interpret and graph linear relationships.
MA5.1-8MG: calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
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.
MA5.1-5NA: operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-6NA: simplifies algebraic fractions, and expands and factorises quadratic expressions.
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.
MA5.2-15SP: uses quartiles and box plots to compare sets of data, and evaluates sources of data.
MA5.2-16SP: investigates relationships between two statistical variables, including their relationship over time.
MA5.2-8NA: solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
MA5.1-7NA: graphs simple non-linear relationships.
MA5.2-5NA: recognises direct and indirect proportion, and solves problems involving direct proportion.
MA5.2-10NA: connects algebraic and graphical representations of simple non-linear relationships.
MA5.1-10MG: applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
MA5.2-13MG: applies trigonometry to solve problems, including problems involving bearings.
MA5.1-13SP: calculates relative frequencies to estimate probabilities of simple and compound events.
MA5.2-17SP: describes and calculates probabilities in multi-step chance experiments.

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 MATHS 5.3

FACULTY: Mathematics

				TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES		SYLLABUS COMPONENTS	WEIGHTING	Wk 7, Term 1 Completed in class	Wk 4, Term 2 Completed in class	Wk 3, Term 3 Completed in class	Wk 4, Term 4 Completed in class
• MA5.3-6NA • MA5.1-4NA • MA5.2-4NA	• MA5.1-6NA • MA5.2-9NA • MA5.3-8NA	Surds Interest and depreciation Coordinate geometry	20%	✓			
• MA5.1-8MG • MA5.2-11MG • MA5.2-12MG • MA5.2-13MG • MA5.3-14MG	• MA5.1-5NA • MA5.2-6NA • MA5.2-7N • MA5.3-5NA	Surface Area and Volume Product and Factors	20%		✓		
• MA5.1-7NA • MA5.2-10NA • MA5.3-9NA • MA5.2-11MG • MA5.2-12MG • MA5.3-13MG	• MA5.1-11MG • MA5.2-14MG • MA5.3-16MG • MA5.1-13SP • MA5.2-17SP	Investigating Data Equations and Logarithms Graphs	20%			✓	
• MA5.1-10MG • MA5.2-13MG • MA5.3-15MG • MA5.2-8NA	• MA5.3-7NA • MA5.3-9NA • MA5.1-13SP • MA5.2-17SP	Trigonometry Simultaneous Equations Quadratic Equations and the Parabola Probability	40%				✓
TOTAL MARK			**100**	**25%**	**25%**	**25%**	**25%**

Syllabus Outcomes

MA5.3-1WM: 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.
MA5.3-6NA: performs operations with surds and indices.
MA5.1-4NA: solves financial problems involving investing money.
MA5.2-4NA: solves financial problems involving compound interest.
MA5.1-6NA: determines the midpoint, gradient and length of an interval, and graphs linear relationships.
MA5.2-9NA: uses the gradient-intercept form to interpret and graph linear relationships.
MA5.3-8NA: uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.1-8MG: calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
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.
MA5.3-13MG: 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
MA5.1-5NA: operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.2-6NA: simplifies algebraic fractions, and expands and factorises quadratic expressions.
MA5.1-7NA: graphs simple non-linear relationships.
MA5.3-5NA: selects and applies appropriate algebraic techniques to operate with algebraic expressions.
MA5.1-12SP: uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
MA5.2-15SP: uses quartiles and box plots to compare sets of data, and evaluates sources of data.
MA5.2-16SP: investigates relationships between two statistical variables, including their relationship over time.
MA5.2-8NA: solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
MA5.3-7NA: solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
MA5.3-11NA: uses the definition of a logarithm to establish and apply laws of logarithms
MA5.1-7NA: graphs simple non-linear relationships.
MA5.2-5NA: recognises direct and indirect proportion, and solves problems involving direct proportion.
MA5.2-10NA: connects algebraic and graphical representations of simple non-linear relationships.
MA5.3-4NA: draws, interprets and analyses graphs of physical phenomena.
MA5.3-9NA: sketches and interprets a variety of non-linear relationships.
MA5.1-10MG: applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
MA5.2-13MG: applies trigonometry to solve problems, including problems involving bearings.
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.
MA5.2-8NA: solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
MA5.3-7NA: solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-9NA: sketches and interprets a variety of non-linear relationships
MA5.1-13SP: calculates relative frequencies to estimate probabilities of simple and compound events.
MA5.2-17SP: describes and calculates probabilities in multi-step chance experiments.

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS) (200 HR)

FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Report Wk 6, Term 1 **Completed (home)**	Practical Wk 5, Term 2 **Completed (class)**	Sem 2 Examination Wk 8/9, Term 3 **Completed (class)**	Skill Evaluation Wks1-5, Term 4 **Completed (class)**
PASS5-1-10	**Knowledge, understanding and skills**	50%	PASS5-2, PASS5-5, PASS5-7	PASS5-3, PASS5-4, PASS5-8, PASS5-9	PASS5-1-10	PASS5-4, PASS5-7, PASS5-9
PASS5-1-10	**Values and attitudes**	50%	PASS5-2, PASS5-5, PASS5-7	PASS5-3, PASS5-4, PASS5-8, PASS5-9	PASS5-1-10	PASS5-4, PASS5-7, PASS5-9
TOTAL MARK		**100**	**20**	**25**	**30**	**25**

Syllabus 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

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 PDHPE

FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Webquest Wk6, Term 1 **Completed (home)**	Practical Team Games Wk 3-5, Term 2 **Completed (class)**	Sem 2 Examination Wk8/9, Term 3 **Completed (class)**
PD5-2, PD5-3, PD5-4, PD5-5, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10, PD5-11	Knowledge, Understanding and Skills	50%	PD5-6,	PD5-5, PD5-10	PD5-2, PD5-3, PD5-4, PD5-5, PD5-6, PD5-8, PD5-10, PD5-11
PD5-2, PD5-3, PD5-4, PD5-5, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10, PD5-11	Values and Attitudes	50%	PD5-6	PD5-5, PD5-10	PD5-2, PD5-3, PD5-4, PD5-5, PD5-6, PD5-8, PD5-10, PD5-11
TOTAL MARK			**35**	**35**	**30**

Syllabus Outcomes

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 sequences

ASSESSMENT SCHEDULE – 2020

COURSE: PHOTOGRAPHIC AND DIGITAL MEDIA (100 HR)

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Theory Task Wk8, Term 1 Completed (In Class/Home)	Practical Task Wk7, Term 2 Completed (In Class/Home)	Practical Task Wk5, Term 3 Completed (In Class/Home)	Yearly Examination Wk3/4, Term 4 Completed (In Class)
• 5.7 • 5.10	Critical and Historical Interpretations	15	✓			
• 5.1 • 5.4 • 5.6	Making	30		✓		
• 5.2 • 5.5 • 5.6	Making	40			✓	
• 5.7 • 5.8 • 5.9	Critical and Historical Interpretations	15				✓
TOTAL MARK		**100**				

Syllabus Outcomes

Making

5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital work

5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience

5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works

5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works

5.6 selects appropriate procedures and techniques to make and refine photographic and digital works

Critical and Historical Interpretations

5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works

5.8 uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works

5.9 uses the frames to make different interpretations of photographic and digital works

5.10 constructs different critical and historical accounts of photographic and digital works

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 SCIENCE

FACULTY: Science

				TASK 1	TASK 2	TASK 2	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS			Investigation	Independent Research Project	Research Task	Examination
				Wk 7, Term 1 **Completed (In Class)**	Wk 9, Term 2 **Completed (Partially in class, partially at home)**	Wk8, Term 3 **Completed (Partially in class, partially at home)**	Wk 4, Term 4 **Completed (In Class)**
SC5- • 10PW • 12ES • 15LW • 17CW	**Knowledge and Understanding**		40%	✓		✓	✓
• SC4-4WS	**Working Scientifically**	**Questioning and Predicting**	60%		✓		✓
• SC4-5WS		**Planning Investigations**			✓		✓
• SC-6WS		**Conducting Investigations**		✓			
• SC-7WS		**Processing and analysing data and information**		✓	✓	✓	✓
• SC4-8WS		**Problem-solving**			✓		
• SC4-WS9		**Communicating**			✓	✓	✓
TOTAL MARK			**100%**	**20**	**30**	**30**	**20**

Note: In addition to these formal assessments, student achievement of outcomes will be assessed informally in class throughout the year.

Syllabus Outcomes

A student:

Values and Attitudes

SC5-1VA appreciates the importance of science in their lives and the role of scientific enquiry in increasing understanding of the world around them

SC5-2VA shows a willingness to engage in finding solutions to science related personal, social and global issues, including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidence based decisions about the current and future use and influence of science and technology, including ethical considerations

Working Scientifically

SC5-4WS develops questions or hypotheses to be investigated scientifically

SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

SC5-6WS undertakes first hand investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first hand investigations and secondary sources to develop evidence based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience using appropriate scientific language, conventions and representations

Knowledge and Understanding

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 VISUAL ARTS (100/200 HR)

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Research Task	Art Making	Art Making	Yearly Examination
			Wk8, Term 1	Wk7, Term 2	Wk5, Term 3	Wk3/4, Term 4
			Completed (In Class/Home)	Completed (In Class)	Completed (In Class/Home)	Completed (In Class)
• 5.7 • 5.9 • 5.10	Critical and Historical Studies	25	✓			
• 5.1 • 5.4 • 5.6	Art Making	25		✓		
• 5.2 • 5.4 • 5.5	Art Making	25			✓	
• 5.7 • 5.8 • 5.10	Critical and Historical Studies	25				✓
TOTAL MARK		**100**				

Syllabus Outcomes

Art making

5.1 develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3 makes artworks informed by an understanding of how the frames affect meaning
5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5 makes informed choices to develop and extend concepts and different meanings in their artworks
5.6 demonstrates developing technical accomplishment and refinement in making artworks

Critical and Historical Studies

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art
5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9 demonstrates how the frames provide different interpretations of art
5.10 demonstrates how art criticism and art history construct meanings

ASSESSMENT SCHEDULE – 2020

COURSE: YEAR 10 VISUAL DESIGN (100 HR)

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	**SYLLABUS COMPONENTS**	**WEIGHTING**	Research Task Wk 8, Term 1 **Completed (In Class/Home)**	Practical Task Wk 7, Term 2 **Completed (In Class/Home)**	Practical Task Wk 5, Term 3 **Completed (In Class/Home)**	Yearly Examination Wk 3/4, Term 4 **Completed (In Class)**
• 5.7 • 5.10	Critical and Historical Interpretations	25	✓			
• 5.1 • 5.4 • 5.6	Making	25		✓		
• 5.2 • 5.4 • 5.5 • 5.6	Making	25			✓	
• 5.7 • 5.8 • 5.9	Critical and Historical Interpretations	25				✓
TOTAL MARK		**100**				

Syllabus Outcomes

Making

5.1 develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks

5.2 makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.3 makes visual design artworks informed by an understanding of how the frames affect meaning

5.4 investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks

5.5 makes informed choices to develop and extend concepts and different meanings in their visual design artworks

5.6 selects appropriate procedures and techniques to make and refine visual design artworks

Critical and Historical Interpretations

5.7 applies their understanding of aspects of practice to critically and historically interpret visual design artworks

5.8 uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks

5.9 uses the frames to make different interpretations of visual design artworks

5.10 constructs different critical and historical accounts of visual design artworks