

# Ambarvale High School

**Year 10  
ASSESSMENT POLICY,  
PROCEDURES AND SCHEDULE**

**INFORMATION FOR STUDENTS  
STUDYING COURSES TO BE  
EXAMINED IN 2021**



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## ASSESSMENT POLICY – ROSA

The purpose of this policy is to ensure that assessment in Year 10 courses at Ambarvale High School:

- is delivered in a manner that is authentically equitable.
- measures student learning outcomes.
- serves to provide information to the teacher, student and parent that clearly shows progress and where learning should next occur.

## YEAR 10 COURSE ASSESSMENT

School assessment for Year 10 courses is carried out to measure student progress throughout a course, and to assess student performance in those aspects of the course which may not be adequately assessed by a single examination at the end of the course.

### The Assessment Program

Year 10 course work, including the assessment program, will commence at the beginning of Term 1 and conclude at the end of Term 4 in 2021.

To coordinate the timing of assessment tasks in different courses:

- students will be provided with an overall assessment task schedule which will provide an indication of when assessment tasks in each course will occur.
- an outline of assessment tasks for each individual course specifying the various tasks (tests, assignments, etc), timing and the marks allocated for each task will be provided to students.
- The schedule and outlines are provided as an advanced guide to when assessment tasks will occur. Students will be typically given two weeks' notice before an assessment task. Any unforeseen circumstances that result in changes to assessment task timings will be communicated to students in writing if and when they occur.

### The Assessment Program for Life Skills Courses

*Students studying Life Skills courses will follow a different assessment program. Ongoing assessment is carried out within the classroom and the workplace. Achievement of course outcomes is described in the Profile of Student Achievement. As students demonstrate that they have achieved a learning outcome, the relevant section of the Profile is signed and dated by the relevant teachers.*

Before students leave school, each student's *Profile* is verified by the Principal as a true and accurate record of all learning outcomes achieved by that student.

### Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
- Complied with the requirements from the [Education Act](#).

### **RoSA Reporting and Grades**

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- Completed courses and the awarded grade or mark.
- Courses a student has participated in but did not complete before leaving school.
- Results of any minimum standard literacy and numeracy tests that may have been sat.
- Date the student left school.

It includes an A to E grade for all Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses, the student has satisfactorily completed.

Grades are:

- Based on student achievement in their assessment work.
- Submitted to NESA by the school in Term 4.

### **Monitored for Fairness and Consistency**

NESA works with teachers to ensure appropriate standards for grading and assessment are developed and applied. This ensures that grades awarded in one school are equivalent to the same grades awarded in another school.

NESA also provide schools with information about the historical allocation or patterns of grades awarded by that school over recent years. This helps guide the allocation of grades to current students.

Successful completed [Vocational Education and Training \(VET\)](#) and [Life Skills](#) courses are reported differently to graded courses.

### **Students Who Don't Qualify For a RoSA**

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements they will be issued with a Transcript of Study.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

While formal RoSA credentials are for school leavers, all Years 11 and 12 students will be able to access their cumulative academic results, the courses they are enrolled in and print an eRecord via their Students Online account.

## School Attendance

To receive a RoSA, students must attend school until the final day of Year 10.

They must also complete the following mandatory Years 7-10 curriculum requirements.

- **English:** our syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed.
- **Mathematics:** our syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed.
- **Science:** Our syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed.
- **Human Society & its Environment:** Our syllabus must be studied substantially throughout Years 7-10. By the end of Year 10, 400 hours need to be completed. This must include 100 hours each of History and Geography in each stage.
- **Languages Other than English:** 100 hours to be completed in one language over the continuous 12-month period between Years 7-10 but preferably in Years 7-8.
- **Technological and Applied Studies:** Our Technology (mandatory) Years 7-8 syllabus to be studied for 200 hours.
- **Creative Arts:** Two hundred hours to be completed, consisting of our 100 hour mandatory courses in each of Visual Arts and Music. We expect that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
- **Personal Development, Health and Physical Education:** our mandatory 300-hour course to be completed. This integrated course is to be studied in each of Years 7-10.

## RoSA Performance Descriptors

For all courses each student's performance will be matched against **Course Performance Descriptors** based on the knowledge and Skills objective of courses.

General performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as standard or benchmarks against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There are descriptors for each Grade A – E.

Assessment Tasks and/or coursework will be used to determine the description, which best reflects the level of achievement of each student and thus the grade in a particular course.

Grade	General Performance Descriptors
A	The student has extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	The student has thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.
C	The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a basic level of competence in the processes and skills of the course.
D	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	The student has elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

The RoSA grading system is concerned with grading student achievement at the end of each course. This final judgement about the grade awarded will be made on the basis of available assessment information and with reference to the Course Performance Descriptors.

**Satisfactory Completion of a Year 10 Course**

The NSW Education Standards Authority (NESA) has stipulated that a student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESA
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- c) achieved some or all of the course outcomes.

A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course and may be given a Non-Completion Determination (N determination) by the Principal.

If at any time it appears that a student is at risk of being given an N determination in any course, the student must be warned as soon as possible and the parent advised in writing (if the student is under 18 years of age). A minimum of two such warnings need to be provided before an N determination can be given.

Whilst a particular rate of attendance is not a requirement for the completion of a course, irregular attendance can *clearly impact on* students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an N determination.

### **'N' Determinations**

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that achieved an 'N' determination.

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

### **Non-Completion of Course Requirements: N Determination**

If a student has not satisfied requirements for a course the Principal must:

- advise the student of the N determination, its consequences, and the student's right to appeal (initially at a school level and then with NESAs if desired)
- indicate the N determination to NESAs by inserting an 'N' in the space provided on the Assessment Collection Schedule
- Submit the student's assessment mark for the course on the Schedule in the event that the student's appeal is upheld.

If a student is at risk of not meeting the assessment requirements in a course, a minimum of two warnings must be given. The Principal or their delegate must:

- advise the student, in writing, in time for the problem to be corrected and alert the student to the possible consequences of an N determination
- advise the parent in writing (if the student is under 18) and request a written acknowledgement of the warning
- retain a copy of the warning and other relevant documentation.



## Student Responsibilities

Students must:

- sign upon receipt of each assessment task
- ask questions and seek clarification about the assessment task as required
- sign upon submission of each assessment task, with the exception of electronic assessment tasks.
- submit assessment tasks on or before the due dates in an appropriate format.
- submit their own work.
- not interfere with the efforts of others.
- attempt ALL sections/components of assessment tasks and tests and sit for ALL examinations .
- maintain a backup copy of work completed and/or submitted electronically – technology failure is not an acceptable reason for not completing or submitting an assessment task.
- be aware of the penalties for late or non-submission of assessment tasks.
- be aware of the procedure to be followed if they are absent when an assessment task is to be submitted or completed in class.

## Teacher Responsibilities

Class teachers must:

- ensure that students are provided with a copy of the assessment outline for the course.
- follow the assessment outline for the course .
- note that it is best practice to give students **usually at least two weeks'** notice of the date and time of an assessment task (some tasks may benefit from earlier notification).
- ensure students sign to acknowledge receipt of each assessment task - absent students should receive, and sign for, the information the next time they attend class.
- ensure that every assessment task notification includes:
  - task number and weighting
  - due date
  - outcomes to be assessed
  - administrative information concerning the task, such as submission format, word limit, etc
  - an outline of the nature of the task, explaining what is required
  - marking criteria by which the task will be assessed, written in student friendly language
  - one feedback point (optional for students) leading up to the due date
  - style of feedback to be provided post-task.
- draw students' attention to, and explain, all of the above aspects of the task
- provide copies of notifications and tasks for uploading onto the school website.

Assessments can include, but are not limited to: in-class tasks, take home tasks, research tasks, tests, examinations, oral tasks, aural tasks, presentations, projects and field work. Note that some tasks may have a mandatory component set by NESA.

## **Due Dates**

Take-home assessment tasks are due by 2:50 pm on the advertised due date. It is good practice to avoid Friday as a due date.

In-class assessment tasks must be submitted by the end of that class period.

## **Illness/Misadventure**

If a student is absent from school when an assessment task is due, the student should provide documentary evidence on the day they return to school (e.g. medical certificate or other evidence of misadventure) to support their absence. In consultation with the Deputy Principal, the Head Teacher will arrange another time for the student to complete the task, or an alternate task if deemed necessary.

If a student knows that they will be unavoidably absent (such as representing the school on sporting, cultural, or educational representative duties – **not** family holidays) when an assessment task is due, the student must inform the relevant Head Teacher in advance. In consultation with the Deputy Principal, the Head Teacher will arrange another time for the student to complete the task, or an alternate task if deemed necessary.

In rare and exceptional circumstances, completion of the task or an alternate task at another time may not be possible. In these rare instances, an estimate, based on the student's demonstrated learning against the relevant outcomes, will be given.

Where a student does not provide valid documentation, as determined by the Head Teacher and Deputy Principal, then the student will receive a ZERO mark for that task. However, the task must still be satisfactorily completed for the student to complete the course.

## **Non-Genuine Attempts**

If a student makes a non-genuine attempt, without intellectual engagement with the task, as decided by the class teacher in consultation with the Head Teacher, the teacher should issue a written warning that the student is at risk of an N determination in that course and stipulate the required date to re-sit or resubmit the task or an alternate task.

The student may receive a mark of ZERO for that task but is entitled to written feedback from the teacher on the revised submission, providing it is genuine.

## **Malpractice**

Malpractice occurs when a student:

- copies another student's work, whether in an examination or in other assessment tasks
- intentionally allows another student to copy their work
- presents work from a source that is not theirs and claims it as their own.

Cases of suspected malpractice will be referred to the Principal. A case of proven dishonesty or malpractice by a student in an assessment task may result in a reduced or ZERO mark being awarded for the task.

Students who misbehave during exams or assessment tasks will be removed and may receive a mark of ZERO for the task. This includes the inappropriate use of electronic devices such as mobile phones and music players.

## **Feedback**

As part of regular good classroom practice, teachers will provide feedback on drafts of student work. However, formal assessment tasks are a summative assessment of student learning and allow students to demonstrate what they know and can do independently of the teacher. As a result, students will be offered one feedback opportunity at a set time during formal take-home assessment tasks. It is optional for students to participate in this feedback opportunity. Marks for the assessment task will be allocated to the final submission only.

When assessment tasks and marks are returned to students, teachers will provide timely, substantial and meaningful post-task feedback according to the type and style indicated on the assessment task notification. Such feedback can be oral and/or written, formal or informal (reflecting the significance and complexity of the task) and can be generalised for the cohort or individualised. Teachers should ensure that feedback is equitable across the cohort, hence the use of feedback proformas is encouraged.

Feedback will enable students to reflect on the quality of their work and provide students with direction in terms of the knowledge and skills demonstrated, those not demonstrated and advice on how to develop further.

## **Appeal/Review Procedures**

There is a standard procedure for making an appeal for each circumstance below and information regarding appeals will be made available to students or their parent on request.

- Students may appeal against an individual assessment mark and/or rank **no later than two days** after they have been provided. Any appeal will be considered on an individual basis by the Head Teacher of the course and the Deputy Principal. Students are advised to make appeals **in writing** and seek the assistance of their Year Adviser if needed.
- A student (or their parent if the student is under 18 years of age) may appeal against an N determination for a course. Information regarding the internal and external appeal processes and the time limit for their submission are set by NESAs and will be supplied to the student and parent by the Principal at the time they are advised of the N determination.

**Further Information**

Further information relating to general assessment issues may be obtained from the Principal or Deputy Principals.

**SCHOOL CONTRIBUTIONS**

School Contributions help cover the cost of textbooks, numerous handouts, computer hardware and software and many other resources required by individual students. At Ambarvale High School we have decided to waive all specific course fees. Students no longer need to pay to participate in specific subjects, and are no longer asked to make a voluntary student contributions.

## 2021 Year 10 Assessment/Task Schedule

Week	Term 1, 2021	Term 2, 2021	Term 3, 2021	Term 4, 2021
1				PDHPE - Task 4
2		PDHPE - Task 2 Photography - Task 2 Visual Arts – Task 2		HSIE - Task 4 PASS – Task 4 Science – Task 4 Visual Arts – Task 4 Photography - Task 4
3		Music – Task 2 Science - Task 2		Child Studies – Task 4 Food Technology – Task 4 Maths - Task 4 Music - Task 4 Industrial Technology - Task
4		HSIE - Task 2 Industrial Technology – Task 2		English - Task 4
5	Science – Task 1	Child Studies – Task 2 Food Technology – Task 2	Child Studies – Task 3 Science – Task 3	
6	PDHPE - Task 1	Maths - Task 2	PDHPE - Task 3	
7	PASS – Task 1		Food Technology – Task3 HSIE - Task 3 Maths - Task 3	
8	Food Technology - Task 1 Maths - Task 1		PASS – Task 3	
9	Child Studies – Task 1 HSIE - Task 1 Music - Task 1		Music – Task 3	
10	English - Task 1 Photography – Task 1  Visual Arts – Task 1 Industrial Technology – Task 1	English - Task 2 PASS – Task 2	English - Task 3 Industrial Technology – Task 3 Photography – Task 3 Visual Arts – Task 3	
11	Industrial Technology - Task 1			

## 2021 ROSA ASSESSMENT SCHEDULE

Faculty: CAPA, Course: Music

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due	Due	Due	Due
		Term 1 Week 9	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3
		Outcomes	Outcomes	Outcomes	Outcomes
		Listening Task	Performance Task	Composition Task	Yearly Exam
		5.7, 5.8	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.9, 5.10
A	40		40%		
B	30			30%	
C	30	10%			20%
<b>Total Marks</b>	<b>100%</b>	<b>10%</b>	<b>40%</b>	<b>30%</b>	<b>20%</b>

### Assessment Components

- A Performance
- B Composition
- C Listening

### Subject Outcomes:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
- 5.3 performs music selected for study with appropriate stylistic features demonstrating, solo and ensemble awareness.
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
- 5.5 notates own compositions, applying forms of notation, appropriate to the music selected for study.
- 5.6 uses different forms of technology in the composition process.
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
- 5.9 demonstrates an understanding of musical literacy through appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study.
- 5.10 demonstrates an understanding of the influence and impact of technology on music.
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
- 5.12 demonstrates a willingness to engage in performing, composing and listening experiences.

## Faculty: CAPA, Course: Photographic and Digital Media

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 1 Week 10	Due Term 2 Week 2	Due Term 3 Week 10	Due Term 4 Week 2
		Portfolio Task	Research Task	Portfolio Task	Yearly Exam
		Outcomes 5.1, 5.4, 5.6	Outcomes 5.7, 5.10	Outcomes 5.2, 5.3, 5.5	Outcomes 5.8, 5.9
A	60%	30%		30%	
B	40%		20%		20%
<b>Total Marks</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

### Assessment Components

#### A Practice and Artmaking

- develop knowledge, understanding and skills to make photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

#### B Critical and Historical Studies

- develop knowledge, understanding and skills to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames.

### Subject Outcomes

- 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works.
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationships between artists-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 of photographic and digital works
- 5.5 makes informed choices to develop and extended 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.

- 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 functions of and relationships between the artists-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



## Faculty: CAPA, Course: Visual Arts

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 1 Week 10	Due Term 2 Week 2	Due Term 3 Week 10	Due Term 4 Week 2
		Research Task, VAD & Artworks	VAD & Artworks	VAD, Artworks & reflective Statement	Yearly Exam
		Outcomes 5.1, 5.4, 5.10	Outcomes 5.2, 5.6	Outcomes 5.3, 5.5, 5.7	Outcomes 5.8, 5.9
A	60%	20%	20%	20%	
B	40%	10%		10%	20%
<b>Total Marks</b>	<b>100%</b>	30%	20%	30%	20%

### Assessment Components

#### A **Practice and Artmaking**

develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames.

#### B **Critical and Historical Studies**

develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

### Subject Outcomes:

- 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 artists-artwork-world-audience.
- 5.3 makes artworks informed 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 accomplished and refinement in making artworks.
- 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.

## Faculty: English, Course: English

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 1 Week 10	Due Term 2 Week 10	Due Term 3 Week 10	Due Term 4 Week 4
		Protest Speech and Reflection	Imaginative piece	Essay	In-Class Examination
		Outcomes EN5-1A, EN5-5C, EN5-9E	Outcomes EN5-6C	Outcomes EN5-3B, EN5- 4B	Outcomes EN5-8D
The power of Protest	25	25			
Study of Genre: Science Fiction	25		25		
Close Study of auteur: Tim Burton	25			25	
Common Module: Coming of Age	25				25
<b>Total Marks</b>	<b>100%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### Subject 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.

**Faculty: HSIE, Course: Geography**

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		<b>Due</b> Term 1 Week 9	<b>Due</b> Term 2 Week 4	<b>Due</b> Term 3 Week	<b>Due</b> Term 4 Weeks
		Task Title Geographical Report	Task Title End of Course Exam	Task Title	Task Title
		<b>Outcomes</b> GE5-2, GE5-4, GE5-5, GE5-7,	<b>Outcomes</b> GE5-1, GE5-3, GE5-6, GE5-8,	<b>Outcomes</b>	<b>Outcomes</b>
<b>Total Marks</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>		

**Subject Outcomes**

**GE5-1**

explains the diverse features and characteristics of a range of places and environments

**GE5-2**

explains processes and influences that form and transform places and environments

**GE5-3**

analyses the effect of interactions and connections between people, places and environments

**GE5-4**

accounts for perspectives of people and organisations on a range of geographical issues

**GE5-5**

assesses management strategies for places and environments for their sustainability

**GE5-6**

analyses differences in human wellbeing and ways to improve human wellbeing

**GE5-7**

acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

**GE5-8**

communicates geographical information to a range of audiences using a variety of strategies

**Faculty: HSIE, Course: History**

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		<b>Due</b> Term 3 Week 7	<b>Due</b> Term 4 Week 2	<b>Due</b> Term 3 Week	<b>Due</b> Term 4 Weeks
		Task Title Research Task	Task Title End of Course Exam	Task Title	Task Title
		<b>Outcomes</b> HT5-3, HT5-6, HT5-8, HT5-9 HT5-10	<b>Outcomes</b> HT5-1, HT5- 2, HT5-4, HT5-7,	<b>Outcomes</b>	<b>Outcomes</b>
<b>Total Marks</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>		

**Subject Outcomes**

**HT5-1**

explains and assesses the historical forces and factors that shaped the modern world and Australia

**HT5-2**

sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

**HT5-3**

explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

**HT5-4**

explains and analyses the causes and effects of events and developments in the modern world and Australia

**HT5-5**

identifies and evaluates the usefulness of sources in the historical inquiry process

**HT5-6**

uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

**HT5-7**

explains different contexts, perspectives and interpretations of the modern world and Australia

**HT5-8**

selects and analyses a range of historical sources to locate information relevant to an historical inquiry

**HT5-9**

applies a range of relevant historical terms and concepts when communicating an understanding of the past

**HT5-10**

selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Faculty: Mathematics, Course: Stage 5.2

By the end of Stage 5.2, students use mathematical arguments to reach and justify conclusions. When communicating mathematical ideas, they use appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form. Students use suitable problem-solving strategies, which include selecting and organising key information, and they extend their inquiries by identifying and working on related problems.

In this subject, you will cover:

<i>Term 1</i>	<i>Topics</i>
1	Linear relationships, Surface area, Congruency
2	Algebra and equations, Data
3	Non-linear relationships, Proportion and Volume
4	Probability, Trigonometry, Financial maths, Preliminary preparation

### Stage 5.2 Course Assessment Components

Values and Attitudes in:

- **Working Mathematically** – develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning

Skills, Knowledge and Understanding of:

- **Number and Algebra** – develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
- **Measurement and Geometry** – identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- **Statistics and Probability** – collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 1, Week 8	Due Term 2, Week 6	Due Term 3, Week 7	Due Term 4, Weeks 3
		Project	Half-yearly exam	In class assessment	Yearly exam
		Outcomes MA5.2-1WM, MA5.2WM, MA5.2-9NA, MA5.2-1MG	Outcomes MA5.2- 1WM, MA5.2- 14MG, MA5.2-6NA, MA5.2-9NA	Outcomes MA5.2-15SP, MA5.2-16SP, MA5.1-7NA, MA5.2-10NA, MA5.2-5NA	Outcomes MA5.2-1WM, MA5.2WM, MA5.2-3WM, MA5.2-12MG, MA5.2-17SP
Working Mathematically	20%	5%	5%	0%	10%
Number and Algebra	35%	5%	20%	10%	0%
Measurement and Geometry	25%	10%	5%	0%	10%
Statistics and Probability	20%	0%	0%	10%	10%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

## Mathematics Year 10 Course 5.2 Outcomes

### Working Mathematically

**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

### Number and Algebra

**MA5.2-4NA** solves financial problems involving compound interest

**MA5.2-5NA** recognises direct and indirect proportion, and solves problems involving direct proportion

**MA5.2-6NA** simplifies algebraic fractions, and expands and factorises quadratic expressions

**MA5.2-7NA** applies index laws to operate with algebraic expressions involving integer indices

**MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

**MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships

**MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships

### **Measurement and Geometry**

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

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

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

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

### **Statistics and Probability**

**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.

**MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments.

**MA2-18SP** selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.

**MA2-19SP** describes and compares chance events in social and experimental contexts.

**MA2-18SP** selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.

**MA2-19SP** describes and compares chance events in social and experimental contexts.

## Faculty: Mathematics, Course: Stage 5.3

By the end of Stage 5.3, students use deductive reasoning in problem solving and in presenting arguments and formal proofs. They interpret and apply formal definitions and generalisations and connect and apply mathematical ideas within and across sub-strands. They demonstrate fluency in selecting, combining and applying relevant knowledge, skills and understanding in the solution of familiar and unfamiliar problems.

In this course, you will cover:

<i>Term 1</i>	<i>Topics</i>
1	Surface area, Algebra, Equations
2	Probability, Linear Relationships, Proportion, Surds
3	Non-linear relationships, Logarithms
4	Trigonometry, Preliminary preparation

### Stage 5.3 Course Assessment Components

#### Values and Attitudes in:

- **Working Mathematically** – develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.

#### Skills, Knowledge and Understanding of:

- **Number and Algebra** – develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.
- **Measurement and Geometry** – identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.
- **Statistics and Probability** – collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.



COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 1, Week 8	Due Term 2, Week 6	Due Term 3, Week 7	Due Term 4, Weeks 3
		Investigation	Half-yearly exam	In class assessment	Yearly exam
		Outcomes MA5.2- 11MG, MA5.3- 13MG, MA5.2-6NA, MA5.3-5NA	Outcomes MA5.3-7NA, MA5.3- 17SP, MA5.3-8NA, MA5.3- 2WM	Outcomes MA5.2-5NA, MA5.3-4NA, MA5.3-6NA, MA5.3-9NA, MA5.3-10NA	Outcomes MA5.3-11NA, MA5.3- 15MG, MA5.3-2WM
Working Mathematically	15%	5%	5%	0%	5%
Number and Algebra	60%	10%	15%	20%	15%
Measurement and Geometry	15%	5%	0%	0%	10%
Statistics and Probability	10%	0%	10%	0%	0%
<b>Total Marks</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

### Mathematics Year 10 Course 5.3 Outcomes

#### Working Mathematically

**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

#### Number and Algebra

**MA5.3-4NA** draws, interprets and analyses graphs of physical phenomena -linear relationships

**MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions

**MA5.3-6NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions

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

**MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

**MA5.3-9NA** sketches and interprets a variety of non-linear relationships

**MA5.3-10NA** recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems

**MA5.3-11NA** uses the definition of a logarithm to establish and apply the laws of logarithms

### **Measurement and Geometry**

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

**MA5.3-15MG** applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.

### **Statistics and Probability**

**MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments.

**Faculty: PDHPE, Course: PASS**

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 1 Week 7	Due Term 2 Week 10	Due Term 3 Week 8	Due Term 4 Week 2
		Sports Medicine	World Games	Sports Coaching	Yearly Exam
		Outcomes PASS5-1, PASS5-8	Outcomes PASS 5-3, PASS 5-7	Outcomes PASS5-2, PASS5-6, PASS5-10	Outcomes PASS5-1, PASS5-2, PASS5-3, PASS5-4
Knowledge and understanding	60	10	15	10	25
Skills	40	15	10	15	0
Total Marks	100%	25	25	25	25

**Subject 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.

## Faculty: PDHPE, Course: PDHPE

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 1 Week 6	Due Term 2 Week 2	Due Term 3 Week 10	Due Term 4 Week 1
		Target Games	Sexual Health	SEPEP	Yearly Exam
		Outcomes PD5-4, PD5-5, PD5-11	Outcomes PD5-1, PD5-3, PD5-6, PD5-9	Outcomes PD-4, PD5-5, PD5-10	Outcomes PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10
Knowledge and understanding	70	20	20	5	25
Skills	30	5	5	20	0
<b>Total Marks</b>	<b>100%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### Subject Outcomes

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges.
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community.
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships.
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity.
- PD5-9 assesses and applies self management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences.

## Faculty: Science, Course: Year 10 (Stage 5) Science

In Stage 5 students process, analyse and evaluate data and information from first-hand investigations to draw conclusions consistent with the evidence, identifying sources of uncertainty and possible alternative explanations for findings. They assess the validity and reliability of claims made in secondary sources. They evaluate the methods and strategies they and others use and ways in which the quality of data could be improved, including the appropriate use of digital technologies. They communicate science ideas for specific purposes and construct evidence-based arguments using appropriate scientific language, conventions and representations.

In this Subject, you will cover:-

<b>Term 1</b>	<b>Topic</b>
1	Chemical World – Chemical Reactions
2	Living World – Genetics and Evolution
3	Physical World - Motion
4	Earth and Space – Natural Disasters

### Stage 5 Course Assessment Components

The mandatory components and weightings for the stage 5 course are set out below. The internal assessment mark submitted to NESAs is to be based on the year 10 course only.

**A Values and Attitudes in:**

- develop an appreciation of the contribution of science to finding solutions to personal, social and global issues relevant to their lives now and in the future
- develop a willingness to use evidence and reason to engage with and respond to scientific and technological ideas as informed, reflective citizens.

**B Skills, Knowledge and Understanding of:**

- develop knowledge, understanding of and skills in applying the processes of Working Scientifically
- develop knowledge of the Physical World, Earth and Space, Living World and Chemical World, and understanding about the nature, development, use and influence of science.

COMPONENTS	WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
		Due Term 1, Week 5	Due Term 2, Week 2	Due Term 3, Week 5	Due Term 4, Week 2
		Student Research Project (SRP)	Science Skills Exam	Research Task	Yearly Exam
		Outcomes SC5-4WS, SC5-5WS, SC5-9WS	Outcomes SC5-7WS, SC5-8WS,	Outcomes SC5-1VA, SC5-3VA, SC5-10PW	Outcomes SC5-13ES, SC5-14LW, SC5-17CW
A	18	0	0	18	0
B	82	25	25	7	25
<b>Total Marks</b>	<b>100%</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

### Subject Outcomes:

#### Values and Attitudes

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

**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.

#### Skills

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

**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.

**SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, 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.

**SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.

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

**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.

## Faculty: TAS, Course: Industrial Technology Timber

WEIGHTING %	TASK 1	TASK 2	TASK 3	TASK 4
	<b>Due</b> Term 1 Week 11	<b>Due</b> Term 2 Week 4	<b>Due</b> Term 3 Week 10	<b>Due</b> Term 4 Week 3
	Unit 1 Practical Progress Mark	Unit 2 Folio Progress Mark	Unit 3 Practical Progress Mark	Unit 4 Folio Progress Mark
	<b>Outcomes</b> IND5-1, IND5-2, IND5-3, IND5-4, IND5-7, IND5-8, IND5-9	<b>Outcomes</b> IND5-2, IND5-5, IND5-6, IND5-7, IND5-10	<b>Outcomes</b> IND5-1, IND5-2, IND5-3, IND5-4, IND5-7, IND5-8, IND5-9	<b>Outcomes</b> IND5-2, IND5-5, IND5-6, IND5-7, IND5-10
<b>Total Marks 100%</b>	<b>40%</b>	<b>10%</b>	<b>40%</b>	<b>10%</b>

*Note: Students will work on a sustained major work project over the course of the year that builds on the foundation skills developed in Year 9. Students will create a timber product and a folio that will form the basis of their assessment for this subject.*

### Subject 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 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 Missed Due to Illness/Misadventure

<b>Student Name:</b>
<b>Course Name:</b>
<b>Class Teacher:</b>

### Task Details

<b>Task Number:</b>	<b>Title:</b>
<b>Weighting:</b>	<b>Original Due Date:</b>

### Details of Illness/Misadventure/Absence

<b>Date/s of Absences:</b> ..... to .....
<b>Reason for Absence:</b> .....
.....
.....
Doctor's Certificate Attached? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other documentation

**Student Signature:** ..... **Date:** .....

**Parent Signature:** ..... **Date:** .....

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### Reply to request to hand in/perform missed task

Teacher Recommendation: .....

New Date: .....

Head Teacher Recommendation:     Mark awarded                       No mark awarded

Reason:  
.....  
.....

Head Teacher Signature: ..... Date: .....

Head Teacher Name: ..... DP: .....





