

Amended COVID 19 Schedule

Ulladulla High School



Assessment Guidelines

Year 10

2020



Table of contents

Information for students and parents about Assessment in Year 10.....Page 3

General Provisions for completion of Assessment at Ulladulla High School.....Page 5

The Minimum StandardsPage 8

Application forms – Planned Leave, Illness/Misadventure, Extensions, AppealsPage 9

Course Specific Assessment InformationPage 9

Summary Timeline Page 41

Page	Subject	Page	Subject
11	Agriculture	27	Information & Software Technology
12	Circus Skills	28	International Studies
13	Commerce	29	ISTEM
14	Dance	30	Japanese
15	Drama	31	Marine Biology
16	English – Semester 1	32	Mathematics 5.2/5.3
17	English – Semester 2	33	Mathematics 5.1
18	Exercise & Sports Studies (PASS)	34	Music
19	Exercise & Sport Studies (Surfing)	35	PDHPE
20	Food Technology	36	Photographic & Digital Media
21	French	37	Psychology
22	Geography	38	Science
23	Graphics Technology	39	Visual Arts
24	History		
25	Industrial Technology – Metal		
260	Industrial Technology – Timber		



Year 10 Assessment Guidelines 2020

Principal's Message

NESA has given principals and school sectors the authority to decide which syllabus outcomes and content they teach and assess for Kindergarten to Year 10 in 2020. As students navigate the complexity of the current situation the school will continue to support each and every student.

Along with flexibility already available in the curriculum, this decision supports schools and teachers to develop teaching and learning programs for students as we transition back to school.

Monitoring student progress

Selected syllabus outcomes continue to be the focus for planning, teaching and learning experiences and monitoring student progress. Schools continue to have flexibility to assess and report on student achievement.

The school wants to reassure students and parents that consideration has been given to each Year 10 Course Assessment Schedule, in some cases modified timelines, number and weightings of tasks according to NESA assessment advice and what is appropriate in light of COVID-19.

Throughout the updated school Year 10 Assessment Guidelines policy you will see some modifications and amendments. There is information pertaining to certain subjects and how these schedules will have been modified and assessed. The school encourages students and parents to continually refer to the NESA website for updates:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus>

Achievement and success is a combination of passion, effort, resilience and perseverance. I commend all students to develop your skills and knowledge, seek timely advice, feedback and be the connoisseurs of critique, essential for improving students' work and result.

To the Class of 2022, set your goals, be kind to yourself and go for excellence. This is an exceptional year, like no other. You have got this.

Denise Lofts

Principal



Completion Requirements for Year 10

The purpose of this booklet is to provide students and their parents with:

- details of how students meet completion requirements for Year 10 RoSA
- how this affects courses in Year 10
- students' rights and responsibilities

YEAR 10 COMPLETION

All students are now required to complete a minimum of Year 10 prior to leaving school. (Students must also be 17 or proceeding to full time work, Apprenticeship, Traineeships or full time TAFE to leave school). This means that students must meet syllabus requirements, participate in learning and apply themselves with diligence and sustained effort to all tasks identified throughout Year 10 learning.

Students who leave school on completion of Year 10 will be eligible for a "Record of School Achievement" (RoSA). This record will identify a student's performance in every subject by the awarding of a Grade. A student may also opt to complete a literacy and numeracy test. This may be required for TAFE entry post Year 10.

Most students will continue into Year 11 and Year 12 to complete the Higher School Certificate. Should a student leave school after completion of Year 10 and before completion of the Higher School Certificate, a "Record of School Achievement" will be produced at that point in time. It will include Year 10 student performance grades.

YEAR 10 GRADES

Year 10 Grades are awarded for every subject at the end of Year 10 and entered by the school into the student's "Record of School Achievement" with the NESA (NSW Education Standards Authority).

The final Grade is determined by combining the student's assessment performance in Semester 1 with the student's assessment performance in Semester 2 in each course. The Grade awarded at the end of Year 10 may be different from the Grade awarded on the school report in each semester during Year 10.

SATISFACTORY PARTICIPATION IN YEAR 10 LEARNING

Satisfactory completion of assessment and non-assessment tasks, applying yourself with diligence and sustained effort and participating in learning will lead to a student satisfactorily meeting NESA requirements of Year 10 learning.

Students must meet the requirements for the award of a final Grade in each of the compulsory subjects and the equivalent of two 2-year electives to be deemed to have completed Year 10. The compulsory Year 10 subjects include English, Mathematics, Science, History, Geography and PDHPE. They will then be eligible for a "Record of School Achievement".



WHAT IS ASSESSMENT?

Assessment provides an indication of a student's achievement based on:

- a) Subject specific assessment tasks for students in Year 10 (outlined in this booklet)
- b) A wide range of syllabus outcomes, including skills.
- c) Measures and observations obtained throughout the course rather than at a single point in time.

HOW WILL EACH SUBJECT BE ASSESSED?

Various tasks such as tests, assignments, projects, practical work, oral/aural work will be used to provide the marks which will form the assessment.

Each course syllabus provided by NESA has specific Aims and Objectives which students are expected to achieve. In each course these objectives will be grouped to form components of the course, often referred to as outcomes. A selection of these outcomes will appear on each semester report.

COMPLETION OF NON-ASSESSMENT TASKS

Students must fulfill **all** requirements of the syllabus to satisfactorily apply themselves with diligence and sustained effort and hence meet course outcomes. This means each course will also contain a range of activities that students are expected to complete but which may not contribute to the assessment reported in Semester 1 and Semester 2 reports.

Non completion of these tasks means a student has failed to satisfy NESA requirements in these courses. A student may then be deemed not to have met the minimum requirement for the completion of Year 10 and the attainment of the "Record of School Achievement".

ILLNESS and MISADVENTURE

Illness, accident or misadventure as a reason for non-completion of Assessment and Non-Assessment Tasks will only be considered when application is made to the Assessment Excellence Board via the Registrar (library) and required supporting documentation is provided (see details in the General Provisions below).

UNSATISFACTORY PARTICIPATION IN YEAR 10 LEARNING

Students who do not satisfactorily attempt assessment tasks to the value of more than 50% of the total assessment mark in any course may be deemed to be unsatisfactory in that course and will not receive a Grade. This puts at risk the attainment of the "Record of School Achievement" and may lead to non-completion of Year 10 in that course or in extreme cases, in all courses resulting in repeating Year 10.

Students who receive two or more 'N' Determination warning letters AND have not completed the work the 'N' Determination' warning letters refer to, will be deemed unsatisfactory for the award of the Grade for the "Record of Achievement" in that course. It is the student's responsibility to redeem him/herself if they receive an 'N' Determination' warning letter.

Warning letters are issued when Assessment Tasks are not completed on time or at all, when students fail to apply themselves with diligence and sustained effort, when exams, classwork or assessment tasks are not attempted seriously, when malpractice occurs or when sufficient outcomes in the course are not being met.

General Provisions for completion of Assessment

All courses at Ulladulla High School

FOR ALL COURSES THE FOLLOWING GENERAL ASSESSMENT POLICY APPLIES:

- a) A minimum of **two weeks notice** will be given by teachers for all Assessment Tasks. All students are deemed to have been given adequate notice for assessment tasks that appear in this booklet. Variations of due dates from this booklet will be provided to students at least two weeks in advance of the task being undertaken. This variation will be in writing and approved, in advance, by the Deputy Principal.
- b) Failure to hand in the required material at or before the required time will result in a **zero mark** for that assessment task unless misadventure is granted.
 - **The class teacher** interviews the student and may contact the parent. An “N” determination-warning letter is given to the student and a copy is posted home. The letter provides details of what is required for the student to redeem him/herself. **The student has 2 weeks** or may have a negotiated time to complete the work.
 - **The Head teacher.** After 2 weeks or specified time if the work is not completed then the **Head Teacher** of the Faculty will interview the student and contact the parents. A second “N” determination-warning letter is given to the student with additional incomplete work and a copy is posted home.
 - **The Deputy Principal.** If, after another 2 weeks or specified time the work is still not complete the Head Teacher will refer the student to the **Deputy Principal** who will organize **an interview with the student and parents**. Student is placed on an **improvement plan** and is now at risk of not completing the requirements of the year 10 RoSA.
 - **Principal.** If the work is still not complete, then the **Principal** will issue the official “N” Determination. The student will be presented with the options of either repeating year 10 or appealing to NESAs
- c) **Students with planned absences** including holidays, excursions, sporting trips and family commitments are expected to complete tasks prior to the due date if they will be absent on the due date. Students must complete the official “Application for Planned Leave” (see page 7) and lodge with the Registrar. The application can be collected from the Registrar in the library or downloaded from the UHS website. Students and families are encouraged to organise their vacation outside of school terms.
- d) **Students who are ill** in the period leading up to the due date for an Assessment Task or who are ill on the due date may lodge a request for misadventure or request for extension on or before the due date. Illness must be supported by a **medical certificate** to be accepted as a legitimate reason for the misadventure or extension. Students must complete the official “Illness/Misadventure Form” or “Application for Extension Form” and lodge with the Registrar. The application can be collected from the Registrar in the library or downloaded from the UHS website.
- e) **Students who disrupt exams/tests** through inappropriate behaviour or talking will be given an unsatisfactory determination, may receive a “N” determination warning letter for that exam and receive zero marks. There is no right of appeal in these cases. Further consequences through the school’s welfare policy may also occur.
- f) **Students joining the course from another school** or repeating Year 10 will be placed in rank order on the basis of their performance tasks completed in common with the current cohort. Students may be required to complete additional tasks to allow this to be fair to all students in the cohort.



Year 10 Assessment Guidelines 2020

Assignment, research and home-based tasks:

- g) All assignment, research and homework for assessment purposes will be the **students own work**. Students who are found to have collaborated or copied work from another source will **score zero on the task concerned**. This is considered malpractice. Further consequences through the school's welfare policy may also occur.
- h) All assignment, research and homework for assessment purposes will have a clear time limit for submission. If the teacher is unavailable, students should hand their work to the Head Teacher concerned. The excuse that the Assessment Task was left on a teacher's desk will not be accepted. If no faculty record exists for the receipt of the Assessment Task, then it will be deemed that the task was not submitted.
- i) All assignment, research and homework for assessment purposes will have a **prescriptive marking criterion** issued at least two weeks prior to the task being due. If students are absent when this is distributed it is the student's responsibility to obtain a copy of this criteria.
- j) Each student is required to keep either a copy of the original or first draft and notes in case of loss or damage to their submitted work for all assignment, research and homework for assessment purposes.
- k) Speech and computer-based research, assignment or home-based Assessment Tasks must have a paper-based backup. This paper-based backup is required in cases where misadventure is applied for.

Malpractice

- l) Students who do not make a serious attempt in an assessment task **will be given zero** for that task. This may be considered malpractice.
- m) Students who cheat in any way will be given zero for that task and may be reported to NESA, this is considered malpractice.
- n) Copying material from the Internet or any other source is considered plagiarism and hence is malpractice. Submitting work that is not the student's own work is considered malpractice.
- o) Malpractice in any course in Assessment can lead to the non-award of the "Record of School Achievement" and may lead to non-completion of Year 10 in that course or in extreme cases, in all courses. Further consequences through the school's welfare policy are also likely to occur.



General Advice to Students and Parents

The Grades awarded in Year 10 stay with you for life – Make them count.

- Attend school every day and participate in every learning opportunity the school has to offer.
- Be respectful and be responsible at all times
- Be organised from the beginning of the year and highlight when Assessment Tasks are due on a calendar. Revisit the calendar often.
- Do your own work. – Don't be tempted to copy other people's work.
- If you don't know, ask. If you get behind, catch up early.
- If there is a reason why a task cannot be completed when required see the Deputy Principal early – Before it is due.

The Minimum Standards

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan.

The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple-choice reading test, a multiple-choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have four opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser. Students get up to four times per year to sit each minimum standard reading, writing or numeracy test.

Disability provisions and exemptions: Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

Further Information NSW Education Standards Authority (NESA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

**ASSESSMENT EXCELLENCE BOARD
APPLICATION FOR CONSIDERATION
Years 10, 11, 12**

Application For (please tick): <input type="checkbox"/> Illness <input type="checkbox"/> Misadventure <input type="checkbox"/> Leave <input type="checkbox"/> Extension <input type="checkbox"/> Appeal				
Student Name: _____	Year _____	Assessment Due Date: _____		
Assessment number: _____	Assessment Type: Test / Assignment / Other _____			
Subject: _____	Task Weighting _____%	Class Teacher: _____		

Details: (Attach supporting documentation. eg. doctor's certificate, accident report, NRMA report etc)

Student Request: (What outcome would you like?)

Signatures: Student _____ Parent/Carer: _____

Date: _____

**Submit this form to the Registrar in the library or
email to: "The Registrar AEB" at ulladulla-h.school@det.nsw.edu.au.**

- Leave and Extension - two weeks prior to assessment
- Appeals - within two school days of receiving result
- Illness and Misadventure - immediately upon return to school

Date Received: _____

Registrar Signature: _____



ASSESSMENT EXCELLENCE BOARD ONLY

Approved

Not approved

Date: _____

Comment: _____

Signature: _____

Checklist:

- Supporting documentation is attached
- Submission is within timeframes outlined in the Assessment Guidelines
- DP communication of appeal outcome verbally and via written correspondence to student and parent/carer
- Details and outcome of appeal recorded in Sentral Data Records - Assessment and HT/Class teacher notified.



Course Specific Assessment Information

Agriculture

Course Description: Through the study of Agricultural Technology students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. This syllabus provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9	Sheep Production	25%	<ul style="list-style-type: none"> • Identifies and outlines the function of animal digestive and reproductive systems in sheep. • Evaluates control programs for pests and diseases in sheep.
Term 2 Week 10	Cropping	25%	<ul style="list-style-type: none"> • Conducts a controlled experiment to investigate a plant related problem. • Interprets results from graphs and tables of agricultural data.
Semester Two			
Term 3 Week 9	Dairy Enterprise	25%	<ul style="list-style-type: none"> • Identifies breeds relevant to the dairy industry. • Monitors production levels throughout the dairy production cycle.
Term 4 Week 5	Landscaping and Weed Management	25%	<ul style="list-style-type: none"> • Identifies local weeds of significance and their effect on agricultural production. • Investigates an agricultural problem and develops possible solutions.

Circus Skills

Course Description: Circus is an art form with a distinct body of knowledge including conventions, history, skills and method of creating. It is a vital part of our society and is celebrated worldwide as an expression of culture and belief as diverse as the values found in Australian culture. Circus will provide students both individually and in groups with the opportunity to blend specialist physical activities with theatrical performance skills. Circus encourages students to work collaboratively and co-operatively throughout the process of creating and performing circus. In circus students are provided with a medium for personal expression. This enables the sharing of ideas, feelings and experiences whilst providing a valuable and unique means of enriching the physical, athletic, emotional, intellectual and social development for all students.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10	Major 1 & 2 Train, devise and perform	25%	<ul style="list-style-type: none"> • Train, devise and perform on a number of selected apparatus • Demonstrates an understanding of appropriate safety in circus and its application •
Term 2 Week 6	Research circus manipulation apparatus	25%	<ul style="list-style-type: none"> • Identifies the history, construction and modern use of various manipulation apparatus. • Demonstrates an understanding traditional and modern clowning
Semester Two			
Term 3 Week 9	Research equilibristic and aerial	25%	<ul style="list-style-type: none"> • Identifies the history, construction and modern use of various apparatus used in equilibristics. • Identifies the history, construction and modern use of a specific apparatus used in aerial performances
Term 4 Week 6	Major 3 & 4 Train, devise and perform	25%	<ul style="list-style-type: none"> • Train devise and perform on a number of selected apparatus • Demonstrates an understanding of appropriate safety in circus and its application

Commerce			
Course Description: The aim of the Commerce Years 7–10 Syllabus is to enable young people to develop the knowledge, understanding and skills to research and develop solutions to consumer, financial, legal, business and employment issues in order to make informed and responsible decisions as individuals and as part of the community			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11	Law and Society Research PBL	20%	5.1 Applies consumer, financial, business, legal and employment concepts and terminology in a variety of ways 5.3 Examines the role of law in society 5.5 Evaluates options for solving commercial and legal problems and issues 5.7 Researches and assesses commercial and legal information using a variety of sources
Term 2 Week 10	Employment Issues Practical Task- Job readiness	25%	5.1 Applies consumer, financial, business, legal and employment concepts and terminology in a variety of ways 5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts 5.4 Analyses key factors affecting commercial and legal decisions 5.6 Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
Semester Two			
Term 3 Week 5	Political Involvement Oral Presentation	25%	5.1 Applies consumer, financial, business, legal and employment concepts and terminology in a variety of ways 5.7 Researches and assesses commercial and legal information using a variety of sources 5.8 Explains commercial and legal information using a variety of forms 5.9 Works independently and collaboratively to meet individual and collective goals within specified timelines
Term 4 Week 5	Towards Independence Portfolio	30%	5.1 Applies consumer, financial, business, legal and employment concepts and terminology in a variety of ways 5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts 5.6 Monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues 5.8 Explains commercial and legal information using a variety of forms



Year 10 Assessment Guidelines 2020

<h1>Dance</h1>			
Course Description: The aim of the Dance Years 7–10 Syllabus is for students to experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 5	Logbooks	20%	5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning
Term 1 Week 5	Safe Dance class	20%	5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning
Term 2 Week 10	Aboriginal Dance Topic Submission of portfolio of work	20%	5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning
Semester Two			
Term 3 Week 5	Composition- stimulus, elements of dance and generating movement	20%	5.2.1 explores the elements of dance as the basis of the communication of ideas 5.2.2 composes and structures dance movement that communicates an idea 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning
Term 4 Week 5	Appreciation- company study, dance analysis or choreographer or work	20%	5.3.1 describes and analyses dance as the communication of ideas within a context 5.3.3 applies understandings and experiences drawn from their own work and dance works of art 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.

Drama

Course Description: The Stage 5 Drama course aims to develop student’s ability to communicate with skills and confidence, to work cooperatively and creatively in performance situations, to observe actively and accurately real and enacted situations and to reflect on and evaluate their creative work. Students will gain knowledge and understanding of improvisation and play-building, scripted and unscripted drama, a variety of dramatic styles, performance techniques and technical aspects of theatre, through making, performing and appreciating. This course may lead to further study of drama in Years 11 & 12.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10	Theatrical style <ul style="list-style-type: none"> • Log Book/Research (5%) • Monologue/Duologue (20%) 	25%	<ul style="list-style-type: none"> • Performance, space • Dramatic elements • Performing devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
Term 2 Week 9	Production Elements <ul style="list-style-type: none"> • Design Portfolio & Logbook (15%) • Fashion Parade/Installation (20%) 	35%	<ul style="list-style-type: none"> • Technical aspect of production • Improvisation • Contributes, selects and develops structures and ideas through the collaborative play-building process
Semester Two			
Term 3 Week 7	Melodrama <ul style="list-style-type: none"> • Written Script & Logbook (10%) • Performance (20%) 	30%	<ul style="list-style-type: none"> • Dramatic form • Play building • Scripting • Applies acting and performance techniques expressively to communicate meaning by exploring structures, refining ideas, using dramatic forms, performance style and dramatic techniques
Term 4 Week 5	Theatre in Education <ul style="list-style-type: none"> • Script – Work in Progress (10%) • Primary School performances 	10%	<ul style="list-style-type: none"> • Performance, Theatrical conventions • Scripted drama, Dramatic form • Demonstrates knowledge, understanding and skills, collaboratively, through making drama that explores a range of imagined and created



Year 10 Assessment Guidelines 2020

English Semester 1			
Course Description: The aim of English in Year 10 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9	Interview transcript Submitted to Canvas before 9am	25%	<p>EN5-2A: effectively use and critically assess a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies</p> <p>EN5-5C: think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5- 6C: investigate the relationships between and amongst texts</p>
Term 2 Week 6	Creative writing and reflection Submitted to Canvas before 9am	25%	<p>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</p> <p>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</p> <p>EN5-7D: understands and evaluates the diverse ways texts can represent personal and public worlds</p>



Year 10 Assessment Guidelines 2020

English Semester 2			
<p>Course Description: The aim of English in Year 10 is to enable students to use, understand, appreciate, reflect on and enjoy the English language in a variety of texts and to shape meaning in ways that are imaginative, interpretive, critical and powerful.</p>			
Date:	Task	Weight	Skills & Report Outcomes
English Semester Two			
Term 3 Week 5	Dramatic persuasive presentation Script upload to Canvas before 9am Presentations to take place during English class	25%	<p>EN5-1A: respond to and compose increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</p> <p>EN5-4B: effectively transfer knowledge, skills and understandings of language concepts into new and different contexts</p> <p>EN5-8D: question, challenge and evaluate cultural assumptions in texts and their effects on meaning</p>
Term 4 Week 4	Feature article To be submitted via Canvas before 9am	25%	<p>EN5-3B: select and use language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning</p> <p>EN5-5C: think imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts</p> <p>EN5- 6C: investigate the relationships between and amongst texts</p>



Year 10 Assessment Guidelines 2020

Exercise & Sports Studies (PASS)

Course Description: This course enhances a students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9	Fundamental movement skills task	30%	<ul style="list-style-type: none"> Displays and understanding of the fundamental and specialised movement skills. Demonstrates activities which target fundamental movement skill development.
Term 2 Week 4	Editorial task - Australia's sporting identity	20%	<ul style="list-style-type: none"> Demonstrates an understanding of Australia's rich sporting heritage. Campaigns against a social issue which negatively impacts sport.
Semester Two			
Term 3 Week 8	Event management task	20%	<ul style="list-style-type: none"> Uses event management to organise and implement a program designed to improve health and fitness.
Term 4 Week 5	Practical Application	30%	<ul style="list-style-type: none"> Safely and actively participates in practical lessons. Displays physical skills and fitness across a variety of activities.

Exercise & Sport Studies (Surfing)			
Course Description: This course enhances a students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11	Save the Waves	25%	<ul style="list-style-type: none"> selects and uses a range of oral, written, visual, and digital forms to communicate effectively about surfing and its environment.
Semester Two			
Term 2 Week 8	Film and photography	30%	<ul style="list-style-type: none"> investigates the use of technology in surfing selects and uses a range of oral, written, visual and digital forms to communicate effectively about surfing designs products, using a range of technologies, applicable to the surfing industry identifies and evaluates surfing as a source of employment and leisure
Term 3 Week 6	Work Experience	25%	<ul style="list-style-type: none"> completes work placement in a relevant industry reflects on and documents experience
Term 4 Week 4	Practical Application & Logbooks	20%	<ul style="list-style-type: none"> Safely and actively participates in practical lessons. Displays physical skills and fitness across a variety of activities.

Food Technology

Course Description: The aim of the *Food Technology Years 7–10 Syllabus* is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9	Food Trends <ol style="list-style-type: none"> 1. Written Task 2. Practical Assessment 	10% 10%	5.4.1: Collects, evaluates and applies information from a variety of sources 5.6.1: Examines the relationship between food, technology and society 5.5.1: Selects and employs appropriate techniques and equipment for a styled food photo 5.5.2: Plans, prepares, presents and evaluates a food solution for a current food trend
Term 2 Week 8	Food Product Development <ol style="list-style-type: none"> 1. Written Task 2. Practical Assessment 	15% 15%	5.4.2: Communicates ideas, and information using a range of media and appropriate terminology 5.3.1: Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and the community
Semester Two			
Term 3 Expo Week 8	The Cake Competition <ol style="list-style-type: none"> 1. Project portfolio 2. Cake Competition 	10% 10%	5.4.2: Communicates ideas, and information using a range of media and appropriate terminology 5.5.2: Plans, prepares, presents and evaluates food solutions for a celebration cake
Term 4 Week 3	Food Service and Catering "Are you being Served" <ol style="list-style-type: none"> 1. Written Task 2. Ongoing Practical Lessons 	10% 20%	5.2.2: Accounts for changes to the properties of food, which occur during food processing, preparation and storage 5.1.1: Demonstrates hygienic handling of food to ensure a safe and appealing product for a formal buffet luncheon. 5.1.2: Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

French			
Course Description: Students will develop the knowledge, understanding and the listening, speaking, reading and writing skills necessary for effective interaction in French. Students will explore the nature of Languages as systems by making comparisons between French and English, leading to an appreciation of linguistic structures and vocabulary.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7	Speaking task	25%	<ul style="list-style-type: none"> Speaking component: LFR5-1C manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate. LFR5-5U demonstrates how French pronunciation and intonation are used to convey meaning
Term 2 Week 4	Reading comprehension	25%	<ul style="list-style-type: none"> Reading component: LFR5-2C identifies and interprets information in a range of texts
Semester Two			
Term 3 Week 6	Writing task	25%	<ul style="list-style-type: none"> Writing component: LFR5-4C experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences
Term 4 Week 3	Scrapbook/Portfolio - All About Me	25%	<ul style="list-style-type: none"> Writing component: LFR5-4C experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences

Geography

Course Description:

Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country.

Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences.

Date:	Task	Weight	Skills & Report Outcomes
Semester Two			
Term 3 Week 10	Environmental Change and Management Environmental Investigation Report	50%	<ul style="list-style-type: none"> • 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 • GE5-7 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
Term 4 Week 5	Human Wellbeing Extended Response, Multiple Choice and Geography Skills	50%	<ul style="list-style-type: none"> • GE5-2 explains processes and influences that form and transform places and environments • GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

Graphics Technology			
Course Description: The aim is to develop in students the ability to think creatively, devise solutions and accurately communicate information using a range of graphical techniques and media.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 2 Week 2	Producing a range of CAD & Engineering drawings.	30%	5.1.1 communicates ideas graphically using freehand sketching and accurate drafting techniques 5.2.1 designs and produces a range of graphical presentations 5.2.2 evaluates the effectiveness of different modes of graphical communications for a variety of purpose
Term 2 Week 6	Half Yearly Exam	20%	5.3.1 identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications 5.5.2 demonstrates responsible and safe work practices for self and others 5.6.1 demonstrates the application of graphics to a range of industrial, commercial and personal settings
Semester Two			
Term 3 Week 8	Australian Architecture and Building Plans	25%	5.1.2 analyses the nature of information and intended audience to select and develop appropriate presentations 5.3.2 manages the development of graphical presentations to meet project briefs and specifications 5.6.2 evaluates the impact of graphics on society, industry and the environment
Term 4 Week 3	Industry Assignment	25%	5.4.1 manipulates and produces images using computer-based drafting and presentation technologies 5.4.2 designs, produces and evaluates multimedia presentations 5.5.1 identifies, assesses and manages relevant OHS factors to minimise risks in the work environment

History			
Course Description: Students studying HSIE in Semester 1 are completing the Mandatory Australian History Curriculum course. The Semester 2 report will be based on the three tasks printed below and all tasks will be used to determine the grade for the award of the ROSA in this course.			
Date:	Task	Weight	Skills & Report Outcomes
Semester Two			
Term 1 Week 5	Overview- The Modern World and Australia The Globalising World – Migration Experiences Rights and Freedoms – 1945 to Present Skills and Literacy Task	20%	<ul style="list-style-type: none"> • applies a range of relevant historical terms and concepts when communicating an understanding of the past • identifies and evaluates the usefulness of sources in the historical inquiry process
Term 1 Week 11	The Globalising World – Migration Experiences Research and Speech	40%	<ul style="list-style-type: none"> • uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia • sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
Term 2 Week 7	Rights and Freedoms – 1945 to Present MAP Response	40%	<ul style="list-style-type: none"> • identifies and evaluates the usefulness of sources in the historical inquiry process • selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences • explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

Industrial Technology – Metal			
Course Description: Through practical projects, students will develop their understanding of manufacturing industries. They will become skilled in a range of technical processes and learn to thoroughly document their work.			
Date:	Task	Weight	Outcomes
Semester One Year 10			
Term 2, Week 1	Assessment of practical work to date and folio	25%	IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-2 applies design principles in the modification, development and production of projects IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
Term 2, Week 8	Collection of online tasks – practical graphics and manufacturing theory	25%	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 IND5-2 applies design principles in the modification, development and production of projects IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
Semester Two Year 10			
Term 3, Week 8	Theory examination	25%	IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
Term 4, Week 3	Practical project and folio work – (assuming on-site teaching)	25%	IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects 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

Industrial Technology - Timber			
Course Description: Through practical projects, students will develop their understanding of manufacturing industries. Students will become skilled in a range of technical processes and learn to thoroughly document their work.			
Date:	Task	Weight	Outcomes
Semester One			
Term 2 Week 1	Minor project and folio	25%	IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-2 applies design principles in the modification, development and production of projects IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
Term 2 Week 4	Major project proposal – research, planning and design development	20%	IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies IND5-2 applies design principles in the modification, development and production of projects IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications
Semester Two			
Term 3 Week 8	Theory examination	15%	IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects 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
Term 4 Week 3	Major project and folio completion	40%	IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects 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

Information & Software Technology

Course Description: Core content of the *Information and Software Technology Syllabus* provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The core also includes legal, ethical, social and industrial issues. Options include authoring and multimedia, database design, digital media, the Internet and website development, networking systems, and software development and programming including game, App and animation development.

Students will be given opportunities to build on information and communication technology (ICT) skills, when using and integrating application programs and hardware devices throughout the course. Participation in Information and Software Technology appeals to students through practical activities and their enjoyment of learning about and using computers. As a result of studying this course, students will be equipped to make appropriate use of and informed choices about information and software technology both at a personal level and in the workplace.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Weeks 10, 11	Software Test Coding Folio(s)	30%	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of software in a test situation • Designs, creates and modifies code • Applies project management techniques to project work
Term 2 Week 5	People & Issues Test 3D Unity Game	20%	<ul style="list-style-type: none"> • Describes and compares key roles of people and ethics in the field of Information Technology in a test situation • Applies problem-solving skills when using software such as Unity for producing projects in a 3D environment
Semester Two			
Term 3 Week 8	Hardware Project	20%	<ul style="list-style-type: none"> • Demonstrates practical and theoretical knowledge and understanding of computer hardware components
Term 4 Week 5	Virtual Reality Tour, Folio	30%	<ul style="list-style-type: none"> • Applies collaborative work practices to complete tasks when investigating computer networks • Creates virtual reality tour of a local area network • Applies project management techniques to project work

International Studies			
Course Description: International studies BEC is an inter-disciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action and commitment to be a global citizen.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11	Culture and Beliefs Independent Research and Presentation	25%	<ul style="list-style-type: none"> • analyses a variety of definitions of culture • describes characteristics of culture • examines cultural similarities and differences
Term 2 Week 10	Culture and Travel Book	25%	<ul style="list-style-type: none"> • recognises bias and stereotypes • applies understanding of cultural differences when communicating across cultures • selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures • examines cultural diversity • accounts for the dynamic nature of culture • identifies influences on cultures and their interconnectedness
Semester Two			
Term 3 Week 10	Culture and Food Research and Cooking Assessment	25%	<ul style="list-style-type: none"> • selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures • examines cultural diversity • accounts for the dynamic nature of culture • identifies influences on cultures and their interconnectedness
Term 4 Week 5	Core: Understanding Culture and Diversity in Today's World Artefact	25%	<ul style="list-style-type: none"> • analyses different contexts, perspectives and interpretations of cultural beliefs and practices • evaluates culturally significant issues, events and scenarios from a variety of perspectives • applies strategies to challenge stereotypes



Year 10 Assessment Guidelines 2020

iSTEM			
<p>Course Description: To satisfy the requirements of the course students must undertake a range of inquiry-based (IBL) and project based (PBL) learning activities, which occupy the majority of course, time. Inquiry-based and project based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content.</p>			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10	Aerodynamics Motion	10%	<ul style="list-style-type: none"> • designs and investigates different approaches in the development of engineered solutions • applies and transfers acquired scientific and mechanical knowledge to subsequent learning experiences in a variety of contexts
Term 2 Week 6	Mechatronics	20%	<ul style="list-style-type: none"> • develops ideas and explores solutions to STEM based problems • develops skills in using mathematical, scientific and graphical methods whilst working as a team • applies a range of communication techniques in the presentation of research and design solutions
Semester Two			
Term 4 Week 4	Research Project	50%	<ul style="list-style-type: none"> • identifies and uses a range of technologies in the development of solutions to STEM based problems • critically evaluates innovative, enterprising and creative solutions • selects and uses appropriate problem solving techniques in a range of STEM contexts • will work individually or in teams to solve problems in STEM contexts
Term 4 Week 5	Yearly Exam	20%	<ul style="list-style-type: none"> • describe how scientific and mechanical concepts relate to technological and engineering practice • applies a knowledge and understanding of STEM principles and processes • uses mathematical, scientific and graphical methods related to technology and engineering



Year 10 Assessment Guidelines 2020

Japanese			
Course Description: Students will develop basic Japanese language skills (speaking, listening, reading, and writing) and become familiar with Japanese culture. Students will also learn to understand the nature of languages as systems by describing and comparing linguistic features between English and Japanese, and learn about the different viewpoints, customs and traditions in Japanese-speaking communities.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10	Speaking task	25%	LJA5-1C - manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LJA5-5U - demonstrates how Japanese pronunciation and intonation are used to convey meaning
Term 2 Week 4	Listening task	25%	LJA5-4C experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
Semester Two			
Term 3 Week 10	Reading task	25%	LJA5-5U - demonstrates how Japanese pronunciation and intonation are used to convey meaning LJA5-6U - demonstrates understanding of how Japanese writing conventions are used to convey meaning LJA5-7U - analyses the function of complex Japanese grammatical structures to extend meaning
Term 4 Week 5	Writing task	25%	LJA5-4C - experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences



Year 10 Assessment Guidelines 2020

Marine Biology			
<p>Course Description: Marine and Aquaculture Technology fits into an emerging field of study relating to sustainability of marine and related environments. At a time of pressure on the marine environment there is a recognised need to deliver sound marine educational programs through formal structures within state and national curricula. Australians must be aware of and understand this fragile environment and consider how to effectively manage 69 630 kilometers of coastline, 14.8 million square kilometers of continental shelf, 12 000 islands, 783 major estuaries and the life they contain.</p>			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 6	Dangerous Marine Creatures infographic	25%	<ul style="list-style-type: none"> Research and discuss dangerous marine creatures and their environment
Term 2 Week 5	Industry Research and Presentation	25%	<ul style="list-style-type: none"> Describes the role of maritime industries in the local community Discusses the impact of current events on local marine ecosystems
Semester Two			
Term 3 Week 6	Food from the Sea Assignment	25%	<ul style="list-style-type: none"> Demonstrates the safe preparation of seafood for human consumption Describes relationships between the method of capture to the physiology of the fish
Term 4 Week 3	Yearly Exam	25%	<ul style="list-style-type: none"> Knowledge and understanding of Marine Studies concepts



Year 10 Assessment Guidelines 2020

Mathematics 5.2/5.3 Pathway

Course Description: The aim of Stage 5 Mathematics is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and application of the subject, and their engagement in lifelong learning. Throughout the course students will be assessed by class tests, assignments and investigations and by formal testing in the form of half and yearly examinations. Each student will follow a 5.3 or 5.2 or 5.1. Pathway.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7	Assessment Task 1	15%	<ul style="list-style-type: none"> Working Mathematically; Problem solving, Multiple choice, Extended answer questions. <u>Topics may include:</u> Financial Mathematics, Measurement: length, area, volume, capacity, Algebraic Expressions and Indices
Term 2 Week 4	Assessment Task 2 Online Task	30%	<ul style="list-style-type: none"> Working Mathematically; Problem solving, Multiple choice, Extended answer questions. <u>Topics may include:</u> Algebra, Linear Equations & Simultaneous Equations (5.3), Financial Mathematics (5.2)
Semester Two			
Term 3 Week 5/6	Assessment Task 3 Assignment including Research Task/Assessment Test.	20%	<ul style="list-style-type: none"> Explore measurement concepts, developing research skills Develop and demonstrate perseverance in undertaking mathematical challenges. Applies trigonometry to solve problems. Interpret diagrams to include bearings.
Term 4 Week 3	Assessment Task 4 Yearly Exam	35%	<ul style="list-style-type: none"> Working Mathematically; Problem solving, Multiple choice, Extended answer questions. <u>Topics may include:</u> Linear relationships, Angle relationships and geometrical figures, Circle Geometry (5.3), Algebra including solving Simultaneous equations, Non-linear relationships.

Mathematics 5.1 Pathway			
<p>Course Description: The aim of Stage 5 Mathematics is to develop students' mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and application of the subject, and their engagement in lifelong learning. Throughout the course students will be assessed by class tests, assignments and investigations and by formal testing in the form of half and yearly examinations. Each student will follow a 5.3 or 5.2 or 5.1. Pathway.</p>			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7	Assessment Task 1 Class assessment (test)	15%	<ul style="list-style-type: none"> • <u>Topics may include:</u> Financial Mathematics, Measurement: length, area, volume, capacity, Algebraic Expressions and Indices
Term 2 Week 4	Assessment Task 2 Online Task	30%	<ul style="list-style-type: none"> • Applies knowledge of probability to solve calculator and non-calculator problems, demonstrates an understanding of probability and data use in real-life. • <u>Topics may include:</u> Financial Mathematics
Semester Two			
Term 3 Week 5/6	Assessment Task 3 Assignment including Research Task/Assessment Test	20%	<ul style="list-style-type: none"> • Explore measurement concepts, developing research skills • Develop and demonstrate perseverance in undertaking mathematical challenges. • Applies trigonometry to solve problems. Interpret diagrams to include bearings.
Term 4 Week 3	Assessment Task 4 Yearly Exam	35%	<ul style="list-style-type: none"> • Working Mathematically; Problem solving, Multiple choice, short answers. • <u>Topics may include:</u> Linear relationships, Angle relationships and geometrical figures, Algebra, Non-linear relationships.

Music			
<p>Course Description: The elective music course aims to give the students more detailed understanding of music through a broad range of Musical styles and activities. Learning experiences include performing, composing and listening. Students will be building on the skills they have gained in Years 7 and 8 Music as well as their personal experiences and learning.</p>			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 9	Rock Music (Protest Music) Performance and Listening Task (In class Performance & Listening Exam)	25% Performance (10%) Listening (15%)	<ul style="list-style-type: none"> • Performance skills, group work, understanding of music notation. • Critical listening and analysis of Music via the concepts of Music 5.1, 5.2, 5.3, 5.4, 5.12
Term 2 Week 7-9	Music of Another Culture Performance and Listening Task (In-class Performance & Listening Presentation)	25% Performance (25%) Listening (15%)	<ul style="list-style-type: none"> • Performance skills, group work, understanding of music notation • understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts 5.1, 5.2, 5.3, 5.4, 5.7, 5.12
Semester Two			
Term 3 Week 9	Music for Film, TV and Multimedia Composition Task (Melody writing for film characters)	25%	<ul style="list-style-type: none"> • Composition-Melody writing, pitch, tonality, scales, intervals, writing for different instruments, duration and rhythm, the effect of dynamics. • Uses different forms of technology in the composition process including computer based composing software. 5.4, 5.5, 5.6, 5.8, 5.10, 5.12
Term 4 Week 5	Jazz Performance and Composition Task (In class Performance & Composition lead sheet)	25% Performance (15%) Composition (10%)	<ul style="list-style-type: none"> • Performance skills, group work, understanding of music notation. • Critical listening and analysis of Music via the concepts of Music. • Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform 5.1, 5.2, 5.3, 5.4, 5.7, 5.9, 5.11



Year 10 Assessment Guidelines 2020

PDHPE			
Course Description: This course develops students' capacity to enhance personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate lifelong health and physical activity.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 2 Week 9-10	Fitness challenge	20%	<ul style="list-style-type: none"> Engages in practical activities to develop cardiovascular fitness and participates in Biathlon.
Term 2 Week 2	My community project	25%	<ul style="list-style-type: none"> Create a health promotion campaign that empowers our community to lead healthy, safe and active lifestyles.
Semester Two			
Term 3 Week 1-5	Dance	30%	<ul style="list-style-type: none"> Compose and perform a movement sequence using elements of composition.
Term 3 Week 7	Together in harmony	25%	<ul style="list-style-type: none"> Analyse factors and strategies that enhance inclusivity, equality and respectful relationships.



Year 10 Assessment Guidelines 2020

Photographic & Digital Media

Course Description: The course has been written to provide students with opportunity to explore the visual world of digital imaging and studio photography in a contemporary context. Students will specialise in the art of digital imaging and computer-generated forms of image making and specialist photographic techniques. The depth of study will complement Visual Arts and enhance students' understanding of digital processes in computer image making and graphics. The course is both theory and practical with much emphasis on the development of skills and knowledge in the use of "photo and movie programs" and industry-based computer software, design elements and studio photography.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 2 Week 5	Production of Music Video	35%	<ul style="list-style-type: none"> Develop procedures and techniques to make and refine still and moving images. Documentation of process within PPD.
Term 2 Week 8	Research Assignment - Essay	15%	<ul style="list-style-type: none"> Develop skills in Critical and Historical interpretations of still and moving images
Semester Two			
Term 3 Week 10	Research Presentation: Contemporary Artist	15%	<ul style="list-style-type: none"> Applies their understanding of practice to interpret Photographic and digital/film media works
Term 4 Week 4	Narrative Photographic Series	35%	<ul style="list-style-type: none"> Refine skills to create meaning in Photographic and digital/film

Psychology

Course Description: The aim of Psychology is to enable students to maximise their achievement in conceptual understanding of their society through experiences in creative and critical thinking where they are stimulated to pursue higher level goals and aspirations. They will develop independence and self-direction in learning and will benefit from exposure to a variety of potential fields of study and occupations. This course provides students with the skills required to become a proficient thinker and hence reach their full potential. Independent project work will be a major component of this course with the aim to get students to identify their own areas of need therefore enabling them to self-plan activities to address their own need and interest

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10	Student choice Research task	25%	<ul style="list-style-type: none"> • Conduct an investigation to collect and record data • Develop aims, hypothesis and make predictions
Term 2 Week 8	Sensation and Perception Social Cognition	25%	<ul style="list-style-type: none"> • Communicate and explain scientific ideas
Semester Two			
Term 3 Week 8	Wellbeing Investigation	25%	<ul style="list-style-type: none"> • Analyses and evaluate data methods and scientific models
Term 4 Week 6	Mental Processes and Psychological functioning Research and presentation	25%	<ul style="list-style-type: none"> • Plan and undertake investigation • Draw evidence-based conclusions



Year 10 Assessment Guidelines 2020

Science			
<p>Course Description: Science provides a distinctive view and way of thinking about the world. The study of science has led to an evolving body of knowledge organised as an interrelated set of models, theories, laws, systems, structures and interactions. It is through this body of knowledge that science provides explanations for a variety of phenomena and enables sense to be made of the biological, physical and technological world. In addition to the following tasks, class tasks will be completed which will address other course outcomes for their semester one and semester two reports.</p>			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 5	Student research project	30%	<ul style="list-style-type: none"> • Undertakes first-hand investigations to collect valid and reliable data and information, individually. • Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
Term 2 Week 10	Motion Skills Task	20%	<ul style="list-style-type: none"> • Applies correct formulae to calculate the relationships between speed, distance, time, force, mass and acceleration • Constructs and interprets an appropriate graph to represent the motion of an object
Semester Two			
Term 3 Week 5	Biotechnology Research Task	20%	<ul style="list-style-type: none"> • Discusses advantages and disadvantages of biotechnology, including social and ethical consideration
Term 3 Week 7/8	VALID Online Assessment	30%	<ul style="list-style-type: none"> • Knowledge and understanding of scientific concepts.

Visual Arts			
<p>Course Description: The elective Visual Arts Course gives students opportunities to explore a vast range of media - sculpture, painting, drawing, pottery design, block printing - and develop technical skills in these media. Students are encouraged to develop visual perception, analytical skills and the creative manipulation of materials. The course subject matter evolves from the student's world - (imaginary and real) and the world of Art, Craft and Design.</p>			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10	Task 1 Two-Dimensional Submission Architectural Lino Print	20%	<ul style="list-style-type: none"> • makes artworks informed by an understanding of how the frames affect meaning • makes informed choices to develop and extend concepts and different meanings in their artworks
Term 2 Week 10	Task 2 'Ism' Book - Theoretical submission	30%	<ul style="list-style-type: none"> • applies their understanding of aspects of practice to critical and historical interpretations of art • uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
Semester Two			
Term 3 Week 10	Task 3 Infographic - Research of historical Icon	20%	<ul style="list-style-type: none"> • demonstrates how the frames provide different interpretations of art • demonstrates how art criticism and art history construct meanings
Term 4 Week 5	Task 4 Three-Dimensional Submission Ceramic work	30%	<ul style="list-style-type: none"> • makes artworks informed by an understanding of how the frames affect meaning • makes informed choices to develop and extend concepts and different meanings in their artworks

SUMMARY TIMELINE



Year 10 Assessment Guidelines 2020

	TERM 1	TERM 2	TERM 3	TERM 4
WEEK 1		METAL TIMBER PHOTOGRAPHY	PDHPE	
WEEK 2		GRAPHICS PDHPE	PDHPE	
WEEK 3			PDHPE	FOOD TECHNOLOGY FRENCH GRAPHICS METAL MARINE MATHS TIMBER
WEEK 4		FRENCH TIMBER JAPANESE MATHS PASS	PDHPE ISTEM	ENGLISH SURFING TIMBER PHOTOGRAPHY
WEEK 5		DANCE IST MARINE SCIENCE	COMMERCE DANCE MATHS PDHPE	AGRICULTURE COMMERCE PASS GEOGRAPHY IST INT STUDIES ISTEM JAPANESE MUSIC VISUAL ART DANCE DRAMA
WEEK 6		CIRCUS GRAPHICS ISTEM	SURFING FRENCH MARINE MATHS	CIRCUS PSYCHOLOGY
WEEK 7		HISTORY MUSIC	DRAMA ENGLISH SCIENCE PDHPE	
WEEK 8		ENGLISH SURFING PHOTOGRAPHY FOOD TECHNOLOGY MUSIC PSYCHOLOGY METAL	PASS FOOD TECHNOLOGY GRAPHICS METAL TIMBER IST PSYCHOLOGY SCIENCE	
WEEK 9		DRAMA MUSIC VISUAL ART	AGRICULTURE CIRCUS MUSIC	
WEEK 10		AGRICULTURE COMMERCE INT STUDIES SCIENCE	GEOGRAPHY INT STUDIES JAPANESE PHOTOGRAPHY VISUAL ART	
WEEK 11				