



Year 10 ASSESSMENT BOOKLET

2024



YEAR 10 ASSESSMENT POLICY AND PROCEDURES INNER SYDNEY HIGH SCHOOL

Contents

INTRODUCTION.....	2
PURPOSE.....	2
STUDENT RESPONSIBILITIES.....	3
ASSESSMENT PROCEDURES.....	4
ILLNESS / MISADVENTURE	6
DISABILITY PROVISIONS.....	6
LIFE SKILLS	7
Record of Student Achievement (RoSA).....	7
'N' Determinations.....	7
Course Assessment Overviews.....	9
Core Courses.....	9
English.....	9
HSIE.....	10
Mathematics (Express Pathway).....	11
Mathematics (Access All Areas Pathway).....	12
Mathematics (Numerate Citizen Pathway).....	13
PDHPE	14
Science.....	15
Elective Courses.....	16
Commerce.....	16
Design and Technology	17
Drama.....	18
Food Technology.....	19
History Elective.....	20
Industrial Technology – Engineering.....	21
Industrial Technology – Multimedia.....	22
Industrial Technology – Timber and Furniture	23
Japanese.....	24
Music.....	25
PASS.....	26
Photography and Digital Media.....	27
Visual Arts.....	28
Work Education.....	29
YEAR 10 ASSESSMENT OVERVIEW - SEMESTER ONE.....	30
YEAR 10 ASSESSMENT OVERVIEW -SEMESTER TWO.....	31

INTRODUCTION

Inner Sydney High School has high expectations for all students and supports students in achieving learning outcomes. This document is designed to ensure consistency in assessment throughout the school and to ensure knowledge of requirements.

PURPOSE

The purpose of assessment at Inner Sydney High School is to successfully drive student growth and attainment through effective teaching and learning practices.

To assess the development of individual student's skills and understanding, each course has an assessment program which will comprise a series of formal Assessment Tasks. Examples of Assessment Tasks include formal examinations, presentations, performances, assignments, topic tests, fieldwork reports, laboratory reports, research and practical projects.

Each Assessment Task provides individualised feedback on student strengths, identifies areas for improvement and suggests strategies to improve on these areas. Students are then supported to set goals and undertake the learning needed to achieve them.

At Inner Sydney High School, we also assess student achievement to:

- Evaluate and report on student learning and achievement
- Gather, analyse and interpret data about teaching and learning, to identify areas where specific improvements can be targeted and achieved
- Evaluate the effectiveness of, and plan for improvement in, teaching programs and strategies
- Provide data to help create student Personalised Learning and Support Plans (PLSPs)
- Acknowledge academic excellence
- Meet New South Wales Education Standards Authority (NESA) and Department of Education (DoE) requirements.

Formative assessment

Formative assessment is used to monitor student learning and provide ongoing feedback that can help students to identify strengths and weaknesses, and target areas for improvement. Students may be required to submit components of their Assessment Tasks for feedback during the process of completing the task.

How can you help your child?

You can:

- Encourage your child to organise, plan, complete and submit work on time
- Provide a space for effective study and school work
- Contact the school if your child is experiencing difficulty.

Students and families will be notified via an official N-Warning for non-submission of an Assessment Task. This will provide the opportunity for students and their families to put in further supports to ensure that students are able to meet future deadlines.

STUDENT RESPONSIBILITIES

READ AND UNDERSTAND THE ASSESSMENT POLICY

- Students should be familiar with this Assessment Policy and Procedures. Students need to know and understand the expectations, tasks and timing of assessments for each of their courses.

ORGANISATION

- Students must collect any work or Assessment Task Notifications missed due to absence from class for any reason.
- Students should bring all required equipment to assessment tasks or examinations.
- Absence is not an excuse for missing an assessment task.

SATISFACTORY COMPLETION

- It is important that students make a serious attempt at completing all assessment tasks, including submitting their work in an appropriate format and on time. Students should demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.

PLAGIARISM

- Students must ensure that assignments are all their own work and that the work of others is appropriately presented and referenced in a bibliography. Plagiarised work will be awarded 'Unable to Assess'.
- The piece of work will need to be re-submitted for feedback only if it is found to be plagiarised.

SUBMITTED TASKS

- The completed assessment task should be submitted via the Assignments Tab on the subject MS Team, or where stipulated on the Assessment Task Notification, by the time stated on the task notification. It is the students' responsibility to ensure that the task can be accessed by the teacher and that it is submitted on time. Late submissions will result in 'Unable to Assess'.

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

- If students have a clash of assessment with another school event or school business, they must discuss this situation in advance with Head Teacher of the relevant subject. It is not necessary to submit the Illness/Misadventure Form.

- Students must ensure that they leave adequate time to discuss any concerns with the Head Teacher of the relevant subject.

EXTENDED ABSENCES

- Extended absences, like an overseas holiday, will not be taken into account and can lead to students not meeting outcomes in that course, as well as achieving 'Unable to Assess' for that task. Students must seek approval for leave from the Principal in advance by completing an Application for Extended Leave - travel form. Submitted tasks should be submitted either in advance or whilst the student is on leave. If the task is an in-class task, students will be awarded 'Unable to Assess' and may be given the opportunity to complete the task for feedback only. It is the responsibility of the student to discuss the impact of their absenteeism with each teacher.

FEEDBACK

- Students should ensure that any questions about grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.

ASSESSMENT PROCEDURES

NOTIFICATION OF TASK

- Students will be provided with at least two weeks' notice in writing of any assessment task in the form of an official Assessment Task Notification. If students are absent, it is their responsibility to request an Assessment Task Notification from the teacher upon their return to school.
- Assessment Task Notifications will also be posted on the respective MS Teams.

SUBMISSION OF DRAFTS

- Students are encouraged to submit one draft only per task, depending on the nature of the task.
- The due date of the draft will be noted on the Assessment Task Notification.

LATE SUBMISSIONS

- Work submitted late without an Illness/Misadventure application will be awarded 'Unable to Assess'.
- Teachers will provide feedback on the task to enable student growth for future tasks.

COMPUTER AND TECHNOLOGY ISSUES

- Computer and associated technology malfunctions, even theft, without evidence of 'work in progress' is not a reason for late submission.
- Students should ensure that they back up all work as they work on their assessment tasks.
- Students must ensure that they have submitted the task online and that teachers have access to the documents linked to the MS Teams Assignments Tab if it is electronically submitted.
- Students have access to printers at school.

NON-SERIOUS ATTEMPTS

- Students are required to make a serious attempt in all assessment tasks and class work.
- Students may be awarded 'Unable to Assess' depending on the degree of the attempt made.

MALPRACTICE

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- Breach of school examination rules.
- Copying someone else's work (in whole or part) and presenting it as their own, including work from text books, websites and AI produced work.
- Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts).
- Using non-approved aids during an assessment task including mobile phones, smart watches or other electronic devices.
- Creating false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

Students will be required to resubmit the assessment task, with feedback being provided by the class teacher only.

ABSENTEEISM AND FAIRNESS

- To ensure fairness and equity in the lead up to an Assessment Task, students that are absent on the day prior or in the morning of the day of when the task is due should provide a Doctor's Certificate to the school to certify their absence.

ILLNESS / MISADVENTURE

ABSENCE ON THE DAY OF TASK

- Students must ensure that their assessment tasks are submitted on the due date. If a student is absent with reason and does not submit or attend an assessment task, they must complete and submit Illness/Misadventure Form.
- Parents should contact the school on the morning of a task to notify that the student is unable to attend.

MEDICAL CERTIFICATE

- Students will be required to obtain a medical certificate from an independent medical practitioner not immediately related to them, or other formal documentation to explain their absence.
- This medical certificate should be obtained on the day of the task and state the reason for the absence.

RETURN TO SCHOOL

- On the morning of their return to school, students must take their Illness/Misadventure Form and relevant documentation to the Head Teacher of the subject.
- Students will be required to submit or take any missed assessment tasks in consultation with the Head Teacher, regardless of the outcome of the Illness/Misadventure Form application.

EXTENSIONS

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension prior to the due date must:

- complete an 'Illness/Misadventure Form'; and
- provide the completed 'Illness/Misadventure Form' to their usual classroom teacher or the relevant Head Teacher as soon as reasonably possible prior to the due date. Any requests for an extension to the due date will be assessed by the relevant Head Teacher on a discretionary basis.

DISABILITY PROVISIONS

A student may be granted disability provisions if they have:

- Visual or auditory difficulties
- Learning difficulties
- Fine motor difficulties
- Illnesses such as diabetes
- Ongoing injuries that may impact their ability to complete Assessment Tasks
- Psychological difficulties

To apply for disability provisions, parents/caregivers must provide documentation and inform the school of the student's disability by contacting the Deputy Principal Wellbeing.

LIFE SKILLS

All students are entitled to participate in and progress through the curriculum. Years 7–10 courses based on Life Skills outcomes and content provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability.

Please refer to the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/diversity-in-learning/special-education/life-skills> and contact the Deputy Principal Wellbeing for further information about Life Skills.

Record of Student Achievement (RoSA) Assessment Expectations for Years 9-12 (Stages 5 and 6) Eligibility for a Grade

The NSW Education Standards Authority (NESA) issues a RoSA to eligible students who leave school before completing the Higher School Certificate (HSC). The RoSA:

- is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.
- records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.
- is useful to students leaving school prior to the HSC because it can be shown to potential employers or places of further learning.
-

To be eligible to earn a grade in a subject, students must meet the following requirements as established by the NESA.

1. **Follow course requirements.**
2. **Apply yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.**
3. **Achieve some or all of the course outcomes.**

'N' Determinations

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

Students are warned via a formal letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem. Students may receive two 'N' Warning Letters before an 'N' determination is made by the school.

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

Students Who Don't Qualify for a RoSA

Students who leave school before finishing Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements, they will be issued with a Transcript of Study. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

RoSA GRADING

Each Course has its individual Course Performance Descriptors (see the NESA website for more details).

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

Students will be awarded a grade for each of the Courses that they have successfully completed at the completion of Year 10 for their RoSA. Assessment Tasks will form a substantial role in the awarding of grades.

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

FURTHER INFORMATION

All syllabus requirements and outcomes for each course/subject can be found on the NESA website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>. Please refer to this for clarification.

Note that there may be minor adjustments made to due dates and outcomes. Please see the Course specific Assessment Task Notification (issued two weeks before the assessment task) for up-to-date information.

Course Assessment Overviews

Core Courses

English – Year 10

Subject overview

The aim of English is to enable students to understand and use language effectively, appreciate, reflect on and enjoy the English language and to make meaning in ways that are imaginative, creative, interpretive, critical and powerful. Students explore a range of classic, contemporary, fiction and non-fiction texts, including poetry, prose, drama and visual texts. Students compose a range of analytical, imaginative, discursive, persuasive and reflective texts for a variety of purposes, audiences and contexts. They communicate their ideas through speaking, listening, reading, writing, viewing and representing.

Topics and Outcomes Covered

- Australian Voices: Outcomes EN5-5C, EN5-4B, EN5-8D, EN-9E
- Area of Study (Discovery): Outcome: EN5-3B
- Close Study of Text - Shakespeare: Outcome EN5-1A, EN5-2A
- Comparative Study of Texts (Horrors of War): Outcomes EN5-4B, EN5-7D

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Australian Voices – portfolio of written work and reflection	Area of Study – Short Answer Examination	Shakespeare – Extended response & Visual Representation	Yearly Examination
Task Type	Written work and written reflection	In class	Submitted	Formal Examination
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 11	Term 2 Week 5	Term 3 Week 5	Term 4 Exam Block
Assessment Outcomes	EN5-5C EN5-4B EN-9E	EN5-3B	EN5-1A EN5-2A	EN5-4B EN5-7D

HSIE – Year 10

Subject overview

Throughout the combined study of History and Geography students will investigate the changing nature of rights and freedoms and the impact this has on human wellbeing. They will study the series of events which lead to World War Two and the impacts of the War on the world. Students will also look at a range of contemporary environmental issues and the way they are being managed. They will study the impact of the Cold War and how this event shaped the world in the late 20th Century

Topics and Outcomes Covered

History

- Rights and Freedoms HT5-2, HT5-3, HT5-6, HT5-8, HT5-9
- World War Two HT5-1, HT5-2, HT5-4, HT5-7, HT5-9, HT5-10
- Cold War and the Late 20th Century HT5-1, HT5-3, HT5-4, HT5-9, HT5-10

Geography

- Human Wellbeing GE5-1, GE5-2, GE5-6, GE5-7, GE5-8
- Environmental Change and Management GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Rights and Freedoms (History) and Human Wellbeing (Geography)	World War II – Australians at War part 2 (History)	Environmental Change and Management (Geography)	Cold War / late 20th Century (History)
Task Type	Research and written response	Source study test	Group reflective presentation	Formal Examination
Weighting	20 %	30%	20%	30%
Due Date	Term 1 Week 8	Term 2 Week 4	Term 3 Week 7	Term 4 Exam Block
Assessment Outcomes	HT5-3, HT5-8, GE5-6, GE5-7	HT5-4, HT5-7	GE5-2, GE5-4, GE5-5, GE5-7	HT5-2, HT5-6, GE5-3, GE5-8

Mathematics (Express Pathway) – Year 10

Subject overview

Mathematics in Years 7-10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives. Stage 5 of the K-10 Mathematics curriculum has been expressed in terms of the three substages, Stage 5.1, Stage 5.2 and Stage 5.3. The school offers three Mathematics pathways to allow students to have the largest range of post-secondary options available for as long as possible: Express Pathway, Access All Areas Pathway and Numerate Citizen Pathway. Students studying the Express Pathway will cover all three substages in Stage 5.

Topics Covered

- | | |
|--|---|
| <ul style="list-style-type: none"> • Algebraic Techniques, Surds and Indices • Equations • Measurement: Surface Area and Volume • Linear Relationships | <ul style="list-style-type: none"> • Probability • Single Variable and Bivariate Statistics • Trigonometry • Non-Linear Relationships • Geometry |
|--|---|

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Algebraic Techniques, Surds and Indices Equations	Equations Measurement	Linear Relationships Probability Statistics Trigonometry	Trigonometry Non-Linear Relationships
Task Type	In Class	In Class	In Class	Formal Examination
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 10	Term 2 Week 3	Term 3 Week 7	Term 4 Exam Block
Assessment Outcomes	MA5.3-5NA, MA5.3-6NA, MA5.3-7NA	MA5.3-7NA, MA5.3-13MG, MA5.3-14MG	MA5.3-8NA, MA5.2-17SP, MA5.3-18SP, MA5.3-19SP, MA5.3-15MG	MA5.3-15MG, MA5.3-4NA, MA5.3-9NA, MA5.3-12NA

Mathematics (Access All Areas Pathway) – Year 10

Subject overview

Mathematics in Years 7-10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives. Stage 5 of the K-10 Mathematics curriculum has been expressed in terms of the three substages, Stage 5.1, Stage 5.2 and Stage 5.3. The school offers three Mathematics pathways to allow students to have the largest range of post-secondary options available for as long as possible: Express Pathway, Access All Areas Pathway and Numerate Citizen Pathway. Students studying the Access All Areas Pathway will cover all of the 5.1 and 5.2 substages, and the important areas of the 5.3 substage.

Topics Covered

- | | |
|--|---|
| <ul style="list-style-type: none"> • Algebraic Techniques, Surds and Indices • Equations • Measurement: Surface Area and Volume • Linear Relationships | <ul style="list-style-type: none"> • Probability • Single Variable and Bivariate Statistics • Trigonometry • Non-Linear Relationships • Ratios and Rates |
|--|---|

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Algebraic Techniques, Surds and Indices Equations	Equations Measurement	Linear Relationships Probability Single Variable and Bivariate Statistics Trigonometry	Trigonometry Non-Linear Relationships
Task Type	In Class	In Class	In Class	Formal Examination
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 10	Term 2 Week 3	Term 3 Week 7	Term 4 Exam Block
Assessment Outcomes	MA5.2-6NA, MA5.3-5NA, MA5.2-7NA, MA5.3-6NA, MA5.2-8NA	MA5.3-7NA, MA5.2-11MG, MA5.2-12MG, MA5.3-13MG, MA5-3-14MG	MA5.2-17SP, MA5.2-15SP, MA5.2-16SP, MA5.2-13MG, MA5.3-15MG	MA5.2-13MG, MA5.3-15MG, MA5.1-7NA, MA5.2-10NA, MA5.3-9NA

Mathematics (Nurate Citizen Pathway) – Year 10

Subject overview

Mathematics in Years 7-10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives. Stage 5 of the K-10 Mathematics curriculum has been expressed in terms of the three substages, Stage 5.1, Stage 5.2 and Stage 5.3. The school offers three Mathematics pathways to allow students to have the largest range of post-secondary options available for as long as possible: Express Pathway, Access All Areas Pathway and Nurate Citizen Pathway. Students studying the Nurate Citizens Pathway will cover all of the 5.1 outcomes, and some 5.2 outcomes in Stage 5.

Topics Covered

- | | |
|---|---|
| <ul style="list-style-type: none"> • Financial Mathematics • Equations • Scientific Notation and Significant Figures • Measurement: Area, Surface Area and Volume | <ul style="list-style-type: none"> • Linear Relationships • Probability • Statistics • Trigonometry • Non-Linear Relationships • Ratios and Rates |
|---|---|

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Financial Mathematics Equations	Scientific Notation and Significant Figures Measurement	Linear Relationships Probability Statistics	Trigonometry Non-Linear Relationships
Task Type	In Class	In Class	In Class	Formal Examination
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 10	Term 2 Week 3	Term 3 Week 7	Term 4 Exam Block
Assessment Outcomes	MA5.1-4NA, MA5.2-4NA, MA5.2-8NA	MA5.1-9MG, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG	MA5.1-6NA, MA5.2-9NA, MA5.1-12SP, MA5.2-15SP, MA5.1-13SP, MA5.2-17SP	MA5.1-10MG, MA5.2-13MG, MA5.1-7NA

PDHPE – Year 10

Subject overview

In Year 10 PDHPE, students will develop knowledge and understanding of the positive choices an individual can make in relationships. They will explore the issue of domestic violence and the support services available in their local community. Students will also further develop knowledge of risk-taking behaviours as they start to become more independent in their own lives. For example, students will study road safety, sexual health, and mental health. In practical lessons students will explore fundamental movement skills and then transfer these into a variety of team games.

Topics and Outcomes Covered

- Solidarity – PD5-1, PD5-2, PD5-3, PD5-9, PD5-10
- Lifelong Physical Activity - PD5-2, PD5-6, PD5-7, PD5-8
- Advocating for my Wellbeing - PD5-2, PD5-6, PD5-7, PD5-8
- External Influences - PD5-6, PD5-7, PD5-8, PD5-9, PD5-10
- Team Sports - PD5-4, PD5-5, PD5-10, PD5-11
- Net/Court Games- PD5-4, PD5-5, PD5-10, PD5-11
- International Games- PD5-4, PD5-5, PD5-10, PD5-11

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Domestic Abuse Task	Team Sports	Road Safety Task	Yearly Examination
Task Type	Submitted online	Ongoing in class	Submitted online	Formal Examination
Weighting	25%	20%	25%	30%
Due Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 6	Term 4 Exam Block
Assessment Outcomes	PD5-3, PD5-10	PD5-4, PD5-5	PD5-2, PD5-6, PD5-7, PD5-8	PD5-4, PD5-5, PD5-11

Science – Year 10

Subject Overview

Students continue to learn about a variety of scientific concepts in Year 10. This year students learn how to undertake a scientific investigation of their choice in the Student Research Project. They evaluate information about complex scientific issues and critically analyse secondary sources for validity and reliability.

Topics and Outcomes Covered

- Student Research project (SC5-4WS, SC5-5WS, SC5-7WS, SC5-9WS)
- Chemical Reactions (SC5-16CW, SC5-17CW)
- Electrical Energy (SC5-10PW, SC5-11PW)
- Genetics and Evolution (SC5-14LW, SC5-15LW)
- Motion and Forces (SC5-10PW, SC5-11PW)
- The Universe (SC5-12ES)
- Ecosystems (SC5-13ES)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Student Research Project	Chemical Reactions and Electrical Energy	Motion and Forces	Chemical Reactions, Electrical Energy, Genetics and Evolution, Motion and Forces
Task Type	Student Research Project	Half-yearly examination	Working Scientifically assessment	Yearly examination
Weighting	30%	20%	20%	30%
Due Date	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 9-10	Term 4 Exam Block
Assessment Outcomes	SC5-4WS SC5-6WS SC5-7WS SC5-9WS	SC5-10PW SC5-11PW SC5-16CW SC5-17CW	SC5-10PW SC5-11PW SC5-4WS SC5-6WS SC5-7WS SC5-9WS	SC5-10PW SC5-11PW SC5-14LW SC5-15LW SC5-16CW SC5-17CW

Elective Courses

Commerce – Year 10

Subject overview

Students demonstrate knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters. They analyse the rights and responsibilities of individuals in a range of contexts, and the role of law in society. Students develop skills in decision-making and problem-solving, related to a range of issues, and apply skills to construct plans designed to achieve a range of goals.

Topics and Outcomes Covered

- Our Economy – COM5-1, COM5-2, COM5-4, COM5-5, COM5-7, COM5-8, COM5-9
- Promoting and Selling – COM5-1, COM5-2, COM5-4, COM5-5, COM5-7, COM5-8, COM5-9
- Law in Action – COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9
- Towards Independence – COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Our Economy	Promoting and Selling	Law in Action	Towards Independence
Task Type	Submitted research task	Marketing plan	In-class test	Portfolio submission
Weightings	25%	25%	25%	25%
Due Date	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	Term 4 Week 5
Assessment Outcomes	COM5-2, COM5-7	COM5-4, COM5-8	COM5-1, COM5-3	COM5-5, COM5-6

Design and Technology – Year 10

Subject overview

By the end of Stage 5, students investigate, analyse, and apply a range of range of design and design processes. They apply and evaluate a process of design when developing design ideas and solutions.

Through engagement with project work, students develop skills to manage time as they sequence to produce and evaluate in relation to a design process.

Topics Covered

- Architectural Sustainable Home Portfolio
- Sustainable Home Model Making
- Exam/ Theory (Case study)
- Product Design and Folio

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Project 1 Architectural Sustainable Home Portfolio	Project 2 Sustainable Home/ Model Making	Project 3 Product Design	Exam /Theory
Task Type	Submitted in class	Submitted in class	Submitted in class	Formal Exam
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 8	Term 2 Week 9	Term 4 Week 2	Term 4 Exam Block
Assessment Outcomes	DT5-5 DT5-6 DT5-7	DT5-8 DT5-10	DT5-1 DT5-7 DT5-8	DT5-3 DT5-4

Drama – Year 10

Subject overview

In Drama, students can communicate in complex and powerful ways how they perceive the world. They can investigate, shape and symbolically represent ideas, interests, concerns, feelings, attitudes, beliefs and their consequences. Drama can reflect the external world and the inner world of thoughts and feelings through fictional contexts. Self-confidence, motivation and self-esteem are developed through the devising, workshopping, rehearsing and performing of individual and collaborative works.

Topics Covered

- Commedia dell'arte
- Theatre In Education
- Monologue
- Analysis of script

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Commedia dell'arte	Theatre in Education	Monologue	Scripted Drama
Task Type	Performance and reflection	Performance, portfolio and reflection	Performance and reflection	Essay Formal Exam
Weighting	30%	30%	20%	20%
Due Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 6	Term 4 Exam Block
Assessment Outcomes	5.1.2 5.2.1 5.3.1	5.1.1 5.2.3 5.3.3	5.1.1 5.2.2	5.3.1 5.3.2

Food Technology – Year 10

Subject overview

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.

Topics Covered

- Food Service and Catering
- Food Product Development
- Food Trends
- Food for Specific Needs

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Food Service and Catering	Food Product Development	Food Trends	Yearly Exam
Task Type	Folio & Practical	Folio & Practical	Folio & Practical	Written Formal Exam
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	Term 4 Exam Block
Assessment Outcomes	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13

History Elective – Year 10

Subject overview

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 enables students to locate and understand themselves and others on the continuum of human experience up to the present. The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time. It introduces the idea that the past contains many stories and that there is never only one uncontested version.

Topics Covered

- Construction of History with Nazi Germany and the Holocaust
- Power and Political Unrest
- History of Medicine / Who Killed JFK / Music and History

Assessment Schedule

	Task 1	Task 2	Task 3
Topic(s)	History, Heritage and Archaeology- Construction of History with Nazi Germany and the Holocaust	Thematic Study- Power and Political Unrest	History of Medicine & Who Killed JFK
Task Type	Extended response- submitted	Analysis of sources- exam	Investigative report- submitted
Weighting	30%	40%	30%
Due Date	Term 1 Week 9	Term 3 Week 3	Term 4 Week 2
Assessment Outcomes	HTE5-4 HTE5-7 HTE5-8	HTE5-2 HTE5-6 HTE5-9	HTE5-1 HTE5-2 HTE5-3

Industrial Technology – Engineering – Year 10

Subject overview

The Engineering focus area provides opportunities for students to develop knowledge, understanding and skills in relation to engineering and its associated industries. In Year 9 the core modules develop knowledge and skills in the use of materials, tools and techniques related to structures and mechanisms. The course is based on the practical solving of engineering problems with students working in workshops and regular class spaces.

Topics and Outcomes Covered

- Bottle rockets (IND5-1, 2, 3, 5 and 7)
- Solar cars Alternative energies (IND5-1, 2, 3, 5, 7, 8 and 9)
- Wind Turbine (IND5-1, 2, 3, 5 and 7)
- Control Systems

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Bottle Rocket and design book	Solar powered car and engineering report	Wind turbine and engineering report	Control Systems
Task Type	In class practical task and engineering report	In class practical task and engineering report	In class practical task and engineering report	In class practical task and engineering report
Weighting	25%	25%	25%	25%
Due Date	Term 2 Week 1	Term 3 Week 2	Term 3 Week 9	Term 4 Week 5
Assessment Outcomes	IND5-1, 2, 3, 5 and 7	IND5-1, 2, 3, 5, 7, 8 and 9	IND5-1, 2, 3, 5, 7, 8 and 9	IND5-1, 2, 3, 4 and 5

Industrial Technology – Multimedia– Year 10

Subject overview

The Multimedia focus area provides opportunities for students to develop knowledge, understanding and skills in relation to multimedia, photographic and associated industries. The projects in Year 10 include Apps and Interactivity and Games and Simulations.

Topics Covered

- Apps and Interactivity
- Games and Simulations

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Apps and Interactivity 1	Apps and Interactivity 2	Games and Simulations	Yearly exam
Task Type	Group Task and Presentation	Individual Task and Portfolio	Individual Task and Portfolio	Formal Exam
Weighting	20%	30%	30%	20%
Due Date	Term 1 Week 6	Term 2 Week 9	Term 3 Week 8	Term 4 Exam Block
Assessment Outcomes	IND5- 1, 2, 3, 8	IND5- 3, 4, 5, 6	IND5- 6, 7, 9	IND5- 8, 10

Industrial Technology – Timber and Furniture – Year 10

Subject overview

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries. The core module develops knowledge and skills in the use of tools, materials and techniques related to timber which are enhanced and further developed through the study of a specialist module.

Topics Covered

- Task 1 Building an A-Frame and a Portfolio
- Task 2 Building a B-Frame and a Tabletop
- Task 3 Exam / Theory
- Task 4 Constructions skill and Finishing Skills

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Building an A-Frame and Portfolio	Building B Frame and Tabletop	Construction skills and Finishing skills	Exam/Theory
Task Type	Submitted in class	Submitted in class	Submitted in class	Formal Exam
Weighting	35%	15%	25%	25%
Due Date	Term 1 Week 8	Term 2 Week 6	Term 4 Week 2	Term 4 Exam block
Assessment Outcomes	IND5-1, IND-5, IND5-7	IND5-1, IND-3, IND5-7	IND5-4, IND5-7,	ND5-1, IND5-7, IND5-8

Japanese – Year 10

Subject overview

The aim of Modern Languages K–10 is to empower students to become effective communicators in Japanese by developing linguistic competence and intercultural capability.

Students:

- learn to interact, understand and create texts in Japanese
- reflect on and understand their own and others' languages, cultures and identity
- develop an interest in and enjoyment of language learning.

This course continues to expand upon the foundations established in Year 9 and Year 8, aimed at further refining students' proficiency in the Japanese language. Throughout this course, students continue to enhance their proficiency in Japanese by focusing on developing their abilities to interact, understand, and create within the language.

Topics Covered

- Recounting Past Experiences
- Home and Neighbourhood
- Describing self and others
- Shopping and eating out
- Travelling

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Recounting Past Experiences	Home and Neighbourhood	Describing self and others	Shopping and eating out
Task Type	In-class examination (Understanding & Creating skills)	In-class examination (Interacting skill)	In-class examination (Understanding & Creating skills)	In-class examination (Interacting skill)
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 5	Term 2 Week 4	Term 3 Week 4	Term 4 Week 3
Assessment Outcomes	ML5-UND-01, ML5-CRT-01	ML5-INT-01	ML5-UND-01, ML5-CRT-01	ML5-INT-01

Music – Year 10

Subject overview

This course is aimed at introducing students to the fundamentals of music through experiences in performing, composing and listening. Students will be encouraged to respond to music personally, through a wide involvement in music activities.

Students will be encouraged to begin and or continue with lessons on the instrument of their choice and to extend their skills and explore their creative potential in composition.

Topics Covered

- 20th Century Music
- Electronic Music
- Music for Multimedia

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	20 th Century Music	Electronic Music	Music for Multimedia	Music for Multimedia
Task Type	Performance	Viva Voce presentation	Composition submitted online	Aural Skills In-class exam
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 8	Term 2 Week 3	Term 3 Week 9	Term 4 Exam Block
Assessment Outcomes	5.1	5.7, 5.10	5.5, 5.6	5.8, 5.9

PASS – Year 10

Subject overview

In Year 10 PASS, students will discuss coaching and how to be an effective leader in the sporting world. We will then look at technology, participation and performance, and lifestyle, leisure, and recreation units. In practical lessons students will continue working towards their Bronze Medallion, coaching, and learning about a variety of sports and leisure water activities.

Topics and Outcomes Covered

- Bronze Medallion (PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9)
- Coaching (PASS5-6, PASS5-7, PASS5-10)
- Technology, participation and performance (PASS5-1, PASS5-2, PASS5-5, PASS5-9, PASS5-10)
- Lifestyle, leisure and recreation (PASS5-3, PASS5-4, PASS5-5, PASS5-7, PASS5-9, PASS5-10)
- Coaching (PASS5-5, PASS5-7, PASS5-9)
- Games (PASS5-5, PASS5-7, PASS5-9)
- Leisure water sports (PASS5-5, PASS5-7, PASS5-9)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Event Management Task	Coaching Task	Technology, Participation & Performance Task	Leisure Activities Task
Task Type	In class task	Ongoing in class	In class task	Ongoing in class
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 6	Term 2 Week 7	Term 3 Week 6	Term 4 Week 5
Assessment Outcomes	5-9	5-7	5-1	5-5

Photography and Digital Media – Year 10

Subject overview

Students will investigate a range of Photography and Digital Media techniques and practice, including two- and four-dimensional forms. Students will learn to create photographs using Digital SLR cameras as well as Claymation, stop motion animation and Digital Editing Software.

Topics Covered

- Elements and Principles of Photography
- Animation
- Landscape

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Principles of Photography	Animation	Landscape	Yearly Examination
Task Type	Artmaking: Photographic series Theory Visual Arts Process Diary	Artmaking Animation Theory Artist Statement	Theory In class task	Formal Exam: Short response questions on topics covered
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 7	Term 4 Exam Block
Assessment Outcomes	5.1, 5.5	5.4 ,5.9	5.6, 5.7	5.8, 5.10

Visual Arts – Year 10

Subject overview

Students will investigate a range of art movements and practice skills in sculpture, painting, printmaking and mixed media. Students will respond to a variety of artworks through the Frames verbally and in formal examination conditions.

Topics Covered

- Figurative Sculpture
- Wabi Sabi
- Still Life

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Figurative Sculpture	Figurative Sculpture	Wabi Sabi	Yearly Examination
Task Type	Artmaking: Sculpture Theory: Artist statement	Theory: Extended response (In class exam)	Artmaking: Selection of artworks Theory: Reflection	Formal Exam: Short response questions on topics covered
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Exam Block
Assessment Outcomes	5.1	5.7	5.2	5.8

Work Education – Year 10

Subject overview

Work Education provides students with opportunities to develop knowledge and understanding of the world of work, including its dynamic and diverse nature. Students prepare for the working world by developing an understanding of the roles of education, training and employment, and an appreciation of the role of lifelong learning in career development and managing transitions. They develop transferable work-related skills, including interpersonal skills and entrepreneurial behaviours.

Topics and Outcomes Covered

- Workplace Rights and Responsibilities (Core 6)
- Managing Finances (Option 6)
- Enterprise and Entrepreneurial Behaviours (Option 4)
- Community Participation (Option 8)
- Exploring Post-School Pathways (Option 1)
- Workplace Issues (Option 7)

Assessment Schedule

	Task 1	Task 2	Task 3	Task 4
Topic(s)	Workplace Rights and Responsibilities, Managing Finances – Budgeting Activity	Enterprise and Entrepreneurial Behaviours.	Exploring Post-School Pathways, Workplace Issues – Post school plan	Community Participation – Volunteering in the community
Task Type	Personal Budget Spreadsheet / Reflection Submitted	Business Plan Submitted	Post School Plan Submitted	Hand In Reflection activity
Weighting	25%	25%	25%	25%
Due Date	Term 1 Week 8	Term 2 Week 5	Term 3 Week 7	Term 4 Week 2
Assessment Outcomes	WE5-6 WE5-10	WE5-3 WE5-4	WE5-5 WE5-8	WE5-5

YEAR 10 ASSESSMENT OVERVIEW - SEMESTER ONE

	TERM 1	TERM 2
Week 1		AT1 – IT Engineering
Week 2		
Week 3		AT2 – Mathematics (Express; Access All Areas; Numerate Citizen) AT2 - Music
Week 4		AT2 – HSIE AT2 – Science AT2 - Japanese
Week 5	AT1 - Japanese	AT2 – English AT2 – Work Education
Week 6	AT1 – IT Multimedia AT1 - PASS	AT2 – PDHPE AT2 – IT Timber AT2 – Photography and Digital Media AT2 – Visual Arts
Week 7	AT1 - Photography and Digital Media	AT2 – PASS AT2 - Commerce
Week 8	AT1 - Commerce AT1 – Design and Technology AT1 – HSIE AT1 – IT Timber AT1 – Music AT1 – Work Education	AT2 - Drama
Week 9	AT1 – PDHPE AT1 – Science AT1 - Drama AT1 – History elective AT1 – Visual Arts	AT2- Design and Technology AT2 – Food Technology AT2 – IT Multimedia
Week 10	AT1 – Mathematics (Express; Access All Areas; Numerate Citizen) AT1 – Food Technology	
Week 11	AT1 - English	

YEAR 10 ASSESSMENT OVERVIEW -SEMESTER TWO

	TERM 3	TERM 4
Week 1		
Week 2	AT2 – IT Engineering	AT3 – Design and Technology AT3 – IT Timber AT4 – History Elective AT4 – Work Education
Week 3	AT2 – History Elective	
Week 4	AT3 - Japanese	EXAM BLOCK AT4 English, HSIE, Mathematics (Express; Access All Areas; Numerate Citizen), PDHPE, Science, DT, Drama, Food Technology, IT Multimedia, IT Timber, Japanese, Music, Photography and Digital Media, Visual Arts,
Week 5	AT3 - English	AT4 - Commerce AT4- IT Engineering AT4- PASS
Week 6	AT3 - Drama AT3 – PDHPE AT3 - PASS	
Week 7	AT3 – Mathematics (Express; Access All Areas; Numerate Citizen) AT3 – HSIE AT3 – Photography and Digital Media AT3 – Work Education	
Week 8	AT3 – Food Technology AT3 – IT Multimedia AT3 - Commerce	
Week 9	AT3 – IT Engineering AT3 – Music AT3 – Visual Arts AT3 – Science	
Week 10		

ILLNESS/MISADVENTURE FLOWCHART

STUDENT IS ABSENT, DOES NOT COMPLETE TASK OR FAILS TO SUBMIT BY THE DUE DATE AND TIME



STEP ONE: Contact the School

- Students or parents/carers must inform the school on the day of the absence by phone or via email.
- For hand in tasks, students should submit the task via Microsoft Teams if possible.



STEP TWO: Obtain relevant documentation

- Students should obtain and complete an Illness/Misadventure Form. This is available in the Assessment Booklet, the Year Group Team and the school website. Hard copies are also available from the Administration Office and the Library.
- For ILLNESS, the student must also obtain a medical certificate from an independent medical practitioner stating the reason for illness and cover the period of absence.
- For MISADVENTURE, the student must also obtain a statement or any supporting documentation outlining the situation.



STEP THREE: On the first day of return to school

- It is the student's responsibility to report to the Faculty Head Teacher of the subject and submit the completed Illness/Misadventure Form and accompanying documentation.
- If possible, students may sit the examination or submit the assessment task before receiving the outcome of the application for Illness/Misadventure. The date will be negotiated between the Faculty Head Teacher and student.



STEP FOUR: Illness/Misadventure and Feedback

- The relevant Head Teacher will consider the Illness/Misadventure application and inform the student of the outcome.
- If the application is not accepted, students in years 7-9 will receive Unable to Assess and years 10-12 will receive zero marks.
- If the student wishes to appeal this decision, they must firstly discuss with the Head Teacher, and if unresolved, submit the Assessment Task Appeal Application Form to the Deputy Principal of the year group.



Illness / Misadventure Form

First Name: _____ Surname: _____

Year: _____ Subject: _____

Task Type: _____ Task Number: _____

Teacher's Name: _____ Due date: ____/____/____

I wish to inform the school of the following circumstances which affected my performance in the above Assessment Task.

Please tick one (or more)

- Circumstances prior to the Assessment Task affected my preparation for this task
- I was absent on the day of the Assessment Task
- I attempted the Assessment Task but was unable to complete it to my usual standard
- Other _____

Reason (if insufficient space, also write on the back of this page):

I have notified the Head Teacher of the subject of my absenteeism Yes / No

I have attached supporting documentation (eg. Medical Certificate) Yes / No

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

STAFF USE ONLY

Outcome

- Student is to be awarded 'Unable to Assess'
- Student is to be awarded the grade they achieved in the Assessment Task
- Student is to hand in / sit for the Assessment Task on _____
- Student is to be given an estimated grade.

Comment:

Head Teacher Signature: _____ Date: ____/____/____