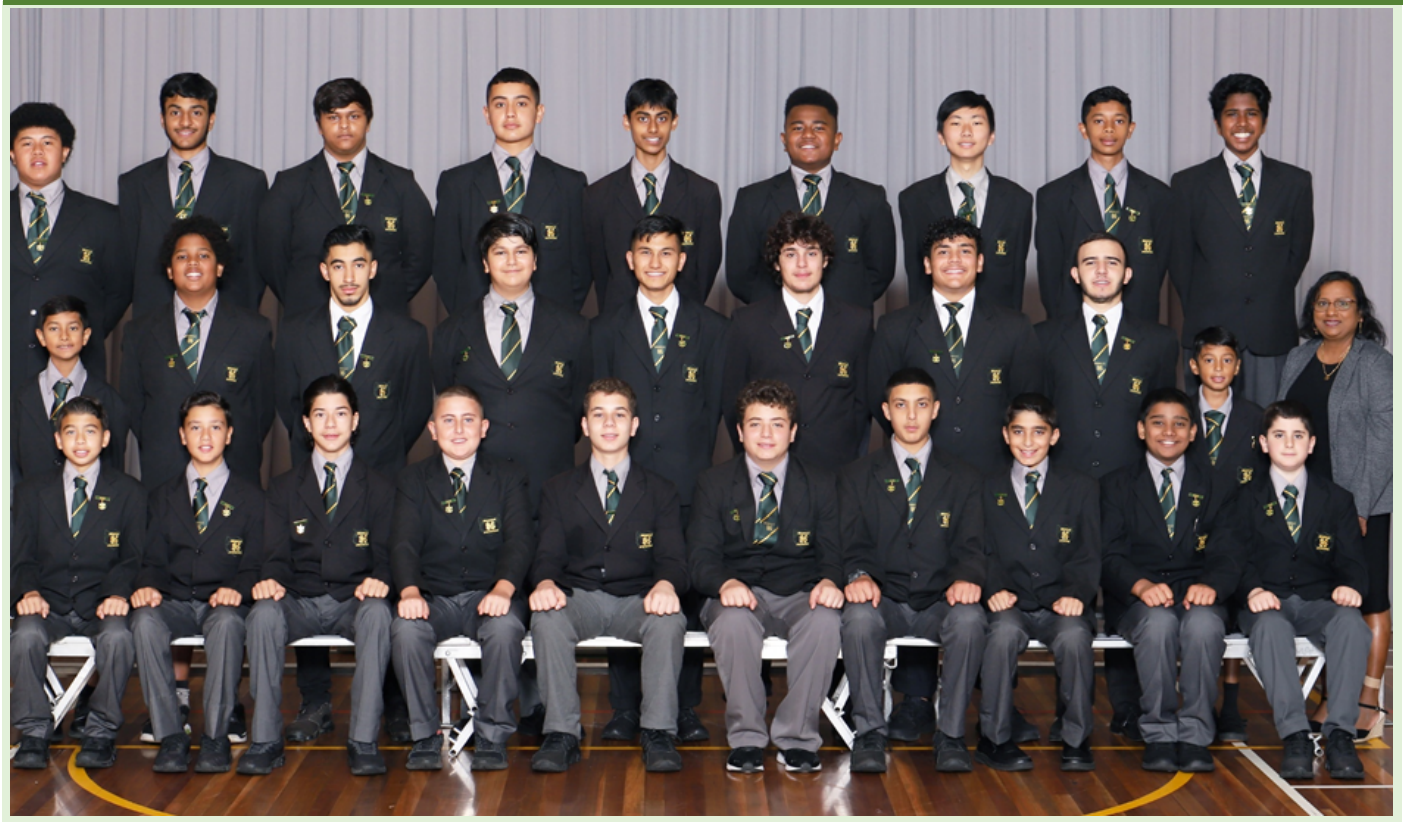
GRANVILLE BOYS HIGH SCHOOL
YEAR 10 Assessment Booklet
2022



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Year 2022
Assessment Handbook
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Assessment Policy

The purpose of this document is to outline the Assessment Policy of Granville Boys High School for the Year 10s in 2022.

Please read this policy carefully and make sure you understand it. All students must sign that they have received this booklet.

OUTCOMES, ASSESSMENT COMPONENTS, WEIGHTINGS AND TASKS

The Department of Education (DoE) and the NSW Education Standards Authority (NESA) have a number of technical terms that you should be aware of. The terms Syllabus, Outcomes, Assessment Components, Weightings and Tasks are technical terms that you should understand.

- Each course has a SYLLABUS that sets out the contents of the course. The syllabi are used by teachers to prepare their teaching lessons. It is essential that you have the syllabi of each course that you study. All NSW syllabi are available on the Internet at https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5 In each course syllabus are the OUTCOMES that should be achieved by students studying the course. The outcomes describe skills and knowledge that a student should be able to demonstrate once the course has been completed.

- Towards the end of each syllabus is a section describing what will be assessed in the course. This section shows what will be assessed, the assessment COMPONENTS, and how much weight will be given to the particular component, the WEIGHTINGS. Weightings are expressed as percentages of the total assessment program.

- The syllabus does not give you the details of the actual ASSESSMENT TASKS that you complete during your Preliminary or HSC year. Assessment tasks are developed by your teachers and are used to assess how well students have achieved the course outcomes. Assessment tasks are designed using the outcomes and weightings from the syllabus. The tasks take place as you study the course and assess all outcomes other than those related to attitudes and values. The actual form of the assessment task will vary from subject to subject.

- You may have tests, projects, presentations or reports to prepare. Before each assessment task, you will receive a **notification at least 1 week** before the task is due. This should include a description of the task. The descriptions will vary from subject to subject but you will find such information as what needs to be done, deadlines, format of the test, length of required answers and how the task will be marked.

- Assessment tasks will:

* help you learn, expand your knowledge and encourage you to challenge yourself
* show how much you have learnt and where you need to improve
* demonstrate that you have satisfactorily completed a course
* contribute to your final year 10 grade.
* allow you to show what you know, understand and can do in ways that cannot always be demonstrated in a written examination.

Section A: Student Responsibilities

Expectations of students:

1. Students must attend all classes to satisfactorily complete the Year 10 Course
   A minimum of 85% attendance is generally expected for students to achieve the outcomes of the course being studied.

   Unexplained absences, lateness and class attendance patterns **will be reviewed every five weeks** to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

   Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. (ACE Manual).

2. Attend classes on the day an assessment task is due.

3. All work submitted must be students' own work.

4. The Board of Studies expects students to **attempt all assessment tasks**.

5. Students must submit work by the due date.

6. Prepare for examinations and **make a serious attempt**.

7. Complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.

8. Where a student cannot meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration. (Refer to Point 12).

   If there is a valid reason, an **"Assessment Task Misadventure / Illness Application"** proforma needs to be completed and all supporting documentation has to be submitted to the relevant head teacher on the first day back after their absence otherwise a zero mark will be awarded.

9. Students must make a genuine attempt at assessment tasks which contribute **in excess of 50% of the available marks otherwise they will be deemed unsatisfactory in that course.**

   Students who do not comply with the assessment requirements in any course will have neither a moderated assessment mark nor an examination mark awarded for that course. (ACE Manual August).

10. **Students who are absent on any day are responsible for ascertaining if an assessment task has been set in any subject on that day, and obtaining any necessary information or task notifications issued for assessments.**

11. Students who transfer into the school after the commencement of the Year 10 Course will be given substitute tasks wherever possible. In some cases, estimates may be given.

12. Procedures for students when absent from tasks

Where a student cannot meet a deadline or is absent for the submission or performance of a task, the student must apply for special consideration. The form is on the last page of this booklet. **Any application of an extension of time is required before the due date**.

If a student is absent on the day of the task:

- The student or his parent must telephone the school and inform the relevant Head Teacher.
- An application in writing **must** be lodged with the Head Teacher(s) of the subjects(s) concerned at the beginning of the next day the student is in attendance at school.
- A doctor's certificate is required if the application is on medical grounds.

Medical Certificates for Missed Assessment Tasks

Medical Certificates must:

- be written on a named doctor's pad, with contact details
- include the day of the missed task
- show in detail, the nature of the illness
- show the length of time the student will be unfit for school
- be produced immediately on return to school.
- After considering a student's application, the Head Teacher will inform the student of the decision.
- **If the student does not make application to the Head Teacher(s) concerned on their next school day of attendance after the due date of the missed assessment task, a zero mark will be recorded.**

If the Assessment Task Misadventure/Illness Application is accepted, then the teacher of that course will do one of the following:

- arrange for the student to attempt the task at a different time;
- arrange for the student to attempt an alternative task of a similar nature;
- in exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

If the Assessment Task Misadventure/Illness Application is not accepted, the student will be awarded a zero mark and a letter will be sent home to advise parents/guardians.

13. During any assessment task/exam you must not:

- Do anything that would disrupt the task or disturb another student
- Communicate with another student
- Look at another student's work
- Take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Make a non-serious attempt otherwise a zero mark will be awarded
- Be in possession of, or use a mobile phone or electronic device.
- **A zero mark will be awarded for all of the above breaches.**

Section B: The School's Responsibilities

Each course will have its own assessment schedule developed within the guidelines provided by the Board of Studies. The Board requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

This means that teachers are required to:

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress;
- the range of tasks used in the assessment will vary from course to course and may cover:
    - tests which may take a written, practical, oral and aural form
    - class and/or homework assignments, including essays and practical tasks
    - projects of varying degrees of length and complexity
    - oral presentations

Head Teachers are required to:

- ensure tasks meet Board of Studies requirements for courses;
- ensure students sign when a task is issued;
- ensure students sign when a task is returned;
- record marks on faculty system before marks are returned,
- ensure Board of Studies Warning Letters are issued when appropriate or in accordance with Point 10 in this section.

Notification of Tasks:

- The actual form of the assessment task will vary from subject to subject. You may have tests, projects, presentations or reports to prepare.
- Before each assessment task, you will receive a **notification at least 1 week** before the task is due.
- Students will be provided with a written assessment notice containing information on the nature of the task and the outcomes to be assessed.

Student Feedback

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

Students and parents will be advised in writing when zero marks are awarded.

The Award of "Zero Marks"

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

- non-presentation of a task without approved reason;
- an attempt to gain unfair advantage (malpractice).

Non-Presentation/Non-Attempt

If a task is not attempted or submitted by the due date and the student is not exempt, the student will be awarded a zero mark.

Malpractice

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others. It is expected that work submitted in fulfilment of Assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- Plagiarism – using material directly from books, journals or the internet without acknowledging the source
- Copying – copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as your own
- Not your own work – paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals or having someone else complete the task
- Submitting work that someone else, like a parent, tutor or subject expert, substantially contributed to
- Falsifying receipt documents
- Offering false documentation in support of an appeal
- Cheating during a test or exam, helping another student to engage in malpractice
- Misbehaving during exams, breaching exam rules

Where there is reason to suspect malpractice, or evidence of malpractice, the student shall be awarded a zero mark for the task following further investigation.

During any assessment task / exam if a student does any of the following:

- Does anything that disrupts the task or disturbs another student
- Communicates with another student
- Looks at another student's work
- Takes into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher
- Makes a non-serious attempt
- Cheats in any way
- Uses an electronic device (smart watch, phones etc)

then a zero mark will be awarded.

Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late during an examination/assessment task without a valid reason he must undertake the task in the remaining time. If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

Extensions

Students who are unable to present for an out of class assessment task / assignment for valid reasons may apply to the teacher for an extension **prior to the due date for submission of the task**. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned in consultation with the Head Teacher.

Board of Studies Warning Letters

Boards of Studies warning letters are issued to students **who are not meeting course requirements. These letters are a warning to students that they are in danger of failing the course.**

The Course requirements are that the student:

- follows the course developed or endorsed by the Board; and
- applies themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieves some or all of the outcomes.

If a student is awarded a zero mark for a task or has not attempted the task, or made a non-serious attempt at the task, they may be at risk of not meeting the **assessment** requirements for that course. In this case, the student will also be sent a Board of Studies warning letter. The

Teacher and Head Teacher will

- advise the student in writing with Board of Studies warning letters
- ensure Board of Studies warning letters are sent to parents informing them their son has missed an assessment task and informing them if attendance and performance have been unsatisfactory
- ensure that when the first Warning Letter is sent, the relevant Head Teacher will arrange a meeting with the student and the parents to discuss student's progress
- ensure that when the second Warning Letter is sent, the relevant Deputy Principal will arrange a meeting with the student and the parents to discuss student's progress and formulate an improvement plan.
- **If a student has two active Board of Studies warning letters, (in the same or different courses),** the student **may be awarded an 'N' determination in that course.** If the letters remain active following the interview with the Deputy Principal, the Head Teacher will organise an interview with the Principal, the student and the parents to discuss the award of an 'N" determination in that subject.
- **A student who receives a 'N' Determination will not be eligible to proceed to year 11 at the beginning of the following year.**
- ensure that written acknowledgement from the student and his parent(s)/guardians(s) is requested
- ensure a copy of the Board of Studies warning letter is placed on the faculty file and on the student's central file.

General Rules (which apply to ALL examinations and assessment tasks)

Exam conditions shall apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. Consistent consequences will apply for students found to be breaching the examination rules.

Before Entering the Examination Hall/Classroom/Library

- Candidates should plan to arrive at least 15 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- Full school uniform must be worn to all examinations.
- NO electronic devices, except NESA approved calculators, may be brought into the examination hall. NESA approved calculators must have the memory cleared before entry to the examination room.
- Candidates must ensure that their **mobile phone(s) is turned off**, while sitting an **examination** nor an **in-class assessment task**.

On Entering the Examination Hall/ classroom and During the Examination

- Candidates must enter the examination hall silently.
- Complete silence MUST be adhered to whilst candidates are in the examination hall.
- Bags, containing notes/mobile phones/i-watches, are to be left in an orderly fashion at the back of the examination hall, or at the front of a classroom for an in-class assessment task.
- Only clear, plastic pencil cases may be taken to examination desks.
- Candidates sit in alphabetical order or as instructed by supervising staff.
- Candidates are NOT to communicate with any other candidates in any way.
- Candidates must remain for the entire duration of every exam.
- Candidates must avoid the need to go to the toilet as best as possible. No candidates will be permitted to go to the toilet in the first hour or last half hour of the examination.
- Food and drink are NOT permitted in the exam hall. Water, in a clear plastic bottle is permitted.
- Candidates MUST obey all reasonable instructions given by supervisors.
- Borrowing is NOT permitted.
- Candidates must NOT pick up their writing implements until reading time has ceased and writing time has started.
- Caps, beanies, hoods and other such head wear are not permitted to be worn in the examination hall.
- All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
- Code of Conduct/School Rules apply during ALL exams.

On Leaving the Examination Hall and After the Examination

- **NO exam papers or the writing paper provided is to be removed from the examination hall by a student.**

AWARDING GRADES

A standards-referenced approach is used to report student achievement in NSW. Achievement standards are based on what students are expected to learn and how well they have achieved.

The NSW syllabuses state the intended learning for students by the end of each stage. A to E grade scales describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved at a particular point-in-time. These decisions are based on evidence of achievement and information teachers have collected during the teaching and learning.

What is the A to E grade scale?

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement.

About the Common Grade Scale

The Common Grade Scale describes performance at each of five grade levels.Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. For students undertaking courses without subject-specific course performance descriptors, (ie. Board Endorsed or Content Endorsed Courses) a grade from A to E should be assigned using the Common Grade

Grade	Description
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

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

There are many suitable methods that schools may consider appropriate in supporting teacher judgements about student achievement.

COURSE

ASSESSMENT

SCHEDULES

ENGLISH FACULTY

Year 10- English Objectives and Outcomes	
Objectives	**Course Outcomes**
Student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure	The student will identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage
Student effectively uses 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	The student will use increasingly sophisticated processes of representation to respond to and compose complex spoken, written, visual, multimodal and/or digital texts for a wide range of purposes and audiences, considering and evaluating the effect of the technology.
Student uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts	The student will analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text.
Student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts	The student will recognise different uses of visual texts, media and multimedia, including the internet, e.g., browsing the web to locate information, using the internet to communicate socially or professionally, watching a documentary to gain knowledge and/or pleasure
Student 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	The student will respond to and compose a range of sustained imaginative, informative and persuasive texts which are increasingly demanding in terms of ideas, arguments and linguistic, structural, cognitive, emotional and moral complexity
Student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness	The student will use and assess individual and group processes to investigate, clarify, critically evaluate and present ideas

Year 10 Course Assessment Schedule – English						
Task number	**Task 1**	**Task 2**	**Task 3**	**Task 3**	**Task 4**	
Nature of tasks- Year 10 Selective Course	**Podcast and Transcript.** Thematic Unit- Non-Fiction	**Half-Yearly Examination- Reading, comprehending, and composing.** Heroes and Villains	**Persuasive Writing Essay-** Fiction Heroes and Villains	**Multimodal Presentation and Reflection-** Non-Fiction Interactive Novel	**Yearly Examination- Reading, comprehending, and critical analysis** Close Study of Shakespearean Text- Othello	
Nature of tasks- Year 10 English Course	**Radio Transcript.** Thematic Unit- Non-Fiction	**Half-Yearly Examination- Reading, comprehending, and composing** Heroes and Villains	**Persuasive Writing Essay-** Fiction Heroes and Villains	**Multimodal Presentation-** Non-Fiction Interactive Novel	**Yearly Examination- Reading, comprehending, and composing** Close Study of Shakespearean Text- Othello	
Timing	Term 1, Week 8	Term 2, Week 5	Term 2, Week 9	Term 3, Week 8	TBA	
Outcomes assessed	EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-7D, EN5-8D	EN5-9E, EN5-1A, EN5-6A, EN5-2A	EN5-1A, EN5-2A, EN5-4B, EN5-7D, EN5-9E	EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-9E	
Components						**Weighting %**
Knowledge and understanding of course content	10	10	10	10	10	**50**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	10	10	10	10	**50**
Total %	**20**	**20**	**20**	**20**	**20**	**100**

MATHEMATICS FACULTY

Mathematics Stage 5.3 Objectives and outcomes	
Objectives: Students	**Outcomes**
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	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
Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation	MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
	MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
	MA5.3-6NA performs operations with surds and indices
	MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
	MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard 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
	MA5.3-12NA uses function notation to describe and sketch functions
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	MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
	MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
	MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
	MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
	MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements	MA5.3-18SP uses standard deviation to analyse data MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Year 10 Mathematics Stage 5.3 Assessment Schedule			
Task	**Date**	**% Weighting**	**Topics to be tested**
Task 1 **Test**	**Term 1** **Week 9**	**20%**	Surds and Indices MA5.2-7NA, MA5.3-6NA Algebraic Techniques MA5.2-6NA, MA5.3-5NA
Task 2 **Half Yearly Exam**	**Term 2** **Week 5**	**20%**	Surds and Indices MA5.2-7NA, MA5.3-6NA Algebraic Techniques MA5.2-6NA, MA5.3-5NA Equations MA5.2-8NA, MA5.3-7NA Linear and Non-Linear Relationships MA5.1-7NA, MA5.2-10NA, MA5.3-9NA
Task 3 **Investigation/ICT**	**Term 3** **Week 2**	**20%**	Bivariate Data Analysis MA5.2-16SP, MA5.3-19SP Rates and Ratios MA5.3-4NA
Task 4 **Test**	**Term 3** **Week 9**	**20%**	Trigonometry MA5.2-13MG, MA5.3-15MG Properties of Geometric Figures MA5.1-11MG, MA5.3-16MG
Task 5 **Yearly**	**Term 4** **Weeks 5**	**20%**	All content

Mathematics Stage 5.2 Objectives and outcomes	
Objectives: Students	**Outcomes**
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	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
Develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation	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
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	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
Collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements	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

Year 10 Mathematics Stage 5.2 Assessment Schedule			
Task	**Date**	**% Weighting**	**Topics to be tested**
Task 1 **Investigative/ICT**	**Term 1** **Week 6**	**20%**	Financial Mathematics MA5.1-4NA, MA5.2-4
Task 2 **Half Yearly Exam**	**Term 2** **Week 5**	**20%**	Financial Mathematics MA5.1-4NA, MA5.2-4 Properties of Geometrical Figures MA5.1-11MG, MA5.2-14MG Surds and Indices MA5.2-7NA Algebraic Techniques MA5.2-6NA
Task 3	**Term 3** **Week 2**	**20%**	Equations MA5.2-8NA Linear and non-Linear Relationships MA5.1-6NA, MA5.1-7NA, MA5.2-9NA
Task 4 **Class Test**	**Term 3** **Weeks 9**	**20%**	Trigonometry (Right Angle Triangles) MA5.2-13MG or Rates and Ratios MA4-7NA, MA5.2-5NA
Yearly	**Term 4** **Weeks 5**	**20%**	All content

Year 10 Mathematics Accelerated : Objectives and Outcomes	
Year 11 outcomes	**Year 12 outcomes**
Objective: Students develop knowledge, skills and understanding about efficient strategies for pattern recognition, generalisation and modelling techniques	
MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems	**MA12-1** uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
	MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
	MA12-3 applies calculus techniques to model and solve problems
Objective: Students develop the ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data and statistics and probability	
MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems	**MA12-4** applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes	**MA12-5** applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities	
MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems	**MA12-6** applies appropriate differentiation methods to solve problems
MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems	**MA12-7** applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions	**MA12-8** solves problems using appropriate statistical processes
Objective: Students develop the ability to use advanced mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	
MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts	**MA12-9** chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
Objective: Students develop the ability to interpret and communicate mathematics logically and concisely in a variety of forms.	
MA11-9 provides reasoning to support conclusions which are appropriate to the context	**MA12-10** constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

Assessment Schedule: Year 10 Mathematics Accelerated					
Outcomes	Assessment Components		Task 1	Task 2	Task 3
		Date	Term 1 Week 8 2022	Term 2 Week 7 2022	Term 3 Week 9/10 2022
		Task	Class test Open book	Investigative Task + validation	Yearly Exam
		Weighting	**30%**	**35%**	**35%**
MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-8	Understanding, fluency and communication	50%	15%	17.5%	17.5%
MA11-1 MA11-7 MA11-9	Problem solving, reasoning and justification	50%	15%	17.5%	17.5%
Marks		100%	30%	35%	35%

SCIENCE FACULTY

Science Objectives and Outcomes	
Objectives Students	**Outcomes** A student:
• Develop knowledge, understanding of and skills in applying the processes of 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
	SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
Physical World	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
Earth and Space	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
Living World	SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
Chemical World	SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
	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

Science Assessment Schedule					
Component	**Task 1**	**Task 2**	**Task 3**	**Task 4**	**Weighting %**
	Energy and Waves Electricity Practical Task	Half Yearly Examination Energy and Waves Electricity Body coordination and Reproduction	Atoms and Chemical Reactions Model	Yearly Examination Atoms and Chemical Reactions Earth Movements and Sustainability	
	Term 1, Week 9	Term 2 Examination period	Term 3 Week 5	Term 4 Examination Period	
	Outcomes assessed SC5-10PW, SC5-11PW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Outcomes assessed SC5-10PW, SC5-11PW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS SC5-14LW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Outcomes assessed SC5-CW16, SC5-CW17 SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5	Outcomes assessed SC5-CW16, SC5-CW17 SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5-WS8, SC5-WS9 Sustainability SC5-LW14, SC5-LW15 SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7 SC5-WS4, SC5-WS5, SC5-WS6, SC5-WS7, SC5	
Skills in Working Scientifically	15	15	15	15	60
Knowledge and understanding	10	10	5	15	40
Total for Task	25	25	20	30	100

Life, the Universe and Everything Objectives and outcomes	
Objectives Students	**Outcomes** A student:
• Develop knowledge, understanding of and skills in applying the processes of 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 SC5-7WS 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
Physical World	SC5-10PW Applies models, theories and laws to explain situations involving energy, force and motion
Earth and Space	SC5-12ES Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
Living World	SC5-14LW Analyses interactions between components and processes within biological systems
Chemical World	SC5-16CW Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

Life, the Universe and Everything Assessment Schedule						
	Task 1	**Task 2**	**Task 3**	**Task 4**	**Task 5**	
	Research task and poster	Half Yearly Examination	Research and presentation	Yearly Exam	Bookmark and Participation	
	Term 1, Week 9	Term 2 Examination period	Term 3 Week 8	Term 4 Examination period	Term 2 & 4	
Component	**Outcomes assessed** SC5-16CW, SC5-17CW SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS SC5-10PW, SC5-12ES, SC5-16CW, SC5-14LW	**Outcomes assessed** SC5-9WS, SC5-7WS, SC5-10PW, SC5-12ES, SC5-16CW The periodic Table and Chemical Reactions Motion Energy and the Universe	**Outcomes assessed** SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS SC5-10PW, SC5-12ES, SC5-16CW	**Outcomes assessed** SC5-14 LW, SC5-15 LW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS SC5-10PW, SC5-12ES, SC5-16CW, SC5-14LW	**Outcomes assessed** SC5-16CW, SC5-17CW SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	**Weighting %**
Skills in Working Scientifically	10	10	5	10	15	50
Knowledge and understanding	10	10	15	15	0	50
Total for Task	20	20	20	25	15	100

Year 10 Science- Marine and Aquaculture Technology	
Objectives **A student:**	**Outcomes** **A student:**
1. knowledge and understanding of marine and aquatic environments	**MAR5-1:** identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships
	MAR5-2: identifies, describes and evaluates the social and economic importance of marine ecosystems
2. knowledge and understanding of the economical sustainability of aquaculture	**MAR5-3:** identifies, describes and evaluates the effects humans have had on the marine environment
	MAR5-4: explains why aquaculture provides an economically sustainable source of food
3. knowledge and understanding of the role of aquaculture in the preservation of wild seafood stocks and the marine environment	**MAR5-5:** assesses the potential of aquaculture to sustain wild fish stocks and the aquatic environment
	MAR5-6: evaluates the economic and environmental sustainability of aquacultural pursuits
4. knowledge, understanding and skills that promote ethical and sustainable practices in the use, management and protection of the marine environment	**MAR5-7:** identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment
	MAR5-8: identifies, describes and evaluates policies for monitoring and conserving the marine environment
5. knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities	**MAR5-9:** selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings
	MAR5-10: demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations
6. knowledge and understanding of the industries and organisations using, managing and regulating aquaculture and the marine environment	**MAR5-11:** identifies and describes a range of aquaculture, marine and maritime vocations and leisure pursuits
	MAR5-12: identifies and describes the role of volunteer organisations that assist in the protection and management of the marine environment
7. knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts	**MAR5-13:** collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information
	MAR5-14: recalls aspects of the marine environment using relevant conventions, terminology and symbols

Year 10 Science-Marine and Aquaculture Technology						
Task Number	**Task 1** **Research Assignment**	**Task 2** **Half Yearly Examination**	**Task 3** **Bookwork and Participation**	**Task 4** **Portfolio Work**	**Task 5** **Yearly Examination**	
Due Date	Term 1 Week 9	Term 2 Examination period	Term 2 & 4 Week 8	Term 3 Week 8	Term 4 Examination period	
Outcomes	Mar5-1, Mar5-2, Mar5-3	Mar5-1, Mar5-2, Mar5-3, Mar5-4		Mar5-7, Mar5-9	Mar5-1, Mar5-2, Mar5-4, Mar5-8	**Weighting %**
Components/Weightings						
Knowledge and understanding	5%	5%	5%	5%	5%	**25%**
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	20%	15%	**75%**
Total %	**20%**	**20%**	**15%**	**25%**	**20%**	**100%**

HSIE FACULTY

HSIE Outcomes and Objectives	
Stage 5 History	**Stage 5 Geography**
CORE STUDY –RIGHTS AND FREEDOMS (1945–PRESENT) OUTCOMES A student: › sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia **HT5-2** › explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia **HT5-3** › uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia **HT5-6** › selects and analyses a range of historical sources to locate information relevant to an historical inquiry **HT5-8** › applies a range of relevant historical terms and concepts when communicating an understanding of the past **HT5-9** › selects and uses appropriate oral, written, visual and digit **The Industrial Revolution (1750–1914)** OUTCOMES A student: › explains and assesses the historical forces and factors that shaped the modern world and Australia **HT5-1** › sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia **HT5-2** › explains and analyses the causes and effects of events and developments in the modern world and Australia **HT5-4** › uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia **HT5-6** › applies a range of relevant historical terms and concepts when communicating an understanding of the past **HT5-9** › selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences **HT5-10**	**Changing Places** OUTCOMES A student: › explains processes and influences that form and transform places and environments **GE5-2** › analyses the effect of interactions and connections between people, places and environments **GE5-3** › assesses management strategies for places and environments for their sustainability **GE5-5** › acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7** › communicates geographical information to a range of audiences using a variety of strategies **GE5-8** **Sustainable Biomes** OUTCOMES A student: › explains the diverse features and characteristics of a range of places and environments **GE5-1** › explains processes and influences that form and transform places and environments **GE5-2** › analyses the effect of interactions and connections between people, places and environments **GE5-3** › assesses management strategies for places and environments for their sustainability **GE5-5** › acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry **GE5-7** › communicates geographical information to a range of audiences using a variety of strategies **GE5-8**

Year 10 Assessment Schedule Human Society and Its Environment (HSIE)			
Task	Date	% Weighting	Topics to be Assessed
Task 1 In class source-based writing task	Term 1 Week 8	20%	Rights and Freedoms (1945-present) [T1W1-T1W8] HT5-2 , HT 5-3, HT5-6, HT5-8, HT5-9, HT5-10 Related Life Skills outcomes: HTLS-5, HTLS-6, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13 In class source-based writing task
Task 2 Research task and Half Yearly Exam	Term 2 Week 5	20%	Industrial Revolution [T1W9-T2W10] HT5-1, HT5-2, HT-5-4, HT5-6, HT5-9, HT5-10 Related Life Skills outcomes: HTLS-3, HTLS-4, HTLS-6, HTLS-8, HTLS-11, HTLS-12, HTLS-13 Research task and Half-Yearly Exam (Work covered in Semester 1)
Task 3 Investigation/ICT	Term 3 Week 2	20%	Changing Places GE5-2, GE5-3, GE5-5, GE5-7, GE5-8 Related Life Skills outcomes: GELS-2, GELS-3, GELS-5, GELS-7, GELS-8 Granville Then and Now Individual and group work investigation
Task 4	Term 3 Week 9	20%	Sustainable Biomes GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8 Related Life Skills outcomes: GELS-1, GELS-2, GELS-3, GELS-5, GELS-7, GELS-8 Investigate how Biomes have been altered to produce a food, fibre or a industrial material.
Task 5 Yearly	Term 4 Week 5	20%	Examination of Work covered in Semester 2

Elective History Outcomes and Objectives			
Task	Date	% Weighting	Topics to be Assessed
Task 1 Research Task	Term 1 Week 9	20%	Topic 1: History, Heritage and Archaeology HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8
Task 2 Half Yearly Exam	Term 2 Week 5	20%	Topic 2: Ancient, Medieval and Modern Societies HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10
Task 3 Investigation/ICT	Term 3 Week 2	15%	Topic 3: Thematic Studies HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10
Task 4 Writing Task	Term 3 Week 9	15%	Topic 4: Thematic Studies HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8
	Term 4 Week 5	30%	Content studied and learnt in Semesters 1 and 2

Year 10 Elective History Assessment Schedule			
Task	**Date**	**% Weighting**	**Topics to be Assessed**
Task 1 Research Task	Term 1 Week 9	20%	Topic 1: History, Heritage and Archaeology HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8
Task 2 Half Yearly Exam	Term 2 Week 5	20%	Topic 2: Ancient, Medieval and Modern Societies HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10
Task 3 Investigation/ICT	Term 3 Week 2	15%	Topic 3: Thematic Studies HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10
Task 4 Writing Task	Term 3 Week 9	15%	Topic 4: Thematic Studies HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8
Task 5 Yearly Exam	Term 4 Week 5	30%	Content studied and learnt in Semesters 1 and 2

Year 10 i-Stem: Course Outcomes	
Objectives: Students	**Outcomes**
Identify a real world problem in a specific area Use research skills to collect information sources and data as evidence to support hypothesis Investigate the impact of the problem on the environment Create an innovative solution to a problem using a design portfolio Explains the impact on people and the environment	•ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems •ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts •ST5-3 applies engineering design processes to address real-world STEM-based problems •ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios •ST5-5 analyses a range of contexts and applies STEM principles and processes •ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems •ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions •ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences •ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions •ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment
Use a range of existing and emerging digital software to present research and ideas Use a range of written, verbal and non-verbal communication and presentation skills to communicate information and ideas to an audience	ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problemsE5-8 Communicates information using a variety of strategies •ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
Work individually and in a team to design and construct a 3D or digital model that performs a specific function Create a design journal to demonstrate the development and progress of their design and construction and final product	•ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems •ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts •ST5-3 applies engineering design processes to address real-world STEM-based problems •ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios •ST5-5 analyses a range of contexts and applies STEM principles and processes •ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems •ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions •ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences •ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions •ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment

Year 10 i-Stem: Assessment Schedule				
Task		**Date**	**% Weighting (Semester)**	**Outcomes assessed**
SEMESTER 1				
Term 1	Research Task: Innovation project	Week 6	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Project presentation	Week 7	10%	ST5-6, ST5-8
	Practical component	Week 10	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
Term 2	Practical Component	Week 8	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Research Task: Innovation project	Exam week	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Project Presentation	Exam week	10%	ST5-6, ST5-8
			100%	
	SEMESTER 2			
Term 3	Research Task: Innovation project	Week 6	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Project presentation	Week 7	10%	ST5-6, ST5-8
	Practical component	Week 10	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
Term 4	Practical component	Week 8	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Research Task: Innovation project	Exam week	20%	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10
	Project presentation	Exam week	10%	ST5-6, ST5-8
			100%	

PDHPE FACULTY

Personal Development, Health and Physical Education

Year 10 PDHPE Course Outcomes	
Outcomes	Descriptors
PD5-1	Assesses their own and others' capacity to reflect on and respond positively to challenges
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
PD5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
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

Year 10 PDHPE Assessment Schedule					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
Title	Practical Assessment	Half Yearly Examination	Practical Assessment	Yearly Examination	
Timing	Term 1, Week 7	Mid-term 2 (TBA)	Term 2, Week 8	Term 3, Week 7	
Topic	Team and Strategy games	Relationships and Diversity and Drug Use	Individual games and skill execution	Driver Safety and Talk Tactics	
Weighting	25%	25%	25%	25%	
Outcomes	PD5-1, PD5-3, PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-3, PD5-10, PD5-9, PD5-10	PD5-1, PD5-3, PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-7, PD5-9PD5-4, PD5-5	
Type	Practical	Examination	Practical	Examination	
Knowledge and understanding of:	10	10	10	10	40
Skills in:	5	5	5	5	20
Skills in critical thinking, research and analysis.	10	10	10	10	40
Total Marks	25	25	25	25	100

Year 10 PASS Course Outcomes	
Outcomes	**Descriptors**
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 port
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 goal
PASS5-9	Performs movement skills with increasing proficiency
PASS5-10	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Year 10 PASS Assessment Schedule					
Component	Task 1	Task 2	Task 3	Task 4	Weighting
Title	Practical Assessment	Half Yearly Examination	Practical Assessment	Yearly Examination	
Timing	Term 1, Week 7	Mid-term 2 (TBA)	Term 2, Week 8	Term 3, Week 7	
Topic	Modified Games and Fitness	Event Management and Physical activity in sport specific groups	Recreational Activities and Team Games	Fitness and Spot Coaching	
Weighting	25%	25%	25%	25%	
Outcomes	PASS5-5, PASS5-9	PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-10	PASS5-5, PASS5-9	PASS5-1, PASS5-2, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	
Type	Practical	Examination	Practical	Examination	
Knowledge and understanding of:	10	10	10	10	40
Skills in:	5	5	5	5	20
Skills in critical thinking, research and analysis.	10	10	10	10	40
Total Marks	25	25	25	25	100

TAS FACULTY

Year 10 Design and Technology	
Objectives	**Outcomes**
Students Develop: 1. knowledge and understanding of design concepts and processes	A student: DT5-1 analyses and applies a range of design concepts and processes
	DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions
2. understanding of the impact of past, current, and emerging technologies on the individual, society, and environments	DT5-3 evaluates and explains the impact of past, current, and emerging technologies on the individual, society and environments
3. knowledge and understanding of the work of designers and the issues and trends that influence their work	DT5-4 analyses the work and responsibilities of designers and the factors affecting their work
	DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
4. knowledge and understanding of and skills in creativity, innovation and enterprise	DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions
5. skills in communicating design ideas and solutions	DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
6. knowledge and understanding of and skills in managing resources and producing quality design solutions	DT5-8 selects and applies management strategies when developing design solutions
	DT5-9 applies risk management practices and works safely in developing quality design solutions
	DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

Year 10 Design and Technology Assessment Schedule 2022					
Task Number		Task 1	Task 2	Task 3	
Nature of task		Project & Folio	Research Task	Examination	
Timing	Semester 1	Term 1, Week 7 Term 2, Week 6		Term 2, Week 7/8	
	Semester 2	Term 4, Week 4	Term 3, Week 4	Term 4, Week 6/7	
Outcomes assessed		DT5-1, DT5-2, DT5-8, DT5-9, DT5-10	DT5-4, DT5-5, DT5-6	DT5-1, DT5-2, DT5-3, DT5-6	
Components					Weighting %
Knowledge and understanding of course content			10%	20%	30%
Development of practical skills		20%			20%
Researching and evaluating		10%	10%	10%	30%
Designing, producing, and evaluating		20%			20%
Total		50%	20%	30%	100%

Year 10 Industrial Technology- Engineering	
Objectives	**Outcomes**
Students develop: 1. knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	A student: 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
2. knowledge and skills in the design and production of practical projects	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
3. knowledge and understanding of the relationship between the properties of materials and their applications	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
4. skills in communicating ideas, processes and technical information with a range of audiences	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
5. understanding to transfer knowledge and skills to other experiences	IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
6. knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
7. knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	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

Year 10 Industrial Technology- Engineering Assessment Schedule 2022					
Task Number		Task 1	Task 2	Task 3	
Nature of task		Research Task	Design Portfolio and Project	Examination	
Timing	Semester 1	Term 1, Week 8	Term 2, Week 6	Term 3, Week 8	
	Semester 2	Term 3, Week 8	Term 4, Week 6	Term 4, Week 8	
Outcomes assessed		IND5-5, IND5-7, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-5, IND5-8, IND5-10	
Components					Weighting %
Knowledge and skills in the design and production of practical processes		10%	30%	20%	60%
Knowledge and understanding of evaluation and communication techniques		10%	20%	10%	40%
Total		20%	50%	30%	100%

Year 10 Food Technology	
Objectives	**Outcomes**
Students develop: knowledge, understanding and skills related to food hygiene, safety and the provision of quality food	A student: FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
	FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food	FT5-3 describes the physical and chemical properties of a variety of foods
	FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
	FT5-5 applies appropriate methods of food processing, preparation and storage
knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health	FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
	FT5-7 justifies food choices by analysing the factors that influence eating habits
skills in researching, evaluating and communicating issues in relation to food	FT5-8 collects, evaluates and applies information from a variety of sources
	FT5-9 communicates ideas and information using a range of media and appropriate terminology
skills in designing, producing and evaluating solutions for specific food purposes	FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
	FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
knowledge and understanding of the significant role of food in society	FT5-12 examines the relationship between food, technology and society
	FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Year 10 Food Technology Assessment Schedule 2022					
Task Number		**Task 1**	**Task 2**	**Task 3**	
Nature of task		**Practical Task**	**Research Task with Practical**	**Examination**	
Timing	Semester 1	Ongoing	Term 1, Week 7	Term 2, Week 7/8	
	Semester 2	Ongoing	Term 3, Week 9	Term 4, Week 6/7	
Outcomes assessed		FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-9, FT5-10	FT5-2, FT5-3, FT5-5, FT5-6, FT5-7, FT5-9, FT5-10	
Components					**Weighting %**
Knowledge and understanding of course content		5%	5%	25%	**35%**
Food properties, processing, and preparations		5%		10%	**15%**
Researching, evaluating and community		5%	10%		**15%**
Designing, producing, and evaluating		15%	15%	5%	**35%**
Total		**30%**	**30%**	**40%**	**100%**

Year 10 Industrial Technology: Timber	
Objectives	**Outcomes**
Students develop: 1. knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	A student: 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
2. knowledge and skills in the design and production of practical projects	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
3. knowledge and understanding of the relationship between the properties of materials and their applications	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
4. skills in communicating ideas, processes and technical information with a range of audiences	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
5. understanding to transfer knowledge and skills to other experiences	IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects
6. knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
7. knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	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

Year 10 Industrial Technology Timber Assessment Schedule 2022					
Task Number		**Task 1**	**Task 2**	**Task 3**	
Nature of task		**Research Task**	**Design Portfolio and Project**	**Examination**	
Timing	Semester 1	Term 1, Week 8	Term 2, Week 6	Term 2, Week 8	
	Semester 2	Term 3, Week 8	Term 4, Week 6	Term 4, Week 8	
Outcomes assessed		IND5-5, IND5-7, IND5-9, IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-5, IND5-8, IND5-10	
Components					**Weighting %**
Knowledge and skills in the design and production of practical processes		10%	30%	20%	**60%**
Knowledge and understanding of evaluation and communication techniques		10%	20%	10%	**40%**
Total		**20%**	**50%**	**30%**	**100%**

Multimedia (IST) – Stage 5 Course 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

Multimedia – Stage 5 Assessment Schedule								
			TASK 1	**TASK 2**	**EXAM**	**TASK 3**	**TASK 4**	**EXAM**
SYLLABUS OUTCOMES	SYLLABUS COMPONENTS	WEIGHTING	Task 20%	Task 20%	Half Yearly Exam 10%	Task 20%	Task 20%	Yearly Examination 10%
			(Ongoing) Completed (In Class)	Wk1, Term 5 Completed (In Class)	Wk7, Term 2 Completed (In Class)	Wk10 Term 3 Completed (In class)	Wk6 to Wk7 Term 4 Completed (In Class)	Wk7, Term 4 Completed (In Class)
●5.1.1 ●5.2.1	Web Design/PowerPoint	20	20					
●5.2.1 ●5.2.2 ●5.2.3	Design, Produce and Evaluate	20		20				
●5.3.1 ●5.3.2	Responsible and ethical attitude related to the use of information and software technology	20				20		
●5.5.1	Knowledge and understanding of the effects of past, current and emerging information and software technologies on the individual and society	20			5		10	5
●5.5.1 ●5.5.2 ●5.5.3	Effective communication skills and collaborative work practices leading to information and software technology solutions for specific problem	20			5		10	5
TOTAL MARK		100	20	20	10	20	20	10

Music – Stage 5 Course 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 the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	Demonstrates an understanding of the influence and impact of technology on music
5.11	Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Music – Stage 5 Assessment Schedule								
			Task 1	Task 2	Exam	Task 3	Task 4	Exam
Syllabus Outcomes	Syllabus Components	Weighting	Performance Task 20% Wk8 to Wk10 Term 1 Completed (In Class)	Composition Task 20% Wk7, Term 2 Completed (In Class)	Half Yearly Exam 15% Wk7, Term 2 Completed (In Class)	Performance Task 20% Wk10 Term 3 Completed (In class)	Musicology Task 10% Wk6 to Wk7 Term 4 Completed (In Class)	Yearly Examination 15% Wk7, Term 4 Completed (In Class)
5.1, 5.2 5.3, 5.4	Performance	50	20	10		20		
5.5. 5.6, 5.7	Composition	10		10				
5.8, 5.9, 5.10, 5.11, 5.12	Musicology	40			15		10	15
Total Mark		100	20	20	15	20	10	15

Accelerated Music Stage 5 Objectives and Outcomes	
Objectives: Students	**Outcomes**
develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques	5.1 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
develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem solving	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
develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	5.7 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 the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
	5.10 demonstrates an understanding of the influence and impact of technology on music
value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening	5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
	5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Year 10 Accelerated Music Assessment Schedule			
Task	Date	% Weighting	Topics to be tested
Task 1 Performance	Term 1 Week 8	20%	Jazz and Blues Students to perform a Jazz piece of their choice Outcomes: 5.1, 5.3
Task 2 Composition	Term 1 Week 10	20%	Jazz and Blues Students to compose a 3 part 12 bar blues piece using a melody, chordal accompaniment and bass line in the key most appropriate to their instrument. Outcomes: 5.5, 5.10
Task 3 Performance	Term 2 Week 9	10%	Western Art Music Through The Ages Students to perform a piece that represents Western Art Music Eg, Baroque Period, Classical Period, Romantic Period, 20 & 21st Century Art Music Outcomes : 5.1, 5.3
Task 4 Musicology/Aural	Term 2 Week 10	10%	Western Art Music Students to research a genre of Western Art Music with an analysis of the Concepts Of Music Outcomes: 5.7, 5.8
Task 5 Performance	Term 3 Week 9	10%	Music For Small Ensembles Students to perform a piece of music in a group/s Outcomes : 5.1, 5.3
Task 6 Final performance	Term 4 Week 4	10%	Fine Tuning Outcome : 5.1, 5.3
Task 7 Examination	Term 4 Week 5	20%	Yearly Examination Outcomes : 5.9, 5.10

Visual Arts – Stage 5 Course Outcomes	
Art making	
4.1	uses a range of strategies to explore different art making conventions and procedures to make artworks
4.2	explores the function of and relationships between artist – artwork – world – audience
4.3	makes artworks that involve some understanding of the frames
4.4	recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5	investigates ways to develop meaning in their artworks
4.6	selects different materials and techniques to make artworks
Critical and Historical Studies	
4.7	explores aspects of practice in critical and historical interpretations of art
4.8	explores the function of and relationships between the artist – artwork – world – audience
4.9	begins to acknowledge that art can be interpreted from different points of view
4.10	recognises that art criticism and art history construct meanings

Visual Arts – Stage 5 Assessment Schedule							
			Task 1	Task 2	Task 3	Task 4	Yearly Exam
Syllabus Outcomes	Syllabus Components	Weighting	Research Task Wk8 to Wk10 Term 1 Completed (In Class)	Art Making Wk7, Term 2 Completed (In Class)	Art Making Wk10 Term 3 Completed (In class)	Art Making Wk6 to Wk7 Term 4 Completed (In Class)	Exam Wk7, Term 4 Completed (In Class)
4.7, 4.8, 4.9 4.10	Critical and Historical Studies	40					
4.1, 4.2, 4.3 4.4, 4.5, 4.6	Art Making	60					
Total Mark		100	20	20	20	20	20

GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance banks and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse /evaluate	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Assessment Task Illness / Misadventure Application

REQUEST FOR CONSIDERATION

To be completed by a student who was / is unable to attend / submit an assessment on the due date

Student's Name: _____ **Roll Class:** _____

Course: _____ **Faculty:** _____

Assessment Task Missed: _____**Task Date:** _____

Task missed due to illness: Attach Doctor's Certificate to this form.

Doctor's Name: _____

Task missed through other reason: State reason and attach any supporting evidence.

_____

_____

Student's Signature: _____ Date:_____

FACULTY SECTION – to be completed by Head Teacher

Misadventure / illness application form received by: _____ Date: _____

Did student inform school of absence on the day of the task? Yes No

Was application lodged the next day the student was in attendance at school? Yes No

Teacher's name: _____

Teacher's comment: _____

_____

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject?

No Yes If yes, please comment

_____

_____

Head Teacher's recommendations: Accepted Rejected

New task Estimated mark Zero Award Referred to Examination Misadventure Panel

Head Teacher's Signature: _____

Parent / Guardian Comment:

_____

Parent / Guardian Signature: _____ Date: _____