



# Year 10

# Assessment Handbook

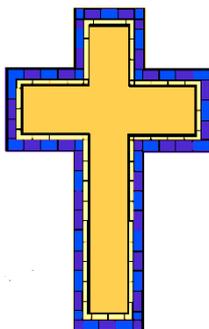
# 2017

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***Do your best  
and  
God will bless your efforts.***



*St Mary of the Cross Mackillop*

*22.11.1899*

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## Staff Directory

<b>COLLEGE LEADERSHIP TEAM</b>	
<b>Principal</b>	Mr Tony McCudden
<b>Assistant Principal</b>	Ms Helen Love
<b>Leader of Religious Education</b>	Ms Nicole Harrison
<b>Leader of Student Wellbeing</b>	Mrs Cathy Toby
<b>Leader of Learning and Teaching</b>	Mrs Kathy West
<b>Leader of Administration</b>	Mr Kirk Mercer
<b>Business Manager</b>	Ms Nicole Murphy
<b>MANAGEMENT SYSTEMS</b>	
<b>Leader of Management Systems</b>	Ms Ashlee Stevens (Acting)
<b>COLLEGE MINISTRY</b>	
<b>Youth Minister and Leader of Mission</b>	Mrs Fiona Green
<b>YEAR LEADER</b>	
<b>Year 10 2017</b>	Mrs Lisa Parsons
<b>LEADERS OF LEARNING</b>	
<b>Religious Education</b>	Ms Nicole Harrison
<b>English</b>	Mrs Sue Back
<b>HSIE</b> (Human Society & Its Environment) – Commerce, Geography, History	Mrs Alexandra McArdle (Acting)
<b>Languages</b>	Mrs Kathy West
<b>Mathematics</b>	Mrs Ruth Hayes
<b>PDHPE</b> – Personal Development Health & Physical Education, Physical Activity and Sports Studies	Mrs Janelle Bartholomew
<b>Science</b>	Mrs Amanda Eades
<b>TAS</b> (Technological & Applied Studies) – Food Technology, Industrial Technology – Timber, Textiles & Design	Mrs Anne Evanson
<b>CAPA</b> (Creative and Performing Arts) – Drama, Photographic & Digital Media, Music, Visual Arts	Mrs Sue Lockwood
<b>Learning Support</b>	Mrs Tracy Simpson
<b>Vocational Education &amp; Training (VET) and TAFE</b>	Mrs Christine Wilkinson
<b>e-Learning</b>	Mrs Karen Powers
<b>SPECIAL RESOURCE TEACHERS</b>	
<b>School Counsellor</b>	Mrs Christine Hain
<b>Librarians</b>	Mrs Karen Powers Mrs Michelle Woloschyn
<b>Careers Advisor</b>	Mrs Christine Wilkinson
<b>Representative Sports Coordinator</b>	Mrs Debra Northey
<b>Disability Provisions</b> – teacher in charge	Mrs Tracy Simpson
<b>Open High School supervisor</b>	Mrs Samantha Andersen

## Lines of Communication 2017

Issues relating to specific subjects, learning and teaching, which include assignments & tests, homework, resources and equipment, are directed to the **class teacher** in the first instance

### **Next**

The relevant **Leader of Learning** (see the staff directory).

### **As well**

**If it is a specific learning difficulty question** you may wish to consult with the **Leader of Learning Support** and/or the **teacher in charge of Disability Provisions**

### **Or**

**If it is a question specific to careers, TAFE, work placement, university entrance** you may wish to consult the **Careers Advisor** (Mrs Christine Wilkinson)

### **Then**

The **Leader of Learning and Teaching**, who works with the Leaders of Learning, for issues in relation to college curriculum, student illness and misadventure, student assessment, NESAs requirements, reporting etc.

### **Then**

**Assistant Principal** who works in conjunction with the **Leader of Learning and Teaching** on all areas of the college curriculum, learning and teaching

### **Then**

**The Principal.** All appointments with Mr McCudden are via the Principal's personal assistant

## General Information

### **The purpose of formal assessment**

At the completion of Year 10 schools are required to make a judgement about each student's overall achievement of course objectives and outcomes in a given course for the purpose of credentialing. The NSW Education Standards Authority (NESA) Course Performance Descriptors (CPDs) for Stage 5 describe levels of achievement and standards that relate to the set of course outcomes. The CPDs are used to assist teachers to form an overall judgement of a student's achievement for grading purposes as part of their Record of School Achievement (RoSA). The purpose of Year 10 assessment is not to rank the students against each other but to compare them to predetermined standards. The CPD for each subject can be found on the NESA website. The general course descriptors, A to E, that apply to all subjects are included in this handbook.

The process of determining Year 10 RoSA grades requires teachers to:

- devise and administer assessment tasks that address the knowledge and skills objectives and outcomes of the syllabus;
- observe and record assessment judgements (e.g. marks, grades, comments);
- use all relevant assessment information to make judgements of each student's overall achievements at the end of the course;
- refer to the CPDs to award a grade that most appropriately describes a student's achievement.

Throughout Year 10, teachers use a variety of activities – homework, assignments, practical work, fieldwork, oral presentations, class tests, formal examinations and such – to provide students with essential learning experiences, feedback on areas of strength and weakness and practice for formal assessment tasks and/or examinations. Some activities will be nominated to serve as *formal assessment tasks* and will contribute to the Record of Student Achievement Grades. Teachers will also refer to assessment for learning activities students have completed throughout the year to fully inform student achievement.



It is most important that each student works consistently throughout Year 10, applying herself conscientiously to **all** set tasks, whether formal or informal. For successful completion of Year 10, and the Record of Student Achievement (RoSA), the NESA requires that a student must demonstrate **satisfactory attendance, participation and achievement in all courses in which she is enrolled**. It is only through completion of all set tasks that a student will gain a thorough understanding of the course.

# Assessment policy and procedures

St Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, following guidelines laid down by the NESAs to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

## 1.0 Notification of assessment tasks

Notification of assessment tasks will be communicated by specification handout to students in writing **at least two weeks** prior to the due date. For each task, the specification sheet will set out:

- the course (e.g. *History*)
- the date and time (e.g. *Monday February 9, period 5*)
- the weighting - mark value in relation to the total number of marks for the course (e.g. *15%*)
- the mode of submission of the task (e.g. *hand to class teacher*)
- what will be assessed and by what means (e.g. *test on Chapter 4 Algebra; report on Long Reef fieldwork*)
- the outcomes assessed
- marking schemes
- the task to be completed - a clear outline of the work to be completed
- any additional details (e.g. *students will require calculators*)

**NOTE: It is each student's responsibility to carefully check the details of the assessment task specification sheet. Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school or otherwise.** There will not be a staggered due date because of student absence.

Assessment tasks will not be held in the week prior to formal examination periods.

## 2.0 Presenting assessment tasks

### 2.1 Prepared tasks

- Assessment tasks are to be submitted clearly labelled with:
  - \* NESAs student number (or student's name) on each page
  - \* title of the task
  - \* submission date
- Assessment tasks must be submitted **on the date and at the time** indicated on the notification specification sheet, and **only to the person designated** on the notification specification sheet to collect them. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course (see the staff directory page).
- If the Leader of Learning is not available, the student should see the Leader of Learning and Teaching or the Assistant Principal. Any tasks delivered by other members of the student's family must be delivered to the Leader of Learning, Leader of Learning and Teaching or the Assistant Principal. **No tasks are to be handed in at student services/reception.**
- Assessment tasks submitted via a **usb or email** must be accompanied by a hard copy (print out). A student who is unable to submit a task because of difficulty with printing must submit the usb to the nominated teacher by the specified time with the task file being in a format which can be accessed by the teacher. An extension of time may be given for the hard copy to be printed on the school's printers. In exceptional circumstances and only with the prior approval by the Leader of Learning for the course, an assessment task may be submitted digitally (e.g. email).
- Computer/technology problems (i.e. loss of data) should be safeguarded by students through backing up, keeping regular print outs or hard copy drafts. These would be used as evidence in genuine cases through the illness/misadventure appeal process. Computer/printer problems alone are not sufficient grounds for an illness/misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.
- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.
- Students are advised for their own protection to get a receipt or note in their planner when submitting an assessment task.

- It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure, otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and mark penalties (as outlined in section 6) applied.

## 2.2 In-class tasks-tests, examinations, speeches and presentations

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones being prohibited from the examination room. Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- It is expected that students will be present from the start of the school day when test-style assessment tasks or examinations are scheduled, unless illness/misadventure applies. A student who arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure, otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and mark penalties (as outlined in section 6) applied.
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy (as outlined in section 6) and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.
- If a class teacher is absent on the day when an assessment task is due for completion the Leader of Learning will determine whether the task can proceed. If the task needs to be rescheduled all students will be informed and will sign to acknowledge they are aware of the new date and time.



**If you are sick on the day of an in-class task/test and you sit for the task no allowance will be made for illness in the marking of that task.**

**Assessment marks must not be modified to take into account possible effects of illness or domestic situations.**

## 2.3 Invalid assessment tasks

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

## 3.0 Student performance

Assessment tasks will not necessarily be returned to students. However, students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

At the conclusion of Year 10 students can view their RoSA grades in each subject via their *Students Online* account on the NESA website.

Considerable care is taken in marking Year 10 assessment tasks. However, if a student believes that her work has been incorrectly graded, she should bring this to the attention of the relevant class teacher or Leader of Learning at the time of the return of the task when the feedback is received.



**Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.**

Assessment task marks are recorded and stored centrally using the college's student management system, Edumate. Leaders of Learning monitor the recording of student marks. Student academic performance in each course is reported to parents twice during Year 10.

#### **4.0 Non-presentation/attendance of an assessment task**

A mark of zero will be awarded when a student does not submit/attend a task on the due date at the specified time, except in cases where the student lodges an illness/misadventure appeal and it is approved. See below for details of the illness/misadventure process:

**Identify the situation that applies to you, and then follow the steps down the column.**

	<b><i>Before the task is due</i></b>	<b><i>On the day the task is due:</i></b> <i>illness</i>	<b><i>On the day the task is due:</i></b> <i>other unexpected events (misadventure)</i>
DEFINITION	You know in advance, * that you may not be able to sit for or submit an assessment task (funeral, work placement, representative sport etc): OR You know in advance, * that you know you will not have had fair preparation for a task (e.g. illness across an extended period):	Because of illness, you are unable to attend school on the day that an assessment task is to be done or submitted:	Because of unexpected events/misadventure other than illness (e.g. family emergency) you are unable to do or submit a task on the due date:
THAT DAY	1. Notify the Leader of Learning and Teaching or Leader of Learning in writing of your commitment and the reason you will not be at school <b><u>at least one week in advance</u></b>  2. Bring appropriate documents (e.g. letter from parents/guardian) that clearly state the dates affected and the reason for your inability to complete the task on time.  3. Obtain an <i>Illness/Misadventure form</i> from student services at least one week prior to the assessment task.  4. Fill out the entire student section of the form clearly explaining the reason the task cannot be completed on time.	1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school.  2. Obtain a <b>Medical Certificate</b> dated either: * on the date of the assessment task, or * before the task date, certifying that you were unfit to attend from the date of the visit which includes the date of the task.  3. Collect an <i>Illness/Misadventure form</i> from student services the day you return to school or use the one supplied in this handbook.	1. Ring the college on the day and notify the Leader of Learning and Teaching or Leader of Learning of your absence and the reason you will not be at school.  2. Obtain a <i>letter</i> from parents or guardians, or other appropriate documents (e.g. police incident number) that clearly state the dates affected and the reason for your inability to complete the task on time.  3. Collect an <i>Illness/Misadventure form</i> from student services the day you return to school or use the one supplied in this handbook.

	<p>Attach documents in support of your appeal and clearly state what you are asking for (e.g. applying for a late submission/completion of a task). A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature the next day after your parents have signed it. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>4. Fill out the entire student section of the form and attach medical documents. A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature on return to school. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>	<p>4. Fill out the entire student section of the form and attach documents. A parent signature must be on each form before it is processed.</p> <p>5. Take the form to the relevant Leader of Learning for their recommendation and signature on return to school. The Leader of Learning will make a written recommendation and then transfer the completed form to the Leader of Learning and Teaching.</p> <p>6. The Leader of Learning and Teaching will consider the appeal and make a decision.</p>
	<p><b>Any student who does not submit/attend a task on the due date at the specified time receives a mark of zero until a valid reason has been provided and the Illness/Misadventure appeal has been approved. Students have <u>one week</u> from the due date of the assessment task to lodge an Illness/Misadventure form.</b></p>		
	<p><b><i>A student must be prepared to sit for the assessment task, or an alternate task, <u>on the day of their return to school</u> (unless other arrangements have been made). Return to school when you are best ready to perform well on such tasks.</i></b></p>		
NEXT	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through Pastoral classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through homeroom classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>	<p>You will be notified about the outcome of your appeal via a copy of the completed form distributed to you through homeroom classes.</p> <p>If the appeal is successful, the Leader of Learning will implement the written recommendation and the assessment task will be marked as usual and the mark will stand.</p> <p>If the appeal is unsuccessful (or not submitted) parents will be notified in writing. You will receive zero marks for the task.</p>

**Every attempt must be made to submit/attend the task on the due date. Parents/students can bring hand-in tasks to the Leader of Learning or Leader of Learning and Teaching if the student is ill on the day it is due.**

## 5.0 Student responsibilities

**Assessment marks must not be modified to take into account possible effects of illness or domestic situations.**

No allowance is made for a student's poor performance due to illness or misadventure, **students should not attempt an examination or test-style assessment when they are affected by illness or other circumstances.** This means **the student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.**

In the case of a task for submission a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning or Leader of Learning and Teaching.

A student returning to school after any absence must see the Leader of Learning or Leader of Learning and Teaching immediately upon their return to school to make arrangements for:

- completion of the same task at an alternate time, *or*
- completion of an alternate task of similar nature, *or*
- in exceptional circumstances, an estimate of performance as deemed appropriate by the Leader of Learning and the Leader of Learning and Teaching.



**A student who does not comply with the procedures detailed in this policy, especially the need to contact the Leader of Learning or Leader of Learning and Teaching, may be viewed as attempting to gain an unfair advantage in time and/or knowledge of task, and this may result in the award of a zero mark for that task.**

## 6.0 Penalties

**Penalties include the award of a zero mark which can be awarded in two instances: non-presentation of/for a task without approved reason or an attempt to gain unfair advantage over other students.**

### 6.1 Non-presentation

If a task is not attended/submitted by the due date, and the student is not exempted by receiving approval for the illness/misadventure from the Leader of Learning and Teaching, following the appropriate procedure outlined in section 5.0, the Assessment Panel will determine that the student be awarded **a zero mark** for that task. Parents will be notified through an official NESAs non-completion of course warning letter ('N-warning'). Advice on how to satisfactorily meet course requirements will be outlined in this letter; all 'zero' tasks will need to be completed.

**If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task.**

## 6.2 Malpractice (cheating or dishonest practices /unfair advantage/plagiarism) and non-serious attempts

All work submitted for assessment must be the student's own: it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task specifications), parent, tutor or other.

Any work suspected of not being original will be subjected to further investigation. If proved to be not original work, the Assessment Panel may determine that a zero mark is awarded. **All students involved, whether borrowers or lenders of work, are subject to a zero mark** and parents notified in writing. **Any attempt to gain an unfair advantage over other students in terms of extra time (e.g. taking time off school the day prior to a task or arriving late at school on the due day),** additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures or such, may result in the awarding of a zero mark with parents being notified. **Any student found with a mobile phone, or similar device such as an internet wrist watch, in an examination room will be given a mark of zero.**

If a student's assessment task effort is deemed by the class teacher or Leader of Learning to be non-serious, the matter will be referred to the Leader of Learning and Teaching. If confirmed **a zero mark** may be awarded and parents notified. Non-serious attempts include the completion of multiple choice questions only in an examination, instances where there is no response to a question(s), extremely short or nonsensical responses and inappropriate comments as part of a response.

## 6.3 Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- a written warning will be posted to the college record of student's address, outlining what needs to be completed, and the date for completion,
- a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and
- a copy of the warning notice is placed in the student's file.

## 7.0 Satisfactory progression

The Principal will make a decision on the student's pattern of study, options may include:

- *Withholding approval to proceed to Year 11*
- *Provisional enrolment in the Preliminary course*

The student may be allowed to proceed to the Preliminary course during Term 1, on a provisional basis, while concurrently satisfying any outstanding Year 10 course requirements.

- *Repeat of a course*

In exceptional cases the Principal may give the student permission to repeat the Year 10 course for which she received an N-determination;

- *Repeat of Year 10*

The student may have to repeat her full program of studies. The Principal may determine that it is in the student's best interests to do so at another school.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

## 7.1 Identification - attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences, including arrival at school after period 1, for which no absence note has been provided in the seven days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a written warning to parents of students of concern. If absence continues the Assessment Panel will review the student's performance to determine if she is achieving course outcomes and applying herself with due diligence to the set tasks and experiences provided in the course.

### *Application/achievement/class attendance*

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

At regular intervals, progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention forms, diary entries) showing them to be at risk.

A student may not have satisfactorily achieved course outcomes if there is sufficient evidence of:

- failure to fulfil course completion criteria e.g. significant omission of experiences that are integral requirements of the syllabus – practical work, field work, assignments etc.
- failure to make a genuine attempt at assessment tasks which contribute in excess of 50% of available marks in the course.

### *7.2 Notification*

The Leader of Learning will issue a warning letter on behalf of the Principal to students with identified unsatisfactory progression. Warning letters outline the precise concerns and ways that the student can remedy the situation. These letters assist the Principal in determining whether a student has satisfactorily completed a course. An interview involving the Leader of Learning and class teacher(s) concerned would normally follow the letters being sent.

### *7.3 Consequences*

Where sufficient opportunity has been provided and the student has not complied with the course requirements, an N-determination (unsatisfactory) will be applied. The Principal will:

- issue a letter to parents;
- inform students of their right to appeal and the procedure for such;
- submit the N-determination to NESAs.

Where an N-determination is applied for a Year 10 course, the course will not be listed on the student's RoSA.

## **8.0 Student transfers**

For Year 10 students who transfer to St Joseph's Catholic College prior to the end of Term 2, assessment marks and RoSA grades are based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component(s) missed.

## **9.0 Disability provisions**

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to have their requests registered with the Leader of Learning and Teaching, who will liaise with the teacher-in-charge of disability provisions. The Principal may approve applications for disability provisions for assessment tasks in Year 10 courses. It is the responsibility of the student to arrange with the Leader of Learning and the teacher-in-charge of disability provisions, well in advance of an assessment task for these disability provisions to be made.

## ASSESSMENT SCHEDULES

Each course offered at St Joseph's Catholic College has its own assessment program which meets NESA requirements and accords with the college policy contained within this booklet. As the objectives set out in the NESA syllabi vary from course to course, so too will the nature and number of assessment tasks.

The following pages set out in overview the assessment programs and schedules for individual course.

### **Scheduling assessment tasks**

Every attempt has been made to provide an even spread of assessment tasks across the available weeks of the school years. The special requirements of some programs, however, mean that there will be unavoidable peak hour traffic times for assessments.

The need for an assessment free zone prior to examination periods has been recognised and tasks are not scheduled at such times. Exceptions occur when the scheduling of the task at an earlier time would in fact increase the pressure of work on the students concerned.

It is essential that students carefully organise their time to ensure that they are able to perform each task to the best of their ability. Students are encouraged to write their assessment tasks on calendars and place these above their work spaces at home.

**YEAR 10**

**ASSESSMENT**

**SCHEDULES**

**2017**

## Commerce

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
5.1	applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3	examines the role of law in society
5.4	analyses key factors affecting commercial and legal decisions
5.5	evaluates options for solving commercial and legal problems and issues
5.6	monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7	researches and assesses commercial and legal information using a variety of sources
5.8	explains commercial and legal information using a variety of forms
5.9	works independently and collaboratively to meet individual and collective goals within specified timelines

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W7	In class extended response	15%	5.1, 5.3, 5.4	Law in action
T2/W6	Half-yearly examination	25%	5.1, 5.2, 5.4, 5.9	All Semester 1 topics will be examined
T3/W9	Research assignment	30%	5.9, 5.7, 5.8	Travel
T4/W5	Yearly examination	30%	5.1, 5.2, 5.5, 5.6, 5.8, 5.9	All Semester 2 topics will be examined
Total		100%		

## **Dance**

**Assessment Period: 2017**

<b>Code</b>	<b>Outcome</b>
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
5.2.1	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
5.3.2	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

<b>Date of Task</b>	<b>Nature of Task</b>	<b>Weight of Task</b>	<b>Outcomes to be assessed</b>	<b>Topic Areas to be Assessed</b>
T1/W10	Group work	10%	5.1.1, 5.1.2, 5.1.3	Dance Performance and Composition
T2/W6	Half-yearly examination: Appreciation	20%	5.3.1, 5.3.2, 5.3.3, 5.4.1	Dance Appreciation
T3/W10	Research	20%	5.2.2, 5.4.1	Dance Composition and Appreciation
T4/W5	Yearly examination: Solo Performance	50%	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2	Dance Performance and Composition
Total		100%		

## **Drama**

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and play building
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyse and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W9	Scripts for interpretation and presentation Performance/Logbook	25%	5.1.3, 5.2.2, 5.3.3	Performing and appreciating
T2/W6	Half-yearly examination: Play building	25%	5.1.1, 5.1.2, 5.2.1, 5.3.1	Making and performing
T3/W10	Eclectic Theatre/Logbook	25%	5.1.4, 5.2.3	Performing and appreciating
T4/W5	Yearly examination	25%	5.3.1, 5.3.2, 5.3.3	Appreciating
Total		100%		

# English

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
EN5 - 1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5 - 2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5 - 4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
EN5 - 3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explain their effects on meaning.
EN5 - 5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.
EN5 - 6C	investigates the relationships between and among texts
EN5 - 7D	understands and evaluates the diverse ways texts can represent personal and public worlds.
EN5 - 8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5 - 9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence.

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W9	Oral presentation	25%	EN5- 1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D	Women's Voices
T2/W6	Half-yearly examination: Short answer questions	25%	EN5-1A, 2A, 3B, 4B, 7D, 8D	Drama- <i>Macbeth</i>
T3/W6	Creative – hand in	25%	EN5-1A, 3B, 4B, 5C, 7D, 8D	Novel- <i>The Secret Life of Bees</i>
T4/W5	Yearly examination – short answers and extended response	25%	EN5-1A, 3B, 4B, 5C, 7D, 8D	Representing Lives-memoir
Total		100%		

## **Food Technology**

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
5.1.1	demonstrates hygienic handling of food to ensure a safe and appealing product
5.1.2	identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
5.2.1	describes the physical and chemical properties of a variety of foods
5.2.2	accounts for changes to the properties of food which occur during food processing, preparation and storage
5.2.3	applies appropriate methods of food processing, preparation and storage
5.3.1	describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities (Year 9)
5.3.2	justifies food choices by analysing the factors that influence eating habits (Year 9)
5.4.1	collects, evaluates and applies information from a variety of sources (Year 9)
5.4.2	communicates ideas and information using a range of media and appropriate terminology
5.5.1	selects and employs appropriate techniques and equipment for a variety of food-specific purposes
5.5.2	plans, prepares, presents and evaluates food solutions for specific purposes
5.6.1	examines the relationship between food, technology and society
5.6.2	evaluates the impact of activities related to food on the individual, society and the environment

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W8	Research assignment Practical in class task	25%	5.4.2,5.6.1	Food equity
T2/W6	Half-yearly examination	25%	5.2.1, 5.2.2, 5.2.3	Food equity Food service & catering
T3/W6	Research and practical catering task	25%	5.1.1, 5.5.1, 5.5.2	Food Service &Catering
T4/W5	Yearly examination	25%	5.1.2, 5.6.1, 5.6.2	Food service & catering Food Trends
Total		100%		

## French

**Assessment period: 2017**

Code	Outcome
5.UL.1	Selects, summarises and analyses information and ideas in spoken texts and responds appropriately
5.UL.2	Selects, summarises and analyses information and ideas in written texts and responds appropriately
5.UL.3	Uses French by incorporating diverse structures and features to express own ideas
5.UL.4	Experiments with linguistic patterns and structures in French to convey information and to express own ideas
5.MLC.1	Demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
5.MLC.2	Uses linguistic resources to support the study and production of texts in French
5.MBC.1	Explores the interdependence of language and culture in a range of texts and contexts
5.MBC.2	Identifies and explains aspects of the culture of French-speaking communities in texts

Date of Task	Nature of Task	Weight of Task	Outcomes to be assessed	Topic Areas to be Assessed
T1/W9	Research Project: <ul style="list-style-type: none"> <li>• Research/Reflection</li> <li>• Speaking</li> <li>• Writing</li> </ul>	5% 10% 10%	5.UL.3, 5.UL.4, 5.MLC.2, 5MBC.1, 5.MBC.2	<ul style="list-style-type: none"> <li>• Fashion</li> <li>• Haute Couture</li> </ul>
T2/W6	Half-yearly examination: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> </ul>	12.5% 12.5%	5.UL.1, 5.UL.2, 5.MLC.1, 5.MBC.2	A selection from the course, concentrating on: <ul style="list-style-type: none"> <li>• Housing</li> <li>• Housework</li> <li>• Fashion</li> </ul>
T3/W9	Productive Skills Task: <ul style="list-style-type: none"> <li>• Speaking</li> <li>• Writing</li> </ul>	12.5% 12.5%	5.UL.3, 5.UL.4, 5.MLC.2	<ul style="list-style-type: none"> <li>• School Routine</li> <li>• Describing Appearance</li> <li>• Giving Opinions</li> <li>• Commands &amp; making suggestions</li> </ul>
T4/W5	Yearly examination: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> </ul>	12.5% 12.5%	5.UL.1, 5.UL.2, 5.MLC.1, 5.MBC.2	A selection from the course, concentrating on: <ul style="list-style-type: none"> <li>• Pets</li> <li>• Prices</li> <li>• Past Events</li> <li>• Sports</li> </ul>
Total		100%		

## **Geography**

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
5.1	identifies, gathers and evaluates geographical information
5.2	analyses, organises and synthesises geographical information
5.3	selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4	selects and applies appropriate geographical tools
5.5	demonstrates a sense of place about Australian environments
5.6	explains the geographical processes that form and transform Australian environments
5.7	analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8	accounts for differences within and between Australian communities
5.9	explains Australia's links with other countries and its role in the global community
5.10	applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W10 OR T3/W10	Research action plan	50%	5.1, 5.2, 5.3,5.4, 5.5, 5.6, 5.7, 5.8, 5.10	Issues in Australian environments
T2/W6 OR T4/W5	Semester examination	50%	5.2, 5.3, 5.9, 5.10	Semester examination
Total		100%		

# History

**Assessment period: 2017**

Code	Outcome
	<b><i>A student:</i></b>
HT5-1	explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	selects and analyses a range of historical sources to locate information relevant to an historical enquiry
HT5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W10 OR T3/W10	Research/in-class response	50%	HT5-1, HT5-3, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	The Holocaust
T2/W6 OR T4/W5	End of course examination	50%	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	The Holocaust Rights and Freedoms
Total		100%		

## **Industrial Technology – Timber**

**Assessment period: 2017**

Code	Outcomes
	<b>A student:</b>
5.1.1	identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2	applies OHS practices to hand tools, machine tools, equipment and processes
5.2.1	applies design principles in the modification, development and production of projects
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1	justifies the use of a range of relevant and associated materials
5.3.2	selects and uses appropriate materials for specific applications
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2	works cooperatively with others in the achievement of common goals
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W7	Research task	10%	5.3.1, 5.4.1	Timber technology
T2/W3	Project 1	30%	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1	Practical & folio
T2/W6	Half-yearly examination	10%	5.5.1	Timber technology
T3/W4	Research task	10%	5.2.2, 5.7.1	Research task
T4/W3	Project 2	30%	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1	Practical & folio
T4/W5	Yearly examination	10%	5.1.1, 5.2.2, 5.6.1, 5.7.1, 5.7.2	Whole course
Total		100%		

## Japanese

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
5.UL.1	Selects, summarises and analyses information and ideas in spoken texts and responds appropriately
5.UL.2	Selects, summarises and analyses information and ideas in written texts and responds appropriately
5.UL.3	Uses Japanese by incorporating diverse structures and features to express own ideas
5.UL.4	Experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas
5.MLC.1	Demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
5.MLC.2	Uses linguistic resources to support the study and production of texts in Japanese
5.MBC.1	Explores the interdependence of language and culture in a range of texts and contexts
5.MBC.2	Identifies and explains aspects of the culture of Japanese-speaking communities in texts

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W9	Topic test: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking (Interview)</li> </ul>	10% 15%	5.UL.1, 5.UL.3, 5.MLC.1, 5.MBC.2	<ul style="list-style-type: none"> <li>• Describing people/places</li> <li>• Transport</li> <li>• School year levels</li> <li>• Discussing favourites</li> </ul>
T2/W6	Half-yearly examination: <ul style="list-style-type: none"> <li>• Reading</li> <li>• Writing</li> </ul>	12.5% 12.5%	5.UL.2, 5.UL.4, 5.MLC.2	A selection from the course, concentrating on: <ul style="list-style-type: none"> <li>• School subjects / Timetables</li> <li>• Dates (daily / weekly routines)</li> </ul>
T3/W7	Research project: <ul style="list-style-type: none"> <li>• Research / Reflection</li> <li>• Speaking (Interview)</li> <li>• Writing (Script)</li> </ul>	5% 10% 10%	5.UL.3, 5.UL.4, 5.MLC.2, 5.MBC.1, 5.MBC.2	<ul style="list-style-type: none"> <li>• Describing people</li> <li>• Clothing</li> <li>• Weather</li> <li>• Seasons</li> </ul>
T4/W5	Yearly examination: <ul style="list-style-type: none"> <li>• Listening</li> <li>• Reading</li> </ul>	10% 15%	5.UL.1, 5.UL.2, 5.MLC.1, 5.MBC.2	A selection from the course, concentrating on: <ul style="list-style-type: none"> <li>• Describing appearance</li> <li>• Discussing present and past events</li> </ul>
Total		100%		

## Mathematics Stage 5.1

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
MA4-5NA	operates with fractions, decimals and percentages
MA4-8NA	generalises number properties to operate with algebraic expressions
MA4-9NA	operates with positive-integer and zero indices of numerical bases
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane
MA4-12MG	calculates the perimeters of plane shapes and the circumferences of circles
MA4-13MG	uses formulas to calculate the areas of quadrilaterals and circles; converts between units of area
MA4-16MG	applies Pythagoras' theorem to calculate side lengths in right-angled triangles, and solves problems
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets small & large units of measurement, uses scientific notation; rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W8	In class test	20%	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA4-16MG MA5.1-10MG MA4-7A MA4-11NA MA5.1-6NA	Pythagoras & Trigonometry, Rates and Linear Relationships
T2/W6	Half-yearly examination	25%	MA5.1 1WM MA5.1 2WM MA5.1 3WM MA4-11NA MA5.1 6NA MA4 5NA MA5.1 4NA	Linear Relationships, Percentages and Financial Mathematics
T3/W8	In class test	25%	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA4-10NA MA5.1-9MG MA4-8NA MA4-9NA MA5.1-5NA MA4-21SP MA5.1-13SP MA4-12MG MA4-13MG MA5.1-8MG MA5.1-9MG	Equations, Algebra and Indices, Probability, Area and Surface Area
T4/W5	Yearly examination	30%	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA4-10NA MA5.1-9MG MA4-8NA MA4-9NA MA5.1-5NA MA4-21SP MA5.1-13SP MA4-12MG MA4-13MG MA5.1-8MG MA5.1-9MG MA5.1-11MG MA4-20SP MA5.1-12SP	Equations, Algebra and Indices, Probability, Area and Surface Area Similarity, Data
Total		100%		

## Mathematics Stage 5.2

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W8	In class test	20%	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-5NA MA5.1-9MG MA5.2-6NA MA5.2-7NA MA5.1-12SP MA5.2-15SP MA5.2-16SP	Algebra & Indices, Data Representation & Analysis
T2/W6	Half-yearly examination	25%	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-11MG MA5.2-14MG MA5.1-6NA MA5.2-5NA MA5.2-9NA	The above topics plus: Geometry, Linear Relationships
T3/W8	In class test	25%	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-4NA MA5.2-4NA MA5.1-10MG MA5.2-13MG	Financial Mathematics, Trigonometry, Measurement
T4/W5	Yearly examination	30%	MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-4NA MA5.2-4NA MA5.1-10MG MA5.2-13MG MA5.1-8MG MA5.1-9MG MA5.2-11MG MA5.2-12MG MA5.2-8NA	Financial Mathematics, Trigonometry, Measurement, Linear Equations, Probability
Total		100%		

# Mathematics Stage 5.3

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small & very large units of measurement, uses scientific notation, and rounds to sig. figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including angles of elevation and depression
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear & simple quadratic equations, linear inequalities & linear simultaneous equations
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon & uses minimum conditions to prove triangles are congruent/similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	uses formulas to find midpoint, gradient and distance & applies standard forms of equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres & related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem & trigonometry to solve problems, including involving three dimensions
MA5.3-16MG	proves triangles are similar, & uses formal geometric reasoning to establish properties of triangles & quadril's
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit & explores how data is used

Date of task	Nature of task	Weight	Outcomes to be assessed	Topic areas assessed
T1/W8	In class test	20%	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-5NA MA5.1-6NA MA5.2-7NA MA5.2-8NA MA5.2-9NA MA5.3-5NA MA5.3-6NA MA5.3-7NA MA5.3-8NA	Indices, Surds, Algebra, Equations
T2/W6	Half-yearly examination	25%	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-7NA MA5.2-6NA MA5.2-8NA MA5.2-10NA MA5.3-5NA MA5.3-7NA, MA5.3-9NA	The above topics plus: Quadratics, Parabolas
T3/W8	In class test	25%	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-8MG MA5.1-9MG MA5.1-10MG MA5.2-11MG MA5.2-12MG MA5.2-13MG MA5.3-13MG MA5.3-14MG MA5.3-15MG	Simultaneous equations Measurement, Trigonometry, Geometry
T4/W5	Yearly examination	30%	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.1-7NA MA5.2-5NA MA5.2-10NA MA5.3-4NA MA5.3-7NA MA5.3-9NA MA5.3-12NA MA5.1-8MG MA5.1-9MG MA5.1-10MG MA5.1-11MG MA5.2-11MG MA5.2-12MG MA5.2-13MG MA5.2-14MG MA5.3-13MG MA5.3-14MG MA5.3-15MG MA5.3-16MG MA5.1-12SP MA5.1-13SP MA5.2-15SP MA5.2-16SP MA5.2-17SP MA5.3-18SP,MA5.3-19SP	Simultaneous equations, Measurement, Trigonometry, Geometry, Data, Probability, Non-linear Functions
Total		100%		

# Music

**Assessment period: 2017**

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

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W10	Submitted composition	15%	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12	Composing
T2/W6	Half-yearly examination: Listening analysis Performance	30%	5.4, 5.5, 5.6, 5.10, 5.11, 5.12	Listening Performing
T3/W10	Composition	15%	5.4, 5.5, 5.6, 5.10, 5.11, 5.12	Composing
T4/Wk 5	Yearly examination: Listening Performance	40%	5.1, 5.2, 5.3, 5.10, 5.11, 5.12	Listening Performing
Total		100%		

## ***Personal Development, Health and Physical Education***

**Assessment period: 2017**

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

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W8	Overcoming adversity Research essay	25%	5.1, 5.2, 5.3, 5.11, 5.15	Self and relationships
T2/W6-7	Movement composition and appraisal - aerobics	25%	5.4, 5.5, 5.9, 5.12, 5.13	Movement skills and performance and lifelong physical activity
T4/W4-5	Team Handball Practical	25%	5.1, 5.2, 5.6, 5.7, 5.8	Individual and community health
T4/W5	Yearly examination: Road Safety	25%	5.10 5.11, 5.12, 5.15, 5.16	
Total		100%		

## **Photographic and Digital Media**

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T2/W3	Portfolio of photographs	30%	5.1,5.2, 5.3, 5.4, 5.5, 5.6	Making
T2/W6	Half-yearly examination	20%	5.7, 5.8, 5.9, 5.10	Critical and Historical Interpretations
T3/W6	PDM journal	30%	5.7, 5.8, 5.9, 5.10	Making
T4/W6	Individual collaborative project			
T4/W5	Yearly examination	20%	5.1,5.2, 5.3, 5.4, 5.5, 5.6	Critical and Historical Interpretations
Total		100%		

## **Physical Activity and Sports Studies**

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
1.1	discusses factors that limit and enhance the capacity to move and perform
1.2	analyses the benefits of participation and performance in physical activity and sport
2.1	Discusses the nature and impact of historical and contemporary issues in physical activity and sport (Year 9)
2.2	analyses physical activity and sport from personal, social and cultural perspectives
3.1	demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
3.2	evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
4.1	works collaboratively with others to enhance participation, enjoyment and performance
4.2	displays management and planning skills to achieve personal and group goals
4.3	performs movement skills with increasing proficiency
4.4	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W9 T2/W1&W2	Coaching plan (theory) Group presentation (practical)	10% 15%	3.1, 3.2	Enhancing Participation & performance coaching
T2/W6	Half-yearly examination: Nutrition & Physical Activity	25%	1.1, 1.2, 1.4	Nutritional and physical needs for athletes and managing endurance sports
T3/W9	Event management	20%	3.1, 4.1, 4.2, 4.3, 4.4	Enhancing Participation & Performance – events management
T3/W9-10 -T4/W5-6	Yearly examination: Practical-aquatic Theory - aquatic	30%	4.2, 4.3, 4.4	Bronze Medallion – pool theory and practical
Total		100%		

## **Religious Education**

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
5.1a	communicates the relationship between respect for creation and creation as an act of God
5.1b	identifies various manifestations of the Spirit's activity in the world
5.2a	identifies and describes a distinct feature of a portrait of Jesus in the Gospels
5.2b	constructs a project to promote social justice grounded in the message of Jesus
5.3a	names and describes a range of expressions of Christianity
5.3b	demonstrates an appreciation of the Church as committed to authentically proclaiming the Word
5.4a	identifies and describes the relationship between the Church's celebrations and its mission
5.5b	locates examples of the Gospel in action in contemporary Australia

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W8	Part A: Group oral presentation	20%	5.1a, 5.3b	Conscience and Moral Decision making
T2/W6	Part B: Half-yearly examination	20%	5.1b, 5.2b, 5.4a, 5.5b	Justice and Reconciliation
T3/W9	Part A: Oral presentation /work book reflection	50%	5.1b, 5.2a, 5.2b, 5.5b	Youth Ministry and Leadership or Leading as a Disciple
T4/W5	Part B: Yearly examination	10%	5.3a, 5.5b, 5.1a, 5.5b	Catholicism in Australia *Reverence for Creation
Total		100%		

\*Not assessed

## Science

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
SC5-1VA	appreciates the importance of Science in their lives and the role of scientific inquiry in increasing understanding of the world around them.
SC5-2VA	shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures.
SC5-3VA	demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations.
SC5-4WS	develops questions or hypotheses to be investigated scientifically.
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
SC5-10PW	applies models, theories and laws to explain situations involving energy, force & motion.
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
SC5-14LW	analyses interactions between components and processes within biological systems.
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T1/W8	Genetics research project	20%	SC5-3VA, SC5-7WS, SC5-8WS, SC5-9WS, SC5-15LW	Research in to genetic technology
T2/W6	Half-yearly examination	30%	SC5-15LW, SC5-12ES, SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Key topics areas, investigation/ problem solving and communication skills
T3/W8	First Hand Investigation	20%	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Practical experiences and skills in scientific investigation, problem solving and critical thinking
T4/W5	Yearly examination	30%	SC5-16CW, SC5-17CW, SC5-12ES, SC5-15LW, SC5-10PW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Key topics areas, investigation/ problem solving and communication skills
Total		100%		

## **Visual Arts**

**Assessment period: 2017**

Code	Outcome
	<b>A student:</b>
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
5.3	makes artworks informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks
5.6	demonstrates developing technical accomplishment and refinement in making artworks
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
5.9	demonstrates how the frames provide different interpretations of art
5.10	demonstrates how art criticism and art history construct meanings

Date of task	Nature of task	Weight of task	Outcomes to be assessed	Topic areas to be assessed
T2/W3	The Main Event Body of work	15%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Artemaking
T2/W6	Half-yearly examination	15%	5.7, 5.8, 5.9, 5.10	Critical & historical studies
T3/W7 T4/W6	Elements of structure VAD Body of work	10% 30%	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Artemaking
T4/W5	Yearly examination	30%	5.7, 5.8, 5.9, 5.10	Critical & historical studies
Total		100%		

## General course performance descriptors

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





### Year 10 assessment task distribution 2017

Week	Term 1	Term 2	Term 3	Term 4
1		PSS practical group presentation		
2		PSS practical group presentation		
3		VAR (hand in) PDM (hand in) Industrial Technology Timber (hand in)		Industrial Technology Timber (hand in)
4			Industrial Technology Timber (hand in)	<i>Interruption free week</i>
		<i>Interruption free week</i>		
5				<b>Yearly examinations &amp; HSC AMOW</b>
6		<b>Half - yearly examinations</b>	English (hand-in task) PDM (Hand in) Food Technology (hand in)	VAR- BOW (hand in) PDM (in class)
7	Commerce ( in class) Industrial Technology Timber		Japanese (research task) VAR- VAD (hand in)	
8	Mathematics (in class) PDHPE (hand in) RE Science (hand in) Food Technology (hand in)		Mathematics (in class) Science (in class)	<b>3-day Canberra excursion Mon - Wed</b>
9	English (oral presentation) French (research task) Japanese (listening & speaking) PSS (hand in) Drama (in class/hand in)		French (speaking & writing) PSS (Biathlon/event management) RE Commerce (hand in)	
10	HSIE ( hand in ) Dance group work Music (hand in)		HSIE (hand in) Dance research submission Drama (in class/hand in) Music (hand in)	

- **Practical assessment for PDHPE aerobics during half-yearly**
- **Practical assessment for PDHPE team handball during yearly-examination**
- **PSS Bronze Medallion assessment ongoing from T3/W9-10 to T4/W5-6**