

Ulladulla High School



Assessment Guidelines

Year 10

2022



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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 2022. As students navigate the complexity of the current situation the school will continue to support each 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 are 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 2024, set your goals, be kind to yourself and go for excellence. This is an exceptional year, like no other. You have 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 based on 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.



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Assignment, research, and home-based tasks:

- g) All assignment, research and homework for assessment purposes will be the **student's 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 always responsible.
- 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. – Do not be tempted to copy other people's work.
- If you do not know, ask. If you get behind, catch up early.
- If there is a reason 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 an 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 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): Illness Misadventure Leave Extension Appeal

Student Name: _____ Year ____ **Assessment Due Date:**

Assessment number: _____ Assessment Type: Test / Assignment / Other _____

Subject: _____ Task Weighting ____% Class Teacher: _____

Details: (Attach supporting documentation. e.g. 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 and Pastures	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.



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Child Studies (CHS)			
Course Description: Enhances a student's ability to explore and understand interrelated factors that influence the early years and their impact on the next generation of successful, creative and confident learners.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 8	Party Cookbook	25%	<ul style="list-style-type: none"> Describes the factors that affect the health and wellbeing of the child. Analyses and compares information from a variety of sources to develop an understanding of child growth and development.
Term 2 Week 5	Childcare services Review	25%	<ul style="list-style-type: none"> Discusses the importance of positive relationships for the growth and development of children. demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts.
Semester Two			
Term 3 Week 9	Tech Savy TV Show	30%	<ul style="list-style-type: none"> Analyses the evolution of childhood experiences and parenting roles over time.
Term 4 Week 5	Cultural Activity and Presentation	20%	<ul style="list-style-type: none"> Evaluates the role of community resources that promote and support the wellbeing of children and families. Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing.



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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, economic, business, legal, political 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 10	Law, Society and Political Involvement Research PBL	25%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.3 Examines the role of law in society. 5.5 Evaluates options for solving problems and issues. 5.7 Researches and assesses information using a variety of sources.
Term 2 Week 10	The Economic and Business Environment Article	25%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts. 5.4 Analyses key factors affecting decisions. 5.6 Develops and implements plans designed to achieve goals.
Semester Two			
Term 3 Week 5	Towards Independence Portfolio	25%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.7 Researches and assesses information using a variety of sources. 5.8 Explains information using a variety of forms. 5.9 Works independently and collaboratively to meet individual and collective goals within specified timeframes.
Term 4 Week 5	Travel Scrapbook	25%	5.1 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts. 5.2 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts. 5.6 Develops and implements plans designed to achieve goals. 5.8 Explains information using a variety of forms.

Dance			
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 6	Safe Dance Practice	25%	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. 5.1.2 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.
Term 2 Week 10	Aboriginal Dance	25%	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. 5.3.1 describes and analyses dance as the communication of ideas within a context. 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 10	Composition	25%	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 5.3.1 describes and analyses dance as the communication of ideas within a context 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 6	Pioneers of Modern Dance	25%	5.3.1 describes and analyse dance as the communication of ideas within a context 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art 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"> • Logbook/Research (5%) • Monologue/Duologue (20%) 	30%	<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	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
Semester Two			
Term 3 Week 7	Production Elements <ul style="list-style-type: none"> • Design Portfolio & Logbook (15%) • Fashion Parade/Installation (20%) 	30%	<ul style="list-style-type: none"> • Technical aspect of production • Improvisation • Contributes, selects and develops structures and ideas through the collaborative play-building process
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



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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	Creative portfolio 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: 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>EN5-7D: understands and evaluates the diverse ways texts can represent personal and public worlds</p> <p>EN5-8D: question, challenge and evaluate cultural assumptions in texts and their effects on meaning</p> <p>EN5-9E: purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness</p>
Term 2 Week 6	Short texts essay Completed In-Class	25%	<p>EN5-2A: Effectively use and critically assess a wide range of processes, skills and strategies for responding to and composing a wide range of texts in different media.</p> <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- 6C: investigate the relationships between and amongst texts</p>



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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 4	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>EN5-3B: 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>EN5-4B: effectively transfer knowledge, skills and understandings of language concepts into new and different contexts</p>
Term 4 Week 4	Feature article Completed In-class	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>EN5-3B: 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>



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Equine Studies			
Course Description:			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10	Stabling Practices	25%	<ul style="list-style-type: none"> Identify common stabling practices and evaluate stabling routines
Term 2 Week 4	Horse Behaviour	25%	<ul style="list-style-type: none"> Describe the dynamics of natural horse behaviour within a herd Identify the individual behaviour of stallions, mares and foals in certain situations
Semester Two			
Term 3 Week 8	Fitness in Horses	25%	<ul style="list-style-type: none"> Evaluate various training regimes for horses and compare a method of monitoring fitness in horses
Term 4 Week 4	Reproduction in Horses	25%	<ul style="list-style-type: none"> Describe the processes of reproduction in horses



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Exploring Science

Course Description: Exploring Science (critical thinking) aims to engage and encourage students to develop their critical thinking skills and recognise the key aspects of a critical thinking mind. They will develop the essential skills to evaluate the vast and diverse amount of information they encounter in their daily lives. This will help them face future challenges in a continually evolving world.

Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 10	Research Task	30%	<ul style="list-style-type: none"> • Undertakes research and engages in evident self-reflection throughout the critical thinking process • Constructs and builds stronger arguments with evidence-based decision making by discerning fact from fiction
Term 2 Week 5	Student Presentation	20%	<ul style="list-style-type: none"> • Distinguishes different modes of thinking and identifies the characteristics and perspectives that are central to critical thinking
Semester Two			
Term 3 Week 10	Student Report and Reflection	35%	<ul style="list-style-type: none"> • Communicates arguments logically in a range of modes • Analyses the key attributes of critical thinking in a variety of contexts or scenarios to develop ideas, solutions or further questions
Term 4 Week 5	Topic Test	15%	<ul style="list-style-type: none"> • Evaluates the impact of critical thinking on society and explains the importance of transferable skills across disciplines



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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



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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 5	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

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

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. Students studying HSIE in Semester 2 are completing the Mandatory Australian Geography course. The report will be based on the two 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 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

History			
<p>Course Description: History is a disciplined process of inquiry into the past that helps to explain how people, events and forces from the past have shaped our world. It allows students to locate and understand themselves and others in the continuum of human experience up to the present. Students studying HSIE in Semester 1 are completing the Mandatory Australian History Curriculum course. The 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.</p>			
Date:	Task	Weight	Skills & Report Outcomes
Semester Two			
Term 1 Week 7	Overview- The Modern World and Australia 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 Weeks 9 and 10	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 9	Rights and Freedoms – 1945 to Present Portfolio	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

Indonesian			
Course Description: Students will develop basic Indonesian language skills (speaking, listening, reading, and writing) and become familiar with Indonesian culture. Students will also learn to understand the nature of languages as systems by describing and comparing linguistic features between English and Indonesian, and learn about the different viewpoints, customs and traditions in Indonesian-speaking communities.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 7	Speaking task	25%	LIN5-1C - manipulates Indonesian in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate LIN5-5U - demonstrates how Indonesian pronunciation and intonation are used to convey meaning
Term 2 Week 4	Reading Comprehension	25%	LIN5-2C Identifies and interprets information in a range of texts
Semester Two			
Term 3 Week 6	Writing task	25%	LIN5-4C - experiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiences
Term 4 Week 3	Scrapbook Portfolio – All About Me	25%	LIN5-4C - experiments with linguistic patterns and structures to compose texts in Indonesian, using a range of formats for a variety of contexts, purposes and audiences



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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 1 Week 9	Project 1- Box or creeper	15%	<ul style="list-style-type: none"> Selects and uses appropriate materials Selects, applies and interprets a range of suitable communication techniques
Term 2, Week 6	Project 2- Box or creeper	15%	<ul style="list-style-type: none"> Select and use appropriate tools and techniques Plan and organise projects Carry out work in safe manner
Term 2 Week 7	Half yearly Exam	10%	<ul style="list-style-type: none"> Demonstrate knowledge of course content
Semester Two Year 10			
Term 4, Week 4	Major project	50%	<ul style="list-style-type: none"> Evaluates products in terms of functional, economic, aesthetic and quality of construction Assess and select appropriate materials Use planning to effectively manage and coordinate tasks within a given timeframe
Term 4, Week 7	Yearly Exam	10%	<ul style="list-style-type: none"> Demonstrate knowledge of course content

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 1 Week 10	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 10	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
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	35%	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



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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.

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 8,9	Software Test Algorithm Design and Coding	20%	<ul style="list-style-type: none"> • Demonstrates knowledge and understanding of software in a test situation • Designs, creates and modifies algorithms and code
Term 2 Week 4, 5	3D Unity Game Website Folio	30%	<ul style="list-style-type: none"> • Applies problem-solving skills when using software such as Unity for producing projects in a 3D environment • Applies project management techniques to project work
Semester Two			
Term 3 Week 8	Hardware Projects	20%	<ul style="list-style-type: none"> • Demonstrates practical knowledge and understanding of computer hardware components • Demonstrates theoretical knowledge and understanding of computer hardware components
Term 4 Week 5	Computer Networks, Website Folio	30%	<ul style="list-style-type: none"> • Creates an interactive tour of a computer network • Applies project management techniques to project work

International Studies			
Course Description: International studies 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 10	Local Culture and Seliefs Group 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

iStem			
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.			
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



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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



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Marine Studies			
<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 2 Week 3	Dangerous Marine Creatures Infographic	25%	<ul style="list-style-type: none"> • Research and discuss dangerous marine creatures and their environment
Term 2 Week 6	Microscopic marine creatures	25%	<ul style="list-style-type: none"> • Describe the differences between zooplankton and phytoplankton • Examine and identify features of plankton under a microscope
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

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	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 mathematical concepts, developing research skills Develop and demonstrate perseverance in undertaking mathematical challenges.
Term 4 Week 5	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.



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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 In 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	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 mathematical concepts, developing research skills Develop and demonstrate perseverance in undertaking mathematical challenges.
Term 4 Week 5	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.



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<h1>Music</h1>			
<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 (15%) Listening (10%)	<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



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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 1 Week 8-9	Fitness challenge - Biathlon	20%	<ul style="list-style-type: none"> Engages in practical activities to develop cardiovascular fitness and participates in Biathlon.
Term 2 Week 5	Health Promotion Campaign PBL	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 2 Week 9-10	Dance	25%	<ul style="list-style-type: none"> Compose and perform a movement sequence using elements of composition.
Term 4 Week 2	Exam	30%	<ul style="list-style-type: none"> Demonstrates a broad understanding of concepts across the PDHPE course.

Physical Activity & 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	30%	<ul style="list-style-type: none"> • Demonstrate an 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	Coaching Task	20%	<ul style="list-style-type: none"> • Works collaboratively with others to enhance participation, enjoyment and performance. • Displays management and planning skills to achieve personal and group goals.
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.



Physical Activity and Sports Studies (Surfing)			
<p>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.</p>			
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.



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<h1>Psychology</h1>			
Course Description: Psychology provides students with an understanding and a critical awareness of the nature of human behaviour and the influence of biological, cognitive and socio-cultural factors on individuals and society. Students develop knowledge and understanding of human nature by asking questions and undertaking studies into the fields of neuroscience, cognitive sciences and social psychology.			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 1 Week 11	How We Learn? Journal	25%	PSY5-1, PSY5-2, PSY5-3, PSY5-4, PSY5-5. PSY5-6, PSY5-7, PSY5-8
Term 2 Week 10	Intelligence and Creativity Test and model	25%	PSY5-1, PSY5-2, PSY5-3, PSY5-4, PSY5-7, PSY5-8
Semester Two			
Term 3 Week 7	Psychology and Society Practicum	25%	PSY5-1, PSY5-3, PSY5-4, PSY5-5, PSY5-7, PSY5-8
Term4 Week 5	Personality and Self Visual Representation	25%	PSY5-1, PSY5-2, PSY5-3, PSY5-4, PSY5-5. PSY5-6, PSY5-7, PSY5-8



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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 2	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 8	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 and Reflection	35%	<ul style="list-style-type: none"> Refine skills to create meaning in Photographic and digital/film



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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 9	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
Term 2 Week 4	Student Research Project (SRP)	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.
Semester Two			
Term 2 Week 10	Biotechnology Research Task	30%	<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	20%	<ul style="list-style-type: none"> • Knowledge and understanding of scientific concepts.

Textiles and Design			
<p>Course Description: The study of Textiles Technology provides students with knowledge of the properties, performance and uses of textiles. They explore fabrics, yarns, fibres and colouration. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools, and the quality of textile items. Textile projects give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles.</p>			
Date:	Task	Weight	Skills & Report Outcomes
Semester One			
Term 2 Week 4	Apparel 'Dress to Impress' Portfolio and Practical Work	35%	<ul style="list-style-type: none"> • TEX5-11 -demonstrates competence in the production of textile projects to completion • TEX5-8- selects and uses appropriate technology to creatively document, communicate and present design and project work. • TEX5-1- explains the properties and performance of a range of textile. • TEX5-2 - justifies the selection of textile materials for specific end uses • TEX5-12- evaluates textile items to determine quality in their design and construction
Semester Two			
Term 3 Week 4	Upcycling Project and Portfolio of Work	25%	<ul style="list-style-type: none"> • TEX5-7- evaluates the impact of textiles production and use on the individual consumer and society • TEX5-9- critically selects and creatively manipulates a range of textile materials to produce quality textile items • TEX5-11 -demonstrates competence in the production of textile projects to completion
Term 4 Week 7/8	Costume and Portfolio of Work	40%	<ul style="list-style-type: none"> • TEX5-6- analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use • TEX5-7 - evaluates the impact of textiles production and use on the individual consumer and society • TEX5-3- explains the creative process of design used in the work of textile designers • TEX5-4 - generates and develops textile design ideas • TEX5-10- selects appropriate techniques and uses equipment safely in the production of quality textile projects

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 Making – Architecture Lino Print Series	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 Making – The Isms Painting CHS – In class theory task	30%	<ul style="list-style-type: none"> • demonstrates how the frames provide different interpretations of art • demonstrates how art criticism and art history construct meanings
Semester Two			
Term 3 Week 4	Task 3 Making – Forgotten Figures Collaborative Painting CHS – Submitted Essay Task	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
Term 3 Week 10	Task 4 Making – Art Nouveau Ceramics	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

SUMMARY TIMELINE - SEMESTER 1

	TERM 1	TERM 2
WEEK 1		TIMBER
WEEK 2		GRAPHIC TECH PHOTOGRAPHY
WEEK 3		
WEEK 4		FRENCH INDONESIAN JAPANESE MATHS PASS SOFTWARE TEXTILES AND DESIGN
WEEK 5	HISTORY	CHILD STUDIES EXPLORING SCIENCE EQUINE STUDIES MARINE PDHPE SCIENCE SOFTWARE
WEEK 6	DANCE	ENGLISH GRAPHIC TECH iSTEM METAL
WEEK 7	FRENCH INDONESIAN MATH	METAL MUSIC
WEEK 8	CHILD STUDIES ENGLISH EQUINE STUDIES MARINE PDHPE SOFTWARE	FOOD TECHNOLOGY MUSIC PHOTOGRAPHY SURFING
WEEK 9	AGRICULTURE FOOD TECH HISTOR METAL MUSIC PASS PDHPE SOFTWARE	DRAMA HISTORY MUSIC PDHPE SCIENCE
WEEK 10	COMMERCE DRAMA EXPLORING SCIENCE HISTORY INT STUDIES iSTEM JAPANESE TIMBER VISUAL ART	AGRICULTURE COMMERCE DANCE INT STUDIES PDHPE PHYCHOLOGY TIMBER VISUAL ARTS
WEEK 11	PHYCHOLOGY SURFING	



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SUMMARY TIMELINE - SEMESTER 2

	TERM 3	TERM 4
WEEK 1		
WEEK 2		PDHPE
WEEK 3	SOFTWARE	FOOD TECHNOLOGY GRAPHIC TECH INDONESIAN MARINE TIMBER
WEEK 4	ENGLISH TEXTILES AND DESIGN VISUAL ARTS	ENGLISH EXPLORING SCIENCE EQUINE STUDIES iSTEM METAL PHOTOGRAPHY SURFING
WEEK 5	COMMERCE MATH	AGRICULTURE CHILD STUDIES DRAMA FRENCH GEOGRAPHY INT STUDIES iSTEM JAPANESE MATH MUSIC PASS PSYCHOLOGY SOFTWARE COMMERCE
WEEK 6	FRENCH INDONESIAN MARINE MATHS SCIENCE SURFING	DANCE
WEEK 7	DRAMA PSYCHOLOGY SCIENCE	METAL TEXTILES AND DESIGN
WEEK 8	EQUINE STUDIES FOOD TECHNOLOGY GRAPHIC TECH PASS PHOTOGRAPHY SCIENCE TIMBER	TEXTILES AND DESIGN
WEEK 9	AGRICULTURE CHILD STUDIES MUSIC	
WEEK 10	DANCE EXPLORING SCIENCE GEOGRAPHY INT STUDIES JAPANESE VISUAL ART	
WEEK 11		



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