

# Wellington High School Year 10 Assessment Booklet 2024



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## YEAR 10 ASSESSMENT INFORMATION

All students will be required to complete a program of assessment tasks for each of their courses. These tasks will be used to determine a student's level of achievement in all of their subjects and whether they have met the minimum academic standard in their courses.

There are two types of courses approved for study for the Year 10 Course.

1. BOARD DEVELOPED COURSES have their syllabus and examination set by the NSW Education Standards Authority (NESA).
2. BOARD ENDORSED COURSES are endorsed by NESA and developed by the School. The purpose of school assessment is to provide an indication of the student's attainment of course outcomes:
  - With reference to specified standards of performance;
  - That allows students to demonstrate their depth of knowledge and their conceptual, analytical and problem - solving skills;
  - Measured over the entire course rather than at a single point in time.

All assessment marks will be derived from the performance of various set tasks during the Year 10 Course. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork, and oral tasks. The advantage to the student of this system is that it provides both an extended period of time and variety of activities in which to demonstrate their ability.

Students should note that the successful completion of their courses depends not only on the completion of assessment tasks, but also on meeting the other requirements of each course. Students must apply themselves with diligence and sustained effort in all aspects of the course. Students need to participate actively in their courses, and to complete the work set both in class and for homework. Non-assessable tasks must also be completed.

## Assessment Tasks

Each subject faculty has developed its own Assessment Program which specifies the relative weightings to be given to each component of the course.

Students will be assessed with reference to standards of performance. The marks achieved by students will reflect the standard they have achieved in a course.

A general outline of the Assessment Program for each subject at the commencement of that Program is provided in this booklet.

## What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including:

- assisting in student learning;
- evaluating and improving teaching and learning programs;
- providing information on student learning and progress in a course in relation to the syllabus outcomes;
- providing evidence of satisfactory completion of a course and;
- reporting to parents / caregivers on student achievement.

At Wellington High School each course must provide a program of assessment tasks. Assessment is conducted throughout the year and each task clearly identifies:

- outcomes assessed;
- task description and;
- task marking criteria.

For each task student performance will be reported by:

- constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements and / or;
- Grade / Mark

The assessment program at Wellington High School contains both formal and informal assessment of and for learning. This may include but not limited to:

### Informal Assessment

- Observation of student learning
- Classroom activities
- Homework
- Research tasks
- Group work / presentations / research
- Bookwork

### Formal Assessment

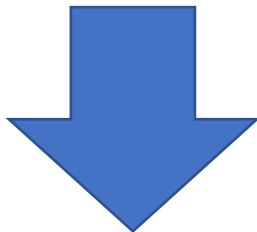
- Presentations
- End of unit tests
- Assessment tasks
- Research assignments
- Practical Tasks
- Examinations
- Portfolios / Course Diaries / Logbooks

## Steps for Completing an Assessment Task

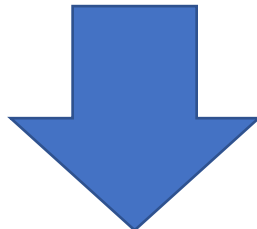
**Assessment task notification issued containing date, weighting, type of task and marking rubric.**

**Minimum of 2 weeks notification is required.**

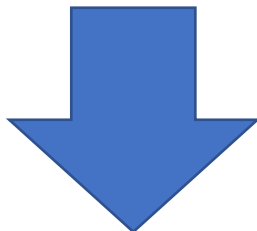
Student signs register acknowledging the task notification.



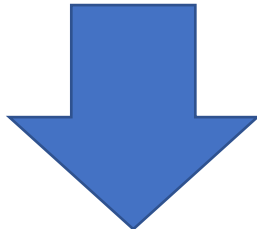
**Task Submitted or completed by due date.**  
Student signs register acknowledging the submission of the task.



**Task returned with marking guide and suggestions for improvement**  
Students sign register acknowledging task return from teacher.



**Queries resolved by classroom teacher / marker in class or referred to HT for resolution**



**Final mark for task issued**

## Why Do We Need a School Assessment Policy?

- The school Assessment Policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment.
- Assessment at Wellington High School encourages progressive development of skills and knowledge while ensuring:
  - consistency across courses and faculties
  - fairness in marking and reporting
  - coordination of the assessment program to ease the load on students

### What you need to know

To qualify for the award of the NSW Record of School Achievement (RoSA), a student must:

- Satisfactorily attend school until the final day of the school year as determined by the Department of Education
- Complete Year 10
- Make a serious attempt at all tasks
- Satisfactorily complete the mandatory curriculum requirements of the NESA. These are listed below:
  - English
  - Mathematics
  - Science
  - History and Geography in Years 7 & 8 (Stage 4)
  - Australian History Civics and Citizenship: in Years 9 & 10 (Stage 5)
  - Australian Geography Civics and Citizenship: in Years 9 & 10 (Stage 5)
  - LOTE: at least one language over a 13 month period in Year 7 and / or Year 8
  - Technology and Applied Science
  - Technology: mandatory syllabus in Years 7 and 8
  - Creative Arts: mandatory courses in Years 7 and 8
  - PD / H / PE: mandatory integrated course in Years 7 - 10
  - Sport

Wellington High School provides a wide range of additional (elective) courses that, if completed in accordance with the Board Developed or Board Endorsed syllabuses and indicative time requirements will be credentialed for the Record of School Achievement (RoSA).

Satisfactory completion of a course

A student will be considered to have satisfactorily completed a course if they have:

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

# WELLINGTON HIGH SCHOOL ASSESSMENT POLICY

Correct as of April 2021

This document sets out the Assessment Policy of Wellington High School. It provides a concise and consistent framework from which all students in year 10, and their parents, can draw confidence. We will endeavour, where practical, to assist students who are experiencing difficulty, but we will apply this policy in a consistent manner across the school to ensure equity for every student.

Assessment at Wellington High School is conducted in a formal and informal way. This policy applies to formal assessment tasks only. Informal assessment takes place on a daily basis in every lesson across the school. For the purposes of reporting both formal, and informal assessment is taken into consideration.

## Handing Out and Submission of Assessment Tasks

- Students in Year 10 must sign their name on an assessment register when they receive notification for a submitted assessment task.
- Students in Year 10 must sign their name on a class roll when they submit an assessment task.
- If a class teacher is absent on the day of submission the Head Teacher, or Head Teacher nominee, will facilitate the above process.
- If a student is absent on the day an assessment task is handed out **it is their responsibility** to ensure that they see the class teacher, or the relevant Head Teacher on the day of their return to get their copy of the task or, they download a copy of the task from the school's website. Staff are to follow up with absent students in subsequent lessons.
- **Student absence on the day a task is handed out is NOT necessarily grounds for an extension.**

*NB. Staff will provide students with two weeks' notice of formal assessment tasks (including formal examination periods outlining what is in the examination). Where the day for an assessment has to change from its published date, students will be given written notification outlining these changes.*

## Rule for Extensions, Illness / Misadventure for Assessment Tasks and Examinations

- All applications for an extension **MUST** be submitted in writing, with appropriate documentation supporting the application, to the Head Teacher where possible at least two days prior to the due date.
- Appropriate documentation is the submission of school's Illness / Misadventure form (available from the Head Teacher of each subject).
- If a student is absent on the day a task is due, **it is the student's responsibility** to submit the assessment task and an Illness / Misadventure form to the Head Teacher on the first day they return to school even if they don't have a timetabled lesson for that class on that day.
- Technology breakdowns may **NOT** be considered a legitimate reason for late submission and therefore any such application may be declined.



## Nature or Form of the Extension

The Head Teacher Teaching of each subject will determine which of the following will be granted:

- an extension of time for submission;
- completion of an alternate task submitted at a later date;
- an estimate (if authorised by the Principal or Principal nominee) based upon the student's relative achievement in the course in *like* tasks;
- zero mark awarded.

*NB. Once notified of the decision, students have the option to appeal the decision as per Point 8 in this document.*

## Acceptable Reasons for an Extension May Include

- Any school related business.
- Illness or injury where the nature of the injury or illness directly inhibits the student's capacity to fulfil the task's requirements.
- Family bereavement

*NB. Examination periods and formal assessments are published on the school's website, as well as in the assessment booklets handed out. As a result of this advanced notification, family holidays are certainly discouraged during these periods.*

### Family holidays

- For students working towards the year 10 level (Years 9, 10, 11) or the HSC, extensions GENERALLY WILL NOT be granted for family holidays nor alternative tasks offered.

## Penalties for Late Submission

### Year 10

- Student will be awarded a mark of zero for any task not submitted by the specified time on due date or, for non-submitted tasks, not completed during the timetabled lesson, unless a valid extension or misadventure have been approved (see Point 3).
- Failure to submit an assessment task, or non-serious attempts made on assessment tasks, may result in a warning of an N Determination being issued.

## Plagiarism

- Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating and considered malpractice.
- Detected malpractice will receive a mark of 0.

## ALL MY OWN WORK

### What Is Cheating in an Assessment?

Cheating, or malpractice, is dishonest behaviour by a student that gives them an unfair advantage over others.

Here are some examples of behaviour considered to be cheating:

- Copying, stealing or borrowing part or all of someone else's work, presenting it as your own.
- Using material directly from books, journals, or the internet without acknowledging the source.
- Submitting work that contains a large and unacknowledged contribution from another person.

### What is Plagiarism?

Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated. It is cheating, it is dishonest and it will jeopardise your RoSA results. The following are common questions about plagiarism.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Definitely yes!

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my exam?

A. Yes. This is plagiarism.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if someone else makes major changes to the wording of your draft, the final version is no longer your work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

## Y10 GRADES

Students who complete Year 10 receive A to E grades based on their achievements in Stage 5 courses (except VET and courses based on Life Skills outcomes and content) each year. In Stage 5 Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). Schools are responsible for developing and implementing sound assessment programs and procedures to award grades at the end of Stage 5 courses (Year 10). Teachers use the Stage 5 course performance descriptors to determine Stage 5 grades. The descriptors have been developed from NESA general performance descriptors, and provide a more complete description of typical performance in this course at each grade level.

### General Performance Descriptors for Stage 5 Courses

The general performance descriptors describe performance at each of five grade levels.

- A** 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.

### ‘N’ Determination [Non-Award]

If a student fails to comply with the Board’s requirements for a year 10 course, they will receive an ‘N’ Determination. This means that the relevant course will not appear on the student’s Record of Achievement and in some cases, this will mean that the student may not meet the pattern of study requirements and therefore, will be ineligible for the year 10 level in that year.

‘N’ determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an ‘N’ determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course.

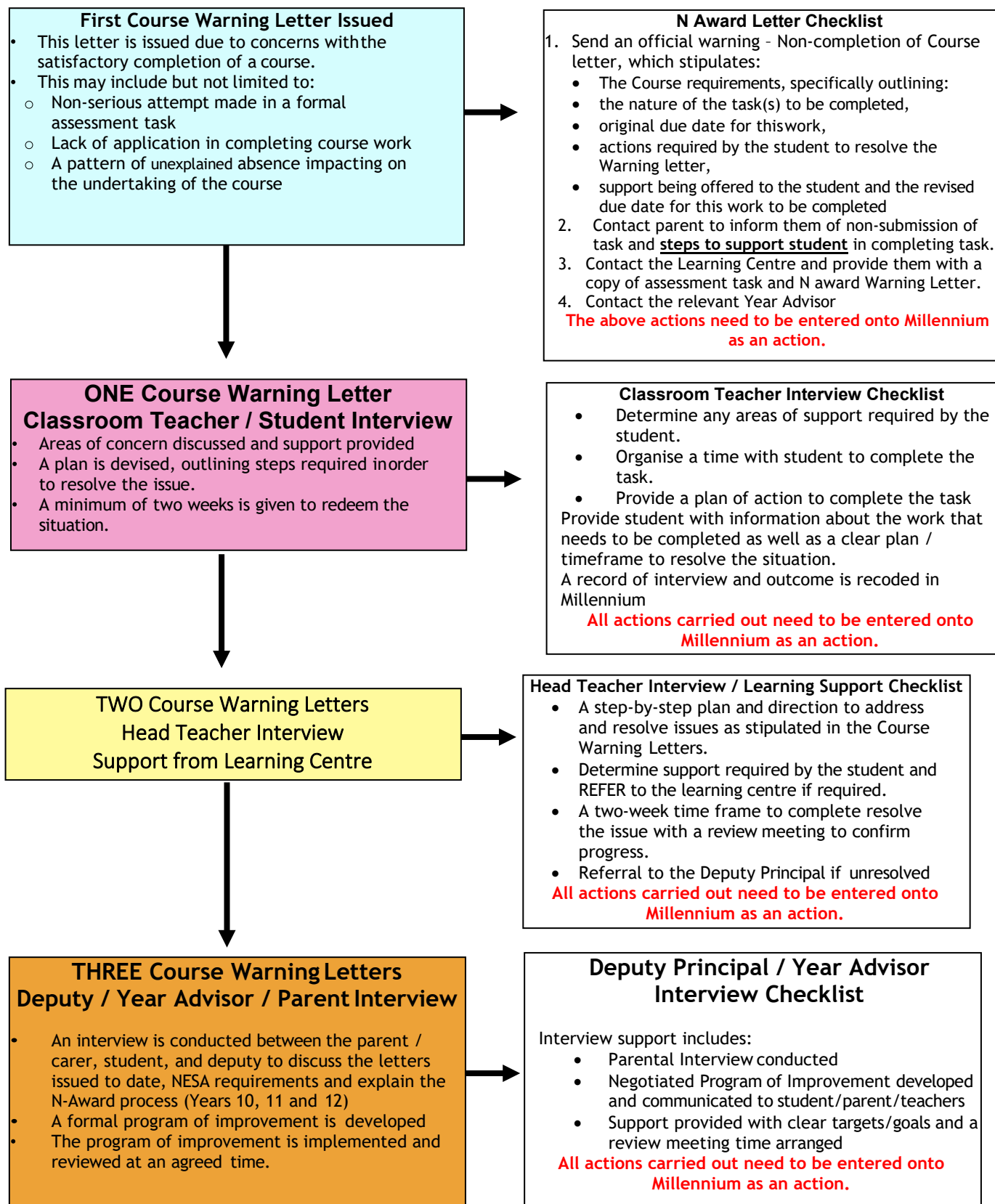
A principal with appropriate delegation by NESA may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

Further information may be accessed through the NESA website at [www.nesa.nsw.edu.au](http://www.nesa.nsw.edu.au).

# Process for Determining an 'N' Award

## STRUCTURE

## INTERVENTION/SUPPORT



## Deputy Principal Year 10

Mrs Griffiths

## Year Advisor Year 10

Mr Johnston

## Faculty Head Teachers

Subject	Head Teacher
English	Ms Abrahams
Maths	Mr Kinscher
Science	Mr Dimmick
HSIE	Mr Roberts
PDHPE & Sport	Mrs Stevenson
Music	Mr Dimmick
Agriculture	Mr Dimmick
TAS	Ms Norval
Art	Mr Dimmick

## Important Dates

Term	Week	Date	Event
2	1	Tuesday April 30 <sup>th</sup>	Term 2 Starts
2	6	20 <sup>th</sup> May - 24 <sup>th</sup> May	Half Yearly Examination
2	10	Friday 5 <sup>th</sup> July	Term 2 Ends
3	1	Tuesday 23 <sup>rd</sup> July	Term 3 Starts
3	10	Friday 27 <sup>th</sup> September	Term 3 Ends
4	1	Monday 14 <sup>th</sup> October	Term 4 Starts
4	3	November 4 <sup>th</sup> - November 13 <sup>th</sup>	Yearly Examinations
4	11	Wednesday 18 <sup>th</sup> December	Term 4 Ends

## COURSE ASSESSMENT SCHEDULES

This section details the assessment schedules for each course.

See this guide to help understand how to read an assessment schedule for your course.

The terms / weeks scheduled for tasks are provided as a guide to help you plan your workload and study.

Tasks should fall in this week or very close to the week specified.

Some variation on task timing may be necessary.

The official course assessment task notification will provide the exact timing and details of the task.

### Sample Assessment Schedule

Syllabus Components	Task 1: The Director's Vision Critical Response Term 1 Week 11	Task 2: Texts in Context Speaking / Presentation Term 2 Week 10	Task 3: Examination Term 4 Week 3-4	Component Totals
Viewing, listening and writing	10 %	5 %	10 %	25 %
Speaking and Representing	5 %	10 %	10 %	25 %
Reading and writing	5 %	10 %	10 %	25 %
Reading, writing, representing and speaking	10 %	5 %	10 %	25 %
<b>Task Weighting (%)</b>	<b>30 %</b>	<b>30 %</b>	<b>40 %</b>	<b>100 %</b>

## YEAR 10 ENGLISH ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of Task	Multimodal Task and Reflection	Evaluative Essay	Portfolio: Writing Pieces and Reflection	Yearly Examination	
	Novel Study: Allegorical Fiction	Drama and Film: Shakespeare Retold	Creative Writing: Representing Reality	Poetry Unit: Romantic Resonance	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	As per exam schedule	
Outcomes Assessed	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-ECA-01, EN5-ECB-01	
<b>Components</b>					
Knowledge and understanding of course content	15%	10%	10%	15%	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10%	15%	15%	10%	50
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100</b>
<p><b>Outcomes:</b>  <b>EN5-RVL-01</b> - uses a range of personal, creative and critical strategies to interpret complex texts  <b>EN5-URA-01</b> - analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures  <b>EN5-URB-01</b> - evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes  <b>EN5-URC-01</b> - investigates and explains ways of valuing texts and the relationships between them  <b>EN5-ECA-01</b> - crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning  <b>EN5-ECB-01</b> - uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts</p>					

## YEAR 10 MATHEMATICS ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Date	Term 1 Week 9	Examination week	Term 3 Week 9	Examination week	
Task Type	Class Test	Half Yearly Examination	Garden Area Investigation	Yearly Examination	
Outcomes	MA5.1 8MG, MA5.2 11MG MA5.2 6NA MA5.1 12SP	MA5.1 5NA MA5.1 11MG MA5.1 10MG	MA5.1 4NA MA5.2 1 MA5.2 6NA	MA5.2 8NA MA5.1 9MG Plus, all previous topics	
<b>Component</b>					
Communicating, Problem Solving and Reasoning	15	10	15	10	50
Understanding and Fluency	10	15	10	15	50
Total %	25	25	25	25	100



## STAGE 5 MATHEMATICS OUTCOMES

### 5.1: Knowledge & Understanding & Skills

- 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
- MA5.1-7NA: 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 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 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

### 5.2 Knowledge & Understanding And Skills

- 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
- MA5.2-4NA: solves financial problems involving compound interest
- MA5.2-5NA: recognises direct and indirect proportion, and solves problems involving direct proportion
- MA5.2-6NA: simplifies algebraic fractions, and expands and factorises quadratic expressions
- MA5.2-7NA: applies index laws to operate with algebraic expressions involving integer indices
- MA5.2-8NA: solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- MA5.2-9NA: uses the gradient-intercept form to interpret and graph linear relationships
- MA5.2-10NA: connects algebraic and graphical representations of simple non-linear relationships
- 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

### 5.3: Knowledge & Understanding & Skills

- 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
- MA5.3-4NA draws, interprets and analyses graphs of physical phenomena
- MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions
- MA5.3-6NA performs operations with surds and indices
- MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- MA5.3-9NA sketches and interprets a variety of non-linear relationships
- MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
- MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms
- MA5.3-12NA uses function notation to describe and sketch functions
- MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
- MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
- MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
- MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
- MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems
- MA5.3-18SP uses standard deviation to analyse data
- MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

## YEAR 10 SCIENCE ASSESSMENT

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Date	Term 1 Week 10	Term 2 Week 5	Term 3 Week 6	Term 4 Week 3	
Task Type	Practical Exam	Assignment	Student Research Project	Yearly Examination	
Outcomes	SC5-4WS - SC5-9WS, SC5-16CW, SC5-17CW	SC5-4WS - SC5-9WS, SC5-16CW, SC5-17CW	SC5-4WS - SC5-9WS, SC5-10PW, SC5-11PW	SC5-4WS - SC5-15LW	
<b>Component</b>					
Knowledge & Understanding of: Earth Science, Physical Science, Chemical Science, Living World	10	5	5	20	40
Science Skills in: Predicting, Performing investigations, Planning investigations, Analysing & presenting data, Communicating	15	20	15	10	60
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>
<p>Outcomes</p> <p>SC5 - 4WS: develops questions or hypotheses to be investigated scientifically.</p> <p>SC5 - 5WS: produces a plan to investigate identified questions, hypotheses or problems, individually &amp; collaboratively.</p> <p>SC5 - 6WS: undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.</p> <p>SC5 - 7WS: processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.</p> <p>SC5 - 8WS: applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.</p> <p>SC5 - 9WS: presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.</p> <p>SC5 - 10PW: applies models, theories and laws to explain situations involving energy, force and motion.</p> <p>SC5 - 11PW: explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.</p> <p>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.</p> <p>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.</p> <p>SC5 - 14LW: analyses interactions between components and processes within biological systems.</p> <p>SC5 - 15LW: explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.</p> <p>SC5 - 16CW: explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.</p> <p>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.</p>					

## YEAR 10 HISTORY ASSESSMENT SCHEDULE SEMESTER 1

Task	Task 1	Task 2	Task 3	Weighting %
	Student Portfolio of work	Research Task	Examination	
Outcomes	HT5-1, HT5-2, HT5-3, HT5-4	HT5-6, HT5-7, HT5-8, HT5-9	HT5-1, HT5-3, HT5-5, HT5-7, HT5-9, HT5-10	
Due Date	Term 1 Week 9	Term 2 Week 3	Term 2 (exam period)	
<b>Component</b>				
Historical Knowledge	20	5	10	35
Research and historical inquiry skills	5	20	10	35
Communication skills	10	10	10	30
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

### Outcomes:

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 inquiry

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

## YEAR 10 GEOGRAPHY ASSESSMENT SCHEDULE SEMESTER 2

Task Number	Task 1	Task 2	Task 3	Weighting %
Date	Term 3 Week 9	Term 3 Week 7	Term 4 (exam period)	
Task Type	Student Portfolio	Fieldwork	Exam	
Outcomes	GE5-1, GE5-5, GE5-6	GE5-2, GE5-3, GE5-4	GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-7, GE5-8	
Component				
Geographical knowledge content	15	5	10	30
Geographical concepts, tools and skills	15	20	10	45
Communication	5	10	10	25
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>
<b>Outcomes:</b> GE5-1: explains the diverse features and characteristics of a range of places and environments GE5-2: explains processes and influences that form and transform places and environments GE5-3: analyses the effect of interactions and connections between people, places and environments GE5-4: accounts for perspectives of people and organisations on a range of geographical issues GE5-5: assesses management strategies for places and environments for their sustainability GE5-6: analyses differences in human wellbeing and ways to improve human wellbeing GE5-7: acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-8: communicates geographical information to a range of audiences using a variety of strategies				

## YEAR 10 ELECTIVE HISTORY ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Weighting %
Date	Term 1 Week 10	Term 3 Week 5	Term 4 (exam period)	
Task Type	Multimodal presentation	Research Task	Examination	
Outcomes	HT5-1, HT5-2, HT5-6	HT5-3, HT5-4, HT5-8, HT5-9,	HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-7, HT5-9, HT5-10	
Component				
Historical Knowledge	20	10	10	40
Research and historical inquiry skills	5	15	10	30
Communication skills	10	10	10	30
Total %	35	35	3	100
<p><b>Outcomes:</b>  <b>HTE5-1</b> applies an understanding of history, heritage, archaeology and the methods of historical inquiry  <b>HTE5-2</b> examines the ways in which historical meanings can be constructed through a range of media  <b>HTE5-3</b> sequences major historical events or heritage features, to show an understanding of continuity, change and causation  <b>HTE5-4</b> explains the importance of key features of past societies or periods, including groups and personalities  <b>HTE5-5</b> evaluates the contribution of cultural groups, sites and/or family to our shared heritage  <b>HTE5-6</b> identifies and evaluates the usefulness of historical sources in an historical inquiry process  <b>HTE5-7</b> explains different contexts, perspectives and interpretations of the past  <b>HTE5-8</b> selects and analyses a range of historical sources to locate information relevant to an historical inquiry  <b>HTE5-9</b> applies a range of relevant historical terms and concepts when communicating an understanding of the past  <b>HTE5-10</b> selects and uses appropriate forms to communicate effectively about the past for different audiences</p>				

## YEAR 10 PDHPE ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Presentation/Role Play Scenarios	Sexual Health Education Campaign -	Written Report and Board Game	Yearly Examination	
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	Term 4, Exam Period	
Outcomes assessed	PD5-1, PD5-6, PD5-7, PD5-8	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	PD5-1, PD5-2, PD5-3, PD5-6, PD5-8, PD5-9,	PD5-1, PD5-2, PD5-3, PD5-5, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	20	10	15	60
Total %	25	30	20	25	100

### Outcomes

- PD5-1: assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2: researches and appraises the effectiveness of health information and support services available in the community
- PD5-3: analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4: adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5: appraises and justifies choices of actions when solving complex movement challenges
- PD5-6: critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7: plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8: designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9: assesses and applies self management skills to effectively manage complex situations
- PD5-10: critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11: refines and applies movement skills and concepts to compose and perform innovative movement sequences
- PD4-10: applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
- PD4-11: demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

## YEAR 10 PASS ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Issues in Sport Case Study	Coaching Level 0 Coaching Certificate	Resistance Training Practical Participation	Yearly Examination	
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Week 7	Term 4, Exam Period	
Outcomes assessed	PASS5-3, PASS5-4, PASS5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9.	PASS5-1, PASS5-5, PASS5-7, PASS5-8, PASS5-9	PASS5-1, PASS5-3, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10, PASS5-11	
Component					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	20	10	15	60
<b>Total %</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>100</b>
<p>Outcomes</p> <p>PASS5-1: discusses factors that limit and enhance the capacity to move and perform</p> <p>PASS5-2: analyses the benefits of participation and performance in physical activity and sport</p> <p>PASS5-3: discusses the nature and impact of historical and contemporary issues in physical activity and sport</p> <p>PASS5-4: analyses physical activity and sport from personal, social and cultural perspectives</p> <p>PASS5-5: demonstrates actions and strategies that contribute to active participation and skilful performance</p> <p>PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport</p> <p>PASS5-7: works collaboratively with others to enhance participation, enjoyment and performance</p> <p>PASS5-8: displays management and planning skills to achieve personal and group goals</p> <p>PASS5-9: performs movement skills with increasing proficiency</p> <p>PASS5-10: analyses and appraises information, opinions and observations to inform physical activity and sport decisions.</p>					

## YEAR 10 CHILD STUDIES ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting %
Nature of task	Becoming a Parent - Parenting Styles Analysis	The Wonder of Life - Infographic Presentation	Caring for my Child Case Study/Flyer	Yearly Examination	
Timing	Term 1, Week 6	Term 2, Week 8	Term 3, Week 6	Term 4, Exam Period	
Outcomes assessed	CS5 2, CS5 3, CS5 5, CS5 7, CS5 8, CS5 9, CS5 11, CS5 12	CS5 1, CS5 2, CS5 5, CS5 8, CS5 11	CS5 1, CS5 2, CS5 5, CS5 6, CS5 8, CS5 10, CS5 11	CS5 2, CS5 8, CS5 9, CS5 11	
<b>Component</b>					
Knowledge and understanding of course content	10	10	10	10	40
Skills in critical thinking, research, analysing and communicating	15	15	15	15	60
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes

- CS5-1: identifies the characteristics of a child at each stage of growth and development
- CS5-2: describes the factors that affect the health and wellbeing of the child
- CS5-3: analyses the evolution of childhood experiences and parenting roles over time
- CS5-4: plans and implements engaging activities when educating and caring for young children within a safe environment
- CS5-5: evaluates strategies that promote the growth and development of children
- CS5-6: describes a range of parenting practices for optimal growth and development
- CS5-7: discusses the importance of positive relationships for the growth and development of children
- CS5-8: evaluates the role of community resources that promote and support the wellbeing of children and families
- CS5-9: analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
- CS5-10: demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
- CS5-11: analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12: applies evaluation techniques when creating, discussing and assessing information related to child growth and development



## YEAR 10 VISUAL ARTS ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	Portrait Practical. including VAPD & Case Study.	Printmaking Practical. including VAPD & Case Study.	Ceramics Sculpture. Including VAPD & Case Study.	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9	Term 4	
Outcomes	5.1, 5.2, 5.3, 5.7	5.4, 5.5, 5.6, 5.8	5.1, 5.3, 5.5, 5.9	5.7, 5.8, 5.9, 5.10	
Total	30	30	30	10	

VAPD = Visual Arts Process Diary

### Outcomes

- 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

## YEAR 10 FOOD TECHNOLOGY ASSESSMENT SCHEDULE

Task number	Task 1	Task 2	Task 3	Task 4	Weighting (%)
Task Type	New Year's Eve Countdown Celebration	Food Adventure Advertisement	Movie Snack Founder	Yearly Examination	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 10	Term 4, Week 5	
Outcomes	FT5.2; FT5.8; FT5.9; FT5.10; FT5.11	FT5.8; FT5.9; FT5.10; FT5.11; FT5.12	FT5.1; FT5.2; FT5.10; FT5.11; FT5.13	FT5.1; FT5.2; FT5.3; FT5.4; FT5.4; FT5.5; FT5.6; FT5.7; FT5.8; FT5.8; FT5.9; FT5.10; FT5.11; FT5.12; FT5.13	
Total	25	25	25	25	

### Outcomes

FT5 - 1: demonstrates hygienic handling of food to ensure a safe and appealing product

FT5-2: identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

FT5 - 3: describes the physical and chemical properties of a variety of foods

FT5 - 4: accounts for changes to the properties of food which occur during food processing, preparation and storage

FT5 - 5: applies appropriate methods of food processing, preparation and storage

FT5 - 6: describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

FT5 - 7: justifies food choices by analysing the factors that influence eating habits

FT5 - 8: collects, evaluates and applies information from a variety of sources

FT5 - 9: communicates ideas and information using a range of media and appropriate terminology

FT5 - 10: selects and employs appropriate techniques and equipment for a variety of food-specific purposes

FT5 - 11: plans, prepares, presents and evaluates food solutions for specific purposes

FT5 - 12: examines the relationship between food, technology and society

FT5 - 13: evaluates the impact of activities related to food on the individual, society and the environment

## YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	Weighting %
Task Type	Theory Assessment	Project and Portfolio	Project and Portfolio	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 3	
Outcomes Assessed	IND5-4, IND5-9	IND5-3, IND5-5, IND5-8	IND5-3, IND5-5, IND5-8	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	
Total %	10	30	30	30	
<b>Outcomes</b> <b>IND5 - 1:</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5 - 2:</b> applies design principles in the modification, development and production of projects <b>IND5 - 3:</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5 - 4:</b> selects, justifies and uses a range of relevant and associated materials for specific applications <b>IND5 - 5:</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects <b>IND5 - 6:</b> identifies and participates in collaborative work practices in the learning environment <b>IND5 - 7:</b> applies and transfers skills, processes and materials to a variety of contexts and projects <b>IND5 - 8:</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction <b>IND5 - 9:</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications <b>IND5 - 10:</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally					