

# Erskine Park High School



Year 10 - 2018  
Assessment Handbook

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## 2018 YEAR 10 - CALENDAR OF ASSESSMENT TASKS

Wk	TERM 1 2018 29/1/2018 – 13/4/2018	TERM 2 2018 30/4/2018 – 6/7/2018	TERM 3 2018 23/7/2018 – 28/9/2018	TERM 4 2018 15/10/2018–19/12/2018
<b>1</b>		English		Information & Software Tech Industrial Tech Timber
<b>2</b>				Industrial Tech Metal
<b>3</b>		Elective History HSIE		Commerce Elective History HSIE
<b>4</b>	Graphics Technology	Music	Music	Child Studies Mathematics (5.1, 5.2, 5.3)
<b>5</b>		English Information & Software Tech PDHPE PASS	PDHPE PASS Photography Visual Arts Visual Design Commerce Elective History	Agriculture Food Technology PDHPE PASS Photography Science Visual Arts Visual Design
<b>6</b>	PDHPE PASS	Industrial Tech Metal Commerce	Graphics Technology Industrial Tech Metal	Graphics Technology HSIE English
<b>7</b>		Graphics Technology Photography Visual Arts Visual Design		PDHPE PASS
<b>8</b>	Agriculture Food Technology Graphics Technology Industrial Tech Metal Industrial Tech Timber Information & Software Tech Photography Visual Arts Visual Design Elective History	Agriculture Food Technology PDHPE PASS	Information & Software Tech Industrial Tech Timber Agriculture	
<b>9</b>	Mathematics (5.1, 5.2, 5.3) Commerce HSIE	Child Studies Mathematics (5.1, 5.2, 5.3) HSIE	Child Studies Food Technology Mathematics (5.1, 5.2, 5.3)	
<b>10</b>	Child Studies English Information & Software Tech Science	English Science Industrial Tech Timber	English Industrial Tech Metal Science HSIE Industrial Tech Timber	
<b>11</b>				

## 2018 YEAR 10 – ASSESSMENT PLANNER

<b>Wk</b>	<b>TERM 1 2018</b> 29/1/2018 – 13/4/2018	<b>TERM 2 2018</b> 30/4/2018 – 6/7/2018	<b>TERM 3 2018</b> 23/7/2018 – 28/9/2018	<b>TERM 4 2018</b> 15/10/2018–19/12/2018
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				
<b>6</b>				
<b>7</b>				
<b>8</b>				
<b>9</b>				
<b>10</b>				
<b>11</b>				

# 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.

## **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.

## **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 is 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 – 2018

COURSE: YEAR 10 AGRICULTURE

FACULTY: TAS 1

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Plant Production Written Report	Product Study Egg Production	Animal Production	Yearly Examination
			Wk 8 , Term 1	Wk 8 , Term 2	Wk 8 , Term 3	Wk 5-6 , Term 4
			<b>Completed At Home</b>	<b>Completed At Home</b>	<b>Completed At Home</b>	<b>Completed In Class</b>
5.1.1 5.1.2	Plant and animal species and breeds. Agricultural enterprises and systems.	25	✓			
5.2.1 5.3.1 5.3.2 5.3.3 5.3.4	Agricultural sector and Australia's economy, culture and society. Production systems for plant and animal enterprises. Marketing principles and processes. Management decisions on plant production enterprises. Management decisions on animal production enterprise.	20		✓		
5.4.1 5.4.2 5.4.3	Past and current agricultural practices on agricultural sustainability. Profitability, technology, sustainability, social issues and ethics. Animal welfare guidelines to agricultural practices.	25			✓	
5.5.1 5.5.2 5.6.1 5.6.2	Experiments and investigates problems in agricultural contexts. Agricultural data and communication Applies Occupational Health and Safety Plant and animal management practices safely	30				✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>25%</b>	<b>20%</b>	<b>25%</b>	<b>30%</b>

# Syllabus Outcomes

- 5.1.1 Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
- 5.1.2 Explains the interactions within and between agricultural enterprises and systems
- 5.2.1 Explains the interactions within and between the agricultural sector and Australia's economy, culture and society
- 5.3.1 Investigates and implements responsible production systems for plant and animal enterprises
- 5.3.2 Investigates and applies responsible marketing principles and processes
- 5.3.3 Explains and evaluates the impact of management decisions on plant production enterprises
- 5.3.4 Explains and evaluates the impact of management decisions on animal production enterprises
- 5.4.1 Evaluates the impact of past and current agricultural practices on agricultural sustainability
- 5.4.2 Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
- 5.4.3 Implements and justifies the application of animal welfare guidelines to agricultural practices
- 5.5.1 Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
- 5.5.2 Collects and analyses agricultural data and communicates results using a range of technologies
- 5.6.1 Applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
- 5.6.2 Performs plant and animal management practices safely and in cooperation with others



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 10 COMMERCE

FACULTY: HSIE

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

# 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 – 2018

COURSE: YEAR 10- EARLY CHILDHOOD STUDIES

FACULTY: TAS1

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Learning through play Create A Toy	Nutrition Toddler's Menu	Media and Technology Impact of Technology	Yearly Examination
			Wk 10 , Term 1  Completed at home	Wk 9 , Term 2  Completed Theory at home Practical in school	Wk 9 , Term 3  Completed at home	Wk 4, Term 4  Completed in class
1.1 1.2 2.1 4.1	Learning to Play How do children Learn Special Needs Use of Technology	30	✓			
2.1 3.3 4.1	How do children Learn Special Needs Use of Technology	30		✓		
3.1 3.2 3.3 4.1	Learning to Play How do children Learn Special Needs Use of Technology	20			✓	
1.2 2.3 3.1	Learning to Play How do children Learn Special Needs	20				✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>

# Syllabus Outcomes

- 1.1 identifies the characteristics of a child at each stage of growth and development
- 1.2 describes the factors that affect the health and wellbeing of the child
- 1.3 analyses the evolution of childhood experiences and parenting roles over time
- 2.1 plans and implements engaging activities when educating and caring for young children within a safe environment
- 2.2 evaluates strategies that promote the growth and development of children
- 2.3 describes a range of appropriate parenting practices for optimal growth and development
- 3.1 discusses the importance of positive relationships on the growth and development of children
- 3.2 evaluates the role of community resources that promote and support the wellbeing of children and families
- 3.3 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- 4.1 demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts
- 4.2 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 4.3 applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 10 ENGLISH

FACULTY: English

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Poetry Assessment	Picture book/ Spoken word Assessment	Novel Assessment	Conflict Assessment	Social Media Assessment
			Wk6, Term 1	Wk1, Term 2	Wk10, Term 2	Wk10, Term 3	Wk6, Term 4
			Completed in class	Completed at home	Completed in class	Completed in class	Completed in class
EN5-1A EN5-2A	Communicate through speaking, listening, reading, writing, viewing and representing	15	✓	✓	✓	✓	✓
EN5-3B EN5-4B	Use language to shape and make meaning according to purpose, audience and context	15	✓	✓	✓	✓	✓
EN5-5C EN5-6C	Think in ways that are imaginative, creative, interpretive and critical	25	✓	✓	✓	✓	✓
EN5-7D EN5- 8D	Express themselves and their relationships with others and their world	25	✓	✓	✓	✓	
EN5-9E	Learn and reflect on their learning through their study of English	20	✓	✓	✓	✓	✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>



# 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 – 2018

COURSE: YEAR 10 FOOD TECHNOLOGY

FACULTY: Tas 1

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Food Product Development <i>Research Task &amp; Practical</i>	Half Yearly Examination	Food Selection & Health <i>Research Task and Practical</i>	Yearly Examination
			Wk8 , Term 1 <b>Completed</b> Theory at home Practical in class	Wk8 , Term 2 <b>Completed</b> In class	Wk9 , Term 3 <b>Completed</b> Theory at home Practical in class	Wk 4, Term 4 <b>Completed</b> In class
5.2.3 5.3.2 5.5.1 5.5.2 5.6.1	Food properties and preparation Food, nutrition and society Food, hygiene and safety Researching and communicating Designing, producing and evaluating	30	✓			
5.2.2 5.3.2 5.2.3	Food properties and preparation Food, nutrition and society Food, hygiene and safety	20		✓		
5.3.2 5.4.1 5.4.2 5.5.2 5.6.1	Food, nutrition and society Food, hygiene and safety Researching and communicating Designing, producing and evaluating	30			✓	
5.2.1 5.4.1 5.6.2	Food properties and preparation Food, nutrition and society Food, hygiene and safety	20				✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

# Syllabus Outcomes

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment



# ASSESSMENT SCHEDULE – 2018

COURSE: GRAPHICS TECHNOLOGY YEAR 10

FACULTY: TAS2

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	WHS	Graphic design project	Product design project	Architecture project	Own choice project
			Wk4, Term 1	Wk8, Term 1	Wk7, Term 2	Wk 6, Term 3	Wk 6 Term 4
			Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)	Completed (In Class)
5.3.2 5.5.1 5.5.2		10	✓				
5.1.1 5.1.2 5.3.2, 5.4.1		20		✓			
5.2.1 5.2.2 5.3.1 5.4.1 5.4.2		20			✓		
5.1.1 5.1.2 5.2.2 5.6.1 5.6.2		20				✓	
5.2.1 5.3.1 5.4.2 5.6.1 5.6.2		30					✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

# Syllabus Outcomes

- 5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques
- 5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations
- 5.2.1 designs and produces a range of graphical presentations
- 5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purposes
- 5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
- 5.3.2 manages the development of graphical presentations to meet project briefs and specifications
- 5.4.1 manipulates and produces images using computer-based drafting and presentation technologies
- 5.4.2 designs, produces and evaluates multimedia presentations
- 5.5.1 identifies, assesses and manages relevant OHS factors to minimise risks in the work environment
- 5.5.2 demonstrates responsible and safe work practices for self and others
- 5.6.1 demonstrates the application of graphics to a range of industrial, commercial and personal settings
- 5.6.2 evaluates the impact of graphics on society, industry and the environment



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 10 ELECTIVE HISTORY

FACULTY: HSIE

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk8, Term 1	Wk3 , Term 2	Wk5 , Term 3	Wk3 , Term 4
			Research assignment	Completed in class test	Completed in class test	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	25	✓			
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	25		✓		
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	25			✓	
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	25				✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# 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 – 2018

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.		✓				✓	
<b>TOTAL MARK</b>		<b>100%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>	<b>25%</b>	<b>25%</b>



# 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 – 2018

COURSE: INDUSTRIAL TECHNOLOGY METAL YEAR 10

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 progress	Yearly exam
			Wk8, Term 1 Completed in class	Wk6, Term 2 Completed in class	Wk6, Term 3 Completed in class	Wk 10, Term 3 Completed in class	Wk 2, Term 4 Completed in class
5.1.1, 5.4.1	-	5	✓				
5.1.2, 5.2.2 5.4.1, 5.4.2 5.5.1, 5.6.1		30		✓			
5.1.2, 5.2.2 5.3.1, 5.3.2 5.4.1, 5.4.2 5.5.1, 5.6.1		15			✓		
5.1.2, 5.2.1 5.2.2, 5.3.1 5.3.2, 5.4.1 5.4.2, 5.5.1 5.6.1		30				✓	
5.1.1, 5.3.1 5.7.1, 5.7.2		20					✓
<b>TOTAL MARK</b>		<b>100</b>	<b>5%</b>	<b>30%</b>	<b>15%</b>	<b>30%</b>	<b>20%</b>

# 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
- 5.1.3 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 uses a range of current, new and emerging technologies and their various applications
- 5.7.3 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



# ASSESSMENT SCHEDULE – 2018

COURSE: INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10

FACULTY: TAS2

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Exam	Project	Project	Exam
			Wk8, Term 1	Wk5, Term 2	Wk8, Term 3	Wk 1, Term 4
			Completed in class	Completed in class	Completed in class	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				✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>35%</b>	<b>25%</b>

# 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 – 2018

COURSE: INDUSTRIAL TECHNOLOGY TIMBER YEAR 10

FACULTY: TAS2

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Major practical project planning	Classroom projects	Major practical project progress	Major practical project progress	Yearly exam
			Wk8, Term 1 Completed in class	Wk10, Term 2 Completed in class	Wk8, Term 3 Completed in class	Wk10, Term 3 Completed in class	Wk 1, Term 4 Completed in class
5.2.1 5.4.1		10	✓				
5.1.2 5.2.2 5.3.2 5.4.2		25		✓			
5.4.1 5.2.1 5.4.2		15			✓		
5.6.1 5.7.1 5.7.2		30				✓	
5.7.1 5.7.2		20					✓
<b>TOTAL MARK</b>		<b>100</b>	<b>10%</b>	<b>25%</b>	<b>15%</b>	<b>30%</b>	<b>20%</b>

# 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 uses a range of current, new and emerging technologies and their various applications



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 10 MATHS 5.1

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4	
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 9, Term 1	Wk 9, Term 2	Wk 9, Term 3	Wk 4, Term 4	
			Completed in class	Completed in class	Completed in class	Completed in class	
<ul style="list-style-type: none"> <li>MA4-1WM</li> <li>MA4-2WM</li> <li>MA4-3WM</li> <li>MA5.1-1WM</li> <li>MA5.1-2WM</li> <li>MA5.1-3WM</li> </ul>	<ul style="list-style-type: none"> <li>MA5.1-13SP</li> <li>MA4-8NA</li> <li>MA5.1-6NA</li> <li>MA5.1-4NA</li> </ul>	<ul style="list-style-type: none"> <li>Probability</li> <li>Algebra</li> <li>Coordinate geometry</li> <li>Interest and depreciation</li> </ul>	20	✓			
<ul style="list-style-type: none"> <li>MA5.1-7NA</li> <li>MA4-8NA</li> <li>MA4-10NA</li> </ul>	<ul style="list-style-type: none"> <li>MA5.1-10MG</li> </ul>	<ul style="list-style-type: none"> <li>Graphs</li> <li>Equations and inequalities</li> <li>Trigonometry</li> </ul>	20	✓			
<ul style="list-style-type: none"> <li>MA4-8NA</li> <li>MA4-10NA</li> <li>MA5.1-9MG</li> </ul>	<ul style="list-style-type: none"> <li>MA5.1-12SP</li> <li>MA5.1-8MG</li> </ul>	<ul style="list-style-type: none"> <li>Numbers of any magnitude</li> <li>Ratios and rates</li> <li>Investigating data</li> <li>Surface area and volume</li> </ul>	20		✓		
<ul style="list-style-type: none"> <li>(All of the above)</li> </ul>		<ul style="list-style-type: none"> <li>(All of the above)</li> </ul>	40			✓	
<b>TOTAL MARK</b>			<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>



# Syllabus Outcomes

MA4-1WM: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.

MA4-2WM: applies appropriate mathematical techniques to solve problems.

MA4-3WM: recognises and explains mathematical relationships using reasoning.

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.

MA5.1-13SP: calculates relative frequencies to estimate probabilities of simple and compound events.

MA4-8NA: generalises number properties to operate with algebraic expressions.

MA5.1-6NA: determines the midpoint, gradient and length of an interval, and graphs linear relationships.

MA5.1-4NA: solves financial problems involving investing money.

MA5.1-7NA: graphs simple non-linear relationships.

MA4-10NA: uses algebraic techniques to solve simple linear and quadratic equations.

MA5.1-10MG: applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.

MA5.1-9MG: interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.

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.



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 10 MATHS 5.2

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4	
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 9, Term 1	Wk 9, Term 2	Wk 4, Term 3	Wk 2, Term 4	
			Completed in class	Completed in class	Completed in class	Completed in class	
<ul style="list-style-type: none"> <li>• MA4-1WM</li> <li>• MA4-2WM</li> <li>• MA4-3WM</li> <li>• MA5.1-1WM</li> <li>• MA5.1-2WM</li> <li>• MA5.1-3WM</li> <li>• MA5.2-1WM</li> <li>• MA5.2-2WM</li> <li>• MA5.2-3WM</li> </ul>	<ul style="list-style-type: none"> <li>• MA5.1-13SP</li> <li>• MA5.2-17SP</li> <li>• MA4-8NA</li> <li>• MA5.2-6NA</li> <li>• MA5.1-6NA</li> <li>• MA5.2-9NA</li> <li>• MA5.1-4NA</li> <li>• MA5.2-4NA</li> </ul>	<ul style="list-style-type: none"> <li>- Probability</li> <li>- Algebra</li> <li>- Coordinate geometry</li> <li>- Interest and depreciation</li> </ul>	20	✓			
<ul style="list-style-type: none"> <li>• MA5.1-7NA</li> <li>• MA5.2-10NA</li> <li>• MA4-8NA</li> <li>• MA4-10NA</li> </ul>	<ul style="list-style-type: none"> <li>• MA5.2-8NA</li> <li>• MA5.1-10MG</li> <li>• MA5.2-13MG</li> </ul>	<ul style="list-style-type: none"> <li>- Graphs</li> <li>- Equations and inequalities</li> <li>- Trigonometry</li> </ul>	20	✓			
<ul style="list-style-type: none"> <li>• MA4-8NA</li> <li>• MA4-10NA</li> <li>• MA5.2-8NA</li> <li>• MA5.1-9MG</li> <li>• MA5.2-5NA</li> <li>• MA5.1-12SP</li> </ul>	<ul style="list-style-type: none"> <li>• MA5.2-15SP</li> <li>• MA5.2-16SP</li> <li>• MA5.1-8MG</li> <li>• MA5.2-11MG</li> <li>• MA5.2-12MG</li> </ul>	<ul style="list-style-type: none"> <li>- Simultaneous equations</li> <li>- Numbers of any magnitude</li> <li>- Ratios and rates</li> <li>- Investigating data</li> <li>- Surface area and volume</li> </ul>	20		✓		
<ul style="list-style-type: none"> <li>• (All of the above)</li> </ul>		<ul style="list-style-type: none"> <li>- (All of the above)</li> </ul>	40			✓	
<b>TOTAL MARK</b>			<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

# Syllabus Outcomes

- MA4-1WM: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.
- MA4-2WM: applies appropriate mathematical techniques to solve problems.
- MA4-3WM: recognises and explains mathematical relationships using reasoning.
- 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.
- MA5.2-1WM: 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.
- MA5.1-13SP: calculates relative frequencies to estimate probabilities of simple and compound events.
- MA5.2-17SP: describes and calculates probabilities in multi-step chance experiments.
- MA4-8NA: generalises number properties to operate with algebraic expressions.
- MA5.2-6NA: simplifies algebraic fractions, and expands and factorises quadratic expressions.
- 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.
- MA5.1-4NA: solves financial problems involving investing money.
- MA5.2-4NA: solves financial problems involving compound interest.
- MA5.1-7NA: graphs simple non-linear relationships.
- MA5.2-10NA: connects algebraic and graphical representations of simple non-linear relationships.
- MA4-10NA: uses algebraic techniques to solve simple linear and quadratic equations.
- MA5.2-8NA: solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
- 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.
- MA5.1-9MG: interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.
- MA5.2-5NA: recognises direct and indirect proportion, and solves problems involving direct proportion.
- 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.
- MA5.1-8MG: 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.



# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 10 MATHS 5.3

FACULTY: Mathematics

			TASK 1	TASK 2	TASK 3	TASK 4	
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Wk 9, Term 1	Wk 9, Term 2	Wk 9, Term 3	Wk 4, Term 4	
			Completed in class	Completed in class	Completed in class	Completed in class	
<ul style="list-style-type: none"> <li>• MA4-1WM</li> <li>• MA4-2WM</li> <li>• MA4-3WM</li> <li>• MA5.1-1WM</li> <li>• MA5.1-2WM</li> <li>• MA5.1-3WM</li> <li>• MA5.2-1WM</li> <li>• MA5.2-2WM</li> <li>• MA5.2-3WM</li> <li>• MA5.3-1WM</li> <li>• MA5.3-2WM</li> </ul>	<ul style="list-style-type: none"> <li>• MA5.3-3WM</li> <li>• MA5.3-6NA</li> <li>• MA5.1-4NA</li> <li>• MA5.2-4NA</li> <li>• MA4-8NA</li> <li>• MA5.2-6NA</li> <li>• MA5.3-5NA</li> <li>• MA5.1-12SP</li> <li>• MA5.2-15SP</li> <li>• MA5.2-16SP</li> <li>• MA5.3-18SP</li> </ul>	<ul style="list-style-type: none"> <li>- Surds</li> <li>- Interest and depreciation</li> <li>- Products and factors</li> <li>- Investigating data</li> </ul>	20	✓			
<ul style="list-style-type: none"> <li>• MA5.1-6NA</li> <li>• MA5.2-9NA</li> <li>• MA4-8NA</li> <li>• MA4-10NA</li> <li>• MA5.2-8NA</li> </ul>	<ul style="list-style-type: none"> <li>• MA5.3-7NA</li> <li>• MA5.1-10MG</li> <li>• MA5.2-13MG</li> <li>• MA5.3-15MG</li> </ul>	<ul style="list-style-type: none"> <li>- Coordinate geometry</li> <li>- Simultaneous equations</li> <li>- Further trigonometry</li> </ul>	20	✓			
<ul style="list-style-type: none"> <li>• MA5.1-7NA</li> <li>• MA5.2-10NA</li> <li>• MA5.3-9NA</li> <li>• MA5.2-11MG</li> <li>• MA5.2-12MG</li> <li>• MA5.3-13MG</li> </ul>	<ul style="list-style-type: none"> <li>• MA5.1-11MG</li> <li>• MA5.2-14MG</li> <li>• MA5.3-16MG</li> <li>• MA5.1-13SP</li> <li>• MA5.2-17SP</li> </ul>	<ul style="list-style-type: none"> <li>- Graphs</li> <li>- Surface area and volume</li> <li>- Geometry</li> <li>- Probability</li> </ul>	20		✓		
<ul style="list-style-type: none"> <li>• (All of the above plus)</li> <li>• MA5.3-9NA</li> </ul>	<ul style="list-style-type: none"> <li>• MA5.3-7NA</li> <li>• MA5.2-5NA</li> <li>• MA5.3-4NA</li> </ul>	<ul style="list-style-type: none"> <li>- (All of the above plus):</li> <li>- Quadratic equations and the parabola</li> <li>- Ratio and rates</li> </ul>	40			✓	
<b>TOTAL MARK</b>			<b>100%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>40%</b>

# Syllabus Outcomes

- MA4-1WM: communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols.
- MA4-2WM: applies appropriate mathematical techniques to solve problems.
- MA4-3WM: recognises and explains mathematical relationships using reasoning.
- 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.
- MA5.2-1WM: 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.
- MA5.3-1WM: 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.
- MA5.1-13SP: calculates relative frequencies to estimate probabilities of simple and compound events.
- MA5.2-17SP: describes and calculates probabilities in multi-step chance experiments.
- MA4-8NA: generalises number properties to operate with algebraic expressions.
- MA5.2-6NA: simplifies algebraic fractions, and expands and factorises quadratic expressions.
- MA5.3-5NA: selects and applies appropriate algebraic techniques to operate with algebraic expressions.
- 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.
- MA5.1-4NA: solves financial problems involving investing money.
- MA5.2-4NA: solves financial problems involving compound interest.
- MA5.1-7NA: graphs simple non-linear relationships.
- MA5.2-10NA: connects algebraic and graphical representations of simple non-linear relationships.
- MA4-10NA: uses algebraic techniques to solve simple linear and quadratic equations.
- MA5.2-8NA: solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
- 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.
- MA5.2-5NA: recognises direct and indirect proportion, and solves problems involving direct proportion.
- 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.
- MA5.2-11MG: 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.
- MA5.3-18SP: uses standard deviation to analyse data.
- MA5.3-7NA: solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.

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.

MA5.3-9NA: 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.

MA5.1-11MG: describes and applies the properties of similar figures and scale drawings.

MA5.2-14MG: calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar.

MA5.3-16MG: proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.

MA5.3-4NA: draws, interprets and analyses graphs of physical phenomena.



# ASSESSMENT SCHEDULE – 2018

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

FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Coaching Task	Webquest	Sem 1 Examination	Marketing Task	Sem 2 Examination	Skill Evaluation
			Wk6 , Term 1 Completed (home)	Wk5 , Term 2 Completed (home)	Wk8/9 Term 2 Completed (class)	Wk5 , Term 3 Completed (home)	Wk5 , Term 4 Completed (class)	Wks6-9 Term 4 Completed (class)
2.1 2.2 3.1 3.2	Knowledge, understanding and skills	50%	3.1, 3.2	2.1, 2.2	2.1, 3.1, 3.1	2.1	1.1, 2.1, 2.2	3.1, 3.2
4.1 4.2 4.4	Values and attitudes	50%	4.1, 4.2	4.2, 4.4	4.1, 4.2, 4.4	4.1, 4.4	4.1, 4.2, 4.3, 4.4	4.1, 4.2
<b>TOTAL MARK</b>		<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>

# Syllabus Outcomes

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





# ASSESSMENT SCHEDULE – 2018

COURSE: YEAR 10 PDHPE  
 FACULTY: PDHPE

			TASK 1	TASK 2	TASK 3	TASK 4	TASK 5	TASK 6
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Webquest	ICT Task	Sem 1 Examination	Exposition	Sem 2 Examination	Practical Evaluation
			Wk6 , Term 1	Wk5 , Term 2	Wk8/9, Term 2	Wk5 , Term 3	Wk5, Term 4	Wk6-9 , Term 4
			Completed (home)	Completed (class)	Completed (class)	Completed (home)	Completed (class)	Completed (class)
5.1 5.2 5.3 5.6 5.7 5.9 5.11	Knowledge, Understanding and Skills		5.2, 5.6, 5.7	5.9	5.2, 5.5, 5.6, 5.7	5.1, 5.3, 5.11	5.1, 5.6, 5.7, 5.8	5.4, 5.5
5.8 5.10 5.12 5.13 5.14 5.15 5.16	Values and Attitudes		5.8, 5.16	5.12, 5.13	5.10, 5.12	5.15	5.14, 5.15, 5.16	5.14
<b>TOTAL MARK</b>		<b>100%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>

# Syllabus Outcomes

- 5.1 analyses how they can support their own and others' sense of self
- 5.2 evaluates their capacity to reflect on and respond positively to challenges
- 5.3 analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 composes, performs and appraises movement in a variety of challenging contexts
- 5.6 analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8 critically analyses health information, products and services to promote health
- 5.9 formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13 adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14 confidently uses movement to satisfy personal needs and interests
- 5.15 devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16 predicts potential problems and develops, justifies and evaluates solutions



# ASSESSMENT SCHEDULE – 2018

COURSE: PHOTOGRAPHIC AND DIGITAL MEDIA (100/200HR) – YEAR 10

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Theory Task	Practical Task	Practical Task	Yearly Examination
			Wk8, Term 1	Wk7, Term 2	Wk5, Term 3	Wk5/6, Term 4
			Completed (In Class/Home)	Completed (In Class/Home)	Completed (In Class/Home)	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				✓
<b>TOTAL MARK</b>		<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>40%</b>	<b>15%</b>

# 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 – 2018

COURSE: YEAR 10 SCIENCE

FACULTY: Science

			TASK 1	TASK 2	TASK 2	TASK 4	
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS		WEIGHTING	Examination	Independent Research Project	Research Task	Examination
				Wk10 Term 1 <b>Completed (In Class)</b>	Wk 10, Term 2 <b>Completed (Partially in class, partially at home)</b>	Wk10, Term 3 <b>Completed (Partially in class, partially at home)</b>	Wk 5, Term 4 <b>Completed (In Class)</b>
SC4- • 10PW • 14LW • 15LW • 17CW	<b>Knowing and Understanding</b>		10%	10%	10%	10%	10%
• SC4-4WS	<b>Working Scientifically</b>	5%	10%		5%	5%	
• SC4-5WS		6%	10%	2%	6%		2%
• SC-6WS		10%	10%		10%		
• SC-7WS		2%	10%	2%	2%	4%	2%
• SC4-8WS		4%	10%	2%	4%	2%	2%
• SC4-WS9		4%	10%	2%	4%	2%	2%
<b>TOTAL MARK</b>			<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>

# Syllabus Outcomes

## 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
- SC5-14LW 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 – 2018

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

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	Wk5/6, Term 4
			Completed (In Class/Home)	Completed (In Class/Home)	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				✓
<b>TOTAL MARK</b>		<b>100</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## 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 – 2018

COURSE: VISUAL DESIGN (100/200HR) – YEAR 10

FACULTY: Creative and Performing Arts

			TASK 1	TASK 2	TASK 3	TASK 4
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Research Task	Practical Task	Practical Task	Yearly Examination
			Wk8, Term 1	Wk7, Term 2	Wk5, Term 3	Wk5/6, Term 4
			Completed (In Class/Home)	Completed (In Class/Home)	Completed (In Class/Home)	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				✓
<b>TOTAL MARK</b>		<b>100</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# 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