



WALK IN NEW LIFE

MATER MARIA
CATHOLIC COLLEGE

YEAR 10

ASSESSMENT
HANDBOOK

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College Curriculum Team

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Externally Delivered Courses – NSW School of Languages, Lismore
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Year Coordinator

Year 10 Coordinator

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Introduction

This handbook has been developed to provide students and parents with information regarding assessment requirements for the Year 10 Course. A Record of School Achievement (RoSA) will be awarded by the National Education Standards Authority (NESA) at the completion of Year 10.

School Assessments are a compulsory requirement for the Year 10 Course and inform the RoSA Grade submitted to NESA at the completion of Year 10.

Year 10 NESA Course Requirements

Mandatory Key Learning Areas

Education in NSW aims to give students educational experiences in a variety of Key Learning Areas to allow students to find and develop interests, talents and knowledge in many fields. Students in Years 7 – 10 are required to follow a pattern of study to meet the mandatory hours required by the National Education Standards Authority (NESA) to receive a Record of Student of Achievement. At Mater Maria Catholic College all students are required to complete study in Religious Education.

Year 10 students are required to complete the following subjects to qualify for the RoSA in Stage 5:

- English
- Mathematics
- Science
- Australian History and Geography
- PDHPE
- Religious Education
- 2 Elective 200 hours courses

NESA Satisfactory Completion of a Course

NESA requires that a student must satisfactorily complete the Year 10 Course, in order for that course to be awarded in the RoSA.

Students must provide sufficient evidence of course completion and achievement of course outcomes through the learning experiences provided by the teacher. This includes the completion of assessment tasks, classwork, homework and participating in class discussions.

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

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

For the satisfactory completion of a course, NESA does not mandate attendance requirements. As a guide however, if a student's attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the course completion criteria may not be met.

Non-completion of a course and 'N'-determinations

An N-Determination (Non-completion of course requirements) is awarded to a student that has not satisfactorily met the course requirements. The Principal will inform students and parents if they are at risk of receiving an N-Determination.

If there is no improvement and the Principal determines that the student must receive an 'N' determination in a mandatory curriculum requirement course, they will not be eligible for the Record of School Achievement (RoSA). If they leave school before the end of Year 10, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination. (See below for further information on the RoSA and Transcript of Study.)

Receiving a N-Determination in a mandatory subject may jeopardise a student's eligibility for the Higher School Certificate course. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

N-Warning Letters

Where a student is not making satisfactory progress in a subject and may be at risk of receiving an 'N'-determination a written warning will be given to the student and parent or caregiver in the form of a N-Warning letter. The purpose of the warning letter is to formally acknowledge when a student is at risk of not satisfactorily meeting some or all of the course outcomes. The N-Warning letter aims to give the student time to complete the course requirements and rectify the problem. The warning letter will also provide advice about the possible consequences of an 'N' determination in a course on RoSA eligibility.

College action to be taken should students fail to meet NESA course requirements

Where a student has not met the required NESA course requirements the College actions may include:

- Contacting parents
- After school study

Advice of unsatisfactory progress and non-completion of course requirements will be communicated to parents via:

1. the 1st official N-Warning Letter
 - If the requirements of this letter are ignored
2. the student will receive a 2nd and Final N-Warning Letter
 - If this is ignored,
3. the student will receive an 'N' determination

Non-completion or failure to submit assessment tasks

If a student fails to complete an assessment task specified in the assessment program without a valid and accepted reason, a **zero mark** will be recorded for that task. In such circumstances, students will be notified through an official N-Warning letter. This warning letter will indicate that the assessment task must be completed to fulfil the outcomes of the course, but no marks will be awarded.

Record of School Achievement (RoSA)

NESA issues the Record of Student Achievement (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, after the end of Year 10.

The RoSA records completed Stage 5 (Year 10) courses and grades, and where applicable any Stage 6 (Year 11) courses and grades and HSC courses. RoSA grades will be determined by the student's teachers, using established guidelines and processes to ensure consistency of judgement. Grades for all courses in Years 10 will be based on the results in assessment tasks completed throughout those years, awarding A to E grades using the Common Grade Scale, as determined by subject teachers.

The RoSA is available to students leaving school prior to the HSC and to students who have not demonstrated the HSC minimum standard to receive their HSC.

Transcript of Study

Students who leave school before finishing Year 10 are not eligible for a RoSA. If a student leaves after Year 10 and does not meet the RoSA requirements will be issued a Transcript of Study from NESA.

The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.

Recording Extracurricular Achievements

NESA has online package [up2now](#) that will allow students to collect evidence of their extracurricular achievements such as first-aid qualifications or volunteer work. Students wishing to participate should speak to the Director of Student Achievement.

NESA Common Grade Scale

The Common Grade Scale is used to report student achievement for NESA Year 10 Courses in all NSW schools. This scale describes performance at each of the five grade levels.

Grade	Performance Descriptor
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.

For each NESA Developed Course, Course Performance Descriptors have been developed, which describe in more detail typical performance by students awarded each grade at the end of Stage 5. In Mathematics, the grades are further differentiated as A10, A9, B8, B7, C6, C5, D4, D3 or E2.

HSC Minimum Standards Test

To qualify for the HSC, students must sit the HSC minimum standards online tests in reading, writing and numeracy. Each of the three tests are of 45 minutes duration. Students must achieve a level 3 in each test in order to meet the HSC minimum standard. This aligns with level 3 of the Australian Core Skills Framework (ACSF) which is considered the level required to function in everyday life, for work and further study beyond school.

Once the HSC minimum standard is achieved in all three areas, a student is eligible to receive the HSC. Students at Mater Maria Catholic College sit the online tests in Year 10, and they are provided the opportunity to re-sit the tests in Year 11 and 12 if required. Students have up to five years after they start the HSC to complete the minimum standards tests to qualify for the HSC.

Support for Students with Disability Provisions

Some students with additional needs will be eligible for provisions for the minimum standard tests. These provisions can be approved by the Principal.

The Learner Diversity Coordinator will liaise with the principal about extra provisions for the HSC minimum standard tests.

Life Skills Courses

Students with specific education needs can complete the Life Skills curriculum option for Stage 5 NESA syllabus courses. Life Skills courses satisfy the mandatory curriculum requirements for the award of the RoSA.

If you are undertaking one or more courses based on Life Skills outcomes and content, you will be eligible to receive a Profile of Student Achievement which outlines the Life Skills outcomes you achieve in each course. As the student demonstrates that they have achieved an outcome, the relevant section of the Profile is completed by the teacher.

Life Skills outcomes that will be shown on the Profile of Student Achievement as:

- Achieved – for outcomes that have been achieved independently
- Achieved with support – for outcomes that have been achieved with additional support

The Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course. Prior to the student leaving the school the Profile will be verified by the Principal as a true and accurate record of all learning outcomes demonstrated by the student.

The Profile of Student Achievement will be issued by NESA to students at the same time as their RoSA (or if ineligible for the RoSA, with the Transcript of Study). Students can also access a record of outcomes achieved via Students Online.

For students undertaking the Life Skills program the same procedures regarding rights, responsibilities, the rules regarding assessment procedures, the appeal process, absences and work and application apply.

Literacy and Numeracy Tests – Leaving before Year 12

Optional tests in literacy and numeracy are available for students who intend to leave school after the end of Year 10 but before completing their HSC. These tests are the same as the minimum standard online tests. Taking these tests will allow students to prove to employers or places of further learning that they have the basic reading, writing and numeracy skills for everyday life. Test results are reported separately from the RoSA and are not a requirement for its award.

The tests are not pass/fail tests – they are designed to show levels of achievement that are reasonable to expect from students leaving school after the end of Year 10. The tests will be offered in school during a number of 'windows' each year.

More information on these tests is available on the [NESA website](#) or from the Director of Student Achievement.

Attendance Requirements

While NESA does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Principal who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

For the satisfactory completion of a course, a student's attendance at school is compulsory.

There are five main requirements that need to be considered with regards to absenteeism.

- (a) All absences must be explained by the parent or caregiver providing letter, email, phone call or notification via the Compass parent portal.
- (b) When a student is absent on the due date and/or the day before an assessment task, a medical certificate or documentation is required to substantiate the absence.
- (c) Where a student's pattern of attendance impacts with their engagement with a substantial number of course outcomes, a warning letter will be issued outlining the requirements and a due date for outstanding work / tasks to be completed to ensure outcomes are satisfactorily met. If the work/task is not completed the student will be at risk of being awarded a non-completion for that course.
- (d) Principals Approved Leave - An Illness/Misadventure form must be submitted if an assessment task is scheduled or due during the approved leave. This must take place before the leave is taken. Note: any holidays taken during the year will not be approved under the Education Act. The absence will be recorded as explained but unjustified.
- (e) The College does not encourage leave to be taken during the school term.

Student Leave/Principal's Approved Leave

Student leave may be granted by the Principal. **An Exemption from Attendance Form must be completed prior to the absence;** however, **this does NOT exempt a student from completing assessment tasks.**

NESA rules require that students do not take leave outside of school vacation dates; however, in exceptional circumstances the Principal may approve special leave. Where a student has received Principal's approved leave, it is their responsibility to ensure that any **hand-in assessment tasks** is submitted by the due date. For **in-class assessment tasks** that occur during the approved leave period, the student will be required to submit an Illness/Misadventure Form and will receive an estimate based on evidence at the end of the course. The student may still be required to complete the assessment task on return to school to fulfil course requirements.

Student leave requested for trips to visit family or to take holidays outside of official school vacation dates will incur a zero mark.

Assessment Tasks

What is an Assessment?

Assessment tasks may take many forms, for example: written examinations, research assignments, projects, presentations, practical or field work reports. Whatever the form, the primary function of an assessment task is to improve learning by providing feedback to students and their teachers about what has been learnt.

During the Year 10 Stage 5 Course NESA stipulates that a formal assessment program is to be developed and implemented in all schools. The assessment tasks undertaken in each subject will help to determine what is to be recorded on a student's Record of Achievement which is the official NESA certificate documenting a student's final grades. Measuring achievement at various points throughout the course provides a better indication of student achievement than a single examination.

How am I Notified about an Assessment Task?

The assessment schedule for all Year 10 courses can be found this handbook. In addition to this, a student will receive an assessment notification for each task. It is the student's responsibility to keep informed about the timing of assessment tasks. It is the teacher's duty to provide the students with an **Assessment Notification** for each task listed in the Subject Assessment Schedule which provides specific details on:

- (a) weighting (e.g. 15%),
- (b) outcomes formally assessed
- (c) task type
- (d) actual date and time (e.g. Wednesday, 5 May 2022 – Week 3 Term 2)
- (e) place – if appropriate (e.g. Long Reef headland), and
- (f) specific requirements

This information must be given a minimum of two weeks prior to the task due date. Any changes to the assessment schedule will be notified to students in writing.

Submission of Assessment Tasks

Students **must be present** on the day of an assessment task is due to ensure they have met submission requirements.

The instructions for the submission of an assessment task and the due date will be provided by the teacher on the Assessment Notification. Types of submission requirements could include:

- In-Class Assessment
- Hand-In Assessment
- Online Assessment

Students **MUST** follow the directions for submission that are outlined on the Assessment Notification.

Student Expectations

- Students are required to submit an assessment task to the teacher during class on or before the due date.
- Students should not email their work unless this has been approved by the teacher.

- Students must have their oral assessments prepared for the first day of the designated assessment period, even if their names are not called for until later in that period.

Non-Submission or Late Assessment Tasks

If an assessment task is not submitted or handed in late without a valid reason the student will be **awarded a zero mark** for the task. The **assessment task must still be submitted** so that the student can demonstrate they have completed the required course outcomes. In the HSC course, students must make a **genuine attempt at ALL** assessment tasks.

What Happens if Technology Fails?

Failure to complete an assessment task on time due to technological problems e.g. computer failure, printer problems, lost files, computer viruses etc. will NOT be deemed acceptable reasons. Students are expected to keep back up files, rough copies etc. and make appropriate time allowances to avoid such problems.

Failed technology and technology issues are not accepted as reasonable grounds for an Illness/Misadventure application.

Failure to submit an assessment task on the due date during the set period will incur a penalty of a ZERO mark unless an illness/misadventure appeal is upheld. Students must be present the day before and the periods preceding the lesson assessment tasks are due.

Illness/Misadventure Procedure

A student who suffers unexpected illness, accident or misadventure (unforeseen emergency or disaster) immediately prior to or during the course of a school-based assessment task or examination will need to follow the College procedures for Illness/Misadventure.

Procedure for Illness/Misadventure

A student is required to submit an [Online MMCC Illness/Misadventure Form](#) if they are absent, sick or unable to complete/submit an assessment task on the due date during the period set by the teacher. The online form should be **completed within 48 hours of the due date of an assessment task**. A **medical certificate, or other supporting documentation** must be attached if the student has been unable to complete the task.

Medical certificates from a doctor or health professional must be written on official medical practitioner's letter head and specify the **exact dates the student is unfit for school**. The certification must specifically address the type of medical illness and its direct impact on the student's ability to complete the assessment task.

In the event of **misadventure** students are required to provide **relevant documentation and evidence** supporting their claims.

Students will receive a confirmation email after they have submitted the Illness/Misadventure Form which will include the details completed in the application. The application will be processed by the KLA Coordinator and Director of Student Achievement, and the outcome of the appeal will be communicated via Compass Chronicle.

On return to school, the student may be asked to sit for a supplementary task in order to meet required course outcomes. Although the result of this task will not count toward the assessment, the task will be marked in order to provide the student with helpful feedback.

Malpractice and Plagiarism

All work presented in assessment tasks must be the student's own work. Malpractice including plagiarism could lead to a student receiving zero marks for an assessment task.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- (a) copying someone else's work in part or in whole, and presenting it as their own
- (b) using material directly from books, journals or the internet without reference to the source
- (c) building on the ideas of another person without reference to the source
- (d) buying, stealing or borrowing another person's work and presenting it as their own
- (e) submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- (f) using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- (g) paying someone to write or prepare material
- (h) breaching school examination rules
- (i) using non-approved aides during an assessment task
- (j) contriving false explanations to explain work not handed in by the due date
- (k) assisting another student to engage in malpractice

Plagiarism is taking ideas from other people without acknowledging the source. It is theft of intellectual property. Plagiarism relates to all written work, major projects, graphics, video and web page effects. Copyright Laws protect people's right to the ownership of their intellectual and creative work.

All quotes from textbooks and reference material must be acknowledged, including:

- the title of the reference,
- author and
- relevant page numbers.

A panel comprising the Director of Student Achievement and relevant KLA Coordinator will review any cases of suspected malpractice. **If malpractice is proven a zero mark will be awarded.**

TURNITIN Policy

Mater Maria Catholic College places great importance on academic integrity and the correct referencing of sources of information used in students' work. The College uses the online text-matching software Turnitin, to enable students to check the authenticity of their written work and to provide feedback on correct referencing. The software compares students' work with online sources including websites, electronic databases, and assignments previously submitted by other students held in a digital repository. Once submitted, students' work will be added to this repository.

Students may be required to submit a digital copy of their written assignments into Turnitin prior to handing in their assessment task. Students should achieve an Originality Score from the software of less than 15% to submit their work and to avoid plagiarism.

If a student receives an Originality Report score of 15% or above, students are encouraged to make corrections to their work based on the feedback from Turnitin, and ensure all sources are properly referenced before resubmitting their work to the software for checking.

Students may submit their work numerous times to Turnitin before the due date, to allow them to gain feedback and improve the quality of their work, and ensure it has been correctly referenced. Students must ensure that they are well organised and allow enough time before the assignment due date, to submit their work to Turnitin and make any necessary changes, in case resubmission to the software is necessary.

In instances where a student receives an Originality Score over the 15% threshold, the portion of the work at the teacher's discretion, that has been plagiarised will not be recognised as their own work or included in the marking process.

In instances where the students have not submitted their work through Turnitin, the teacher will not mark the assessment task until it has been submitted to Turnitin and the Originality Score provided to the teacher. In this case, normal assessment procedures for late submission of assessment tasks apply.

Disability Provisions

If a student requires disability provisions for an assessment task (e.g. reader, writer, extra time, rest breaks etc.) it is the student's responsibility to apply to the Learner Diversity Coordinator to establish their eligibility. The student must apply in advance to allow sufficient time for the disability provisions that are required to be put in place.

Procedures for Student Appeals

A student is entitled to formally appeal in writing to the Director of Student Achievement if they are not satisfied with:

- (a) the marks awarded for a particular assessment task
- (b) the grade achieved in a course
- (c) the school's response to the appeal for disability provisions on the grounds of illness/misadventure; or
- (d) the decision of an Illness/Misadventure application

If a student intends to appeal to the College for any of the reasons above, they need to see the Director of Student Achievement for the appropriate documents and procedures.

A student also has the right to appeal to NESA if they are not satisfied with the Grade Achieved which has been submitted for a course.

Commerce

Course: Year 10
Assessment Period: 2022

Edited 12/08/22

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 8 Term 1	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	10COM.T1 Research Task Law, Society and Political Involvement	✓	✓	✓	30%
Week 8 Term 2	COM5-1, COM5-2, COM5-3, COM5-5, COM5-6, COM5-8	10COM.T2 Half Yearly Examination	✓	✓		30%
Week 1 Term 4	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	10COM.T3 Collaborative Learning Investigation Travel, Economic and Business Environment	✓	✓	✓	40%

COMPONENTS

- A** Knowledge and Understanding
- B** Makes decisions and solves problems in relation to course content
- C** Research and Communication

OUTCOMES

Code	Descriptor. A student ...
COM5-1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	examines the role of law in society
COM5-4	analyses key factors affecting decisions
COM5-5	evaluates options for solving problems and issues
COM5-6	develops and implements plans designed to achieve goals
COM5-7	researches and assesses information using a variety of sources
COM5-8	explains information using a variety of forms
COM5-9	works independently and collaboratively to meet individual and collective goals within specified timeframes

Drama

Course: Year 10
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 9 Term 1	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.3.3	<u>10DRA.T1 Monologue</u>	✓	✓	✓	35%
Week 7 Term 2	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3	<u>10DRA.T2 Group Performance & Reflection</u>	✓	✓		35%
Week 5 Term 4	5.3.1, 5.3.2, 5.3.3	<u>10DRA.T3 Examination</u>			✓	30%

COMPONENTS

- A** Making drama
- B** Performing devised and scripted drama
- C** Appreciating the meaning and function of drama

OUTCOMES

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

English

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)
			A	B	C	D	E	
Week 9 Term 1	EN5-1A, EN5-3B, EN5-5C	10ENG.T1 Persuasive Writing Task Novel Study	✓	✓	✓			25%
Week 10 Term 2	EN5-1A, EN5-3B, EN5-4B, EN5-5C	10ENG.T2 Critical Essay Response Macbeth – Unseen Question in Class	✓	✓	✓			30%
Week 6-7 Term 3	EN5-1A, EN5-2A, EN5-6C, EN5-7D, EN5-8D	10ENG.T3 Multimodal Presentation Representation of War	✓	✓	✓	✓	✓	20%
Week 4 Term 4	EN5-1A, EN5-5C, EN5-7D, EN5-9E	10ENG.T4 Yearly Examination 1. Imaginative Writing 2. Short Answer Reflection Questions		✓			✓	25%

COMPONENTS

- A** Reading, analysing and evaluating a wide range of texts
- B** Responding to and composing imaginative interpretive and critical texts
- C** Speaking and listening skills
- D** Utilising a range of techniques relevant to the chosen form
- E** Viewing and representing skills

OUTCOMES

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

Food Technology

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component							Weight (%)	
			A	B	C	D	E	F	G		
Week 2-10 Term 1	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-12, FT5-13	10FTE.T1 Food Product Development Food Properties and Preparation	✓	✓	✓	✓	✓			30%	
Terms 1, 2, 3 & 4	FT5-1, FT5-2, FT5-3, FT5-5, FT5-8, FT5-10, FT5-11	10FTE.T2 Cumulative Practical	✓		✓	✓			✓	✓	30%
Week 9 Term 3	FT5-3, FT5-6, FT5-7, FT5-12, FT5-13	10FTE.T3 Food Equity / Food Trends Food, Nutrition and Society	✓	✓		✓	✓			20%	
Week 5 Term 4	FT5-1, FT5-2, FT5-4, FT5-10, FT5-11	10FTE.T4 Food Service and Catering Researching and Communicating, Designing, Producing and Evaluating		✓	✓	✓	✓			20%	

COMPONENTS

- A Demonstrate skills in food hygiene and safety
- B Discusses a range of factors that influence food choices and eating habits
- C Identifies and uses appropriate techniques and equipment for food-specific purposes
- D Produces quality food products
- E Researches and communicates complex information effectively
- F Time management and organisation in a practical environment
- G Works well as a part of a team

OUTCOMES

Code	Descriptor. A student ...
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

History Elective

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 10 Term 1	HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-9, HTE5-10	10HIE.T1 Source Analysis Test History, Heritage and Archaeology	✓		✓	30%
Week 10 Term 2	HTE5-1, HTE5-2, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	10HIE.T2 Historical Investigation Archaeological Sites	✓	✓	✓	40%
Week 1 Term 4	HTE5-1, HTE5-4, HTE5-6, HTE5-8, HTE5-9, HTE5-10	10HIE.T3 Research and Presentation Thematic Studies – Crime & Punishment	✓	✓	✓	30%

COMPONENTS

- A** Interpreting Sources
- B** Investigating and Researching
- C** Knowledge and Understanding

OUTCOMES

Code	Descriptor. A student ...
HTE5-1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	explains different contexts, perspectives and interpretations of the past
HTE5-8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10	selects and uses appropriate forms to communicate effectively about the past for different audiences

History Mandatory

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 8 Term 1	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	10HIS.T1 Source Task Movement of Peoples	✓	✓		✓	30%
Week 4 Term 3	HT5-1, HT5-3, HT5-5, HT5-9, HT5-10	10HIS.T2 Half Yearly Examination	✓	✓		✓	40%
Week 2 Term 4	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-8, HT5-9, HT5-10	10HIS.T3 Research Task Changing Rights & Freedoms	✓	✓	✓	✓	30%

COMPONENTS

- A Communicating in appropriate written and oral forms
- B Interpreting sources
- C Investigating and Researching
- D Knowledge and Understanding

OUTCOMES

Code	Descriptor. A student ...
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

Industrial Technology - Engineering Studies

Course: Year 10
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 9 Term 1	IND5-9, IND5-10	<u>10EST.T1 Research Task</u>			✓	40%
Week 4 Term 3	IND5-1, IND5-2, IND5-3, IND5-5, IND5-7	<u>10EST.T2 Practical Task</u>	✓	✓		30%
Week 4 Term 4	IND5-4, IND5-5, IND5-6, IND5-8	<u>10EST.T3 Practical / Portfolio Task / In Class Task</u>	✓	✓	✓	30%

COMPONENTS

- A** Assesses and manages risks and consistently applies safe work practises
- B** Technical skills in identifying and using appropriate materials, hand and machine tools to produce practical projects
- C** Understands traditional, current, new and emerging technologies in Engineering

OUTCOMES

Code	Descriptor. A student ...
IND5-1	identifies, assesses and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology - Multimedia

Revised: 1/3/2022

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 8 Term 1	IND5-9, IND5-10	<u>10ITM.T1 Research Task</u>			✓	10%
Week 4 Term 2	IND5-1, IND5-2, IND5-6	<u>10ITM.T2 Practical Task / Portfolio 1</u>	✓	✓		30%
Week 2 Term 4	IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	<u>10ITM.T3 Practical / Portfolio 2</u>	✓	✓		40%
Week 4 Term 4	IND5-1, IND5-4, IND5-7, IND5-9, IND5-10	<u>10ITM.T4 Exam</u>			✓	20%

COMPONENTS

- A** Assesses and manages risks and consistently applies safe work practices
- B** Technical skills in identifying and using appropriate materials, hand and machine tools to produce quality practical projects
- C** Understands traditional, current, new and emerging technologies in multimedia, timber OR electronics

OUTCOMES

Code	Descriptor. A student ...
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Industrial Technology - Timber

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 7 Term 1	IND5-9, IND5-10	<u>10ITT.T1 Research Task</u>			✓	20%
Week 4 Term 2	IND5-1, IND5-2, IND5-5	<u>10ITT.T2 Practical Task</u>		✓		20%
Week 2 Term 4	IND5-4, IND5-5, IND5-6, IND5-8, IND5-9	<u>10ITT.T3 Practical / Folio Task</u>	✓	✓		40%
Week 4 Term 4	IND5-1, IND5-3, IND5-4, IND5-7	<u>10ITT.T4 Exam</u>	✓	✓	✓	20%

COMPONENTS

- A** Assesses and manages risks and consistently applies safe work practices
- B** Technical skills in identifying and using appropriate materials, hand and machine tools to produce quality practical projects
- C** Understands traditional, current, new and emerging technologies in multimedia, timber OR electronics

OUTCOMES

Code	Descriptor. A student ...
IND5-1	identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2	applies design principles in the modification, development and production of projects
IND5-3	identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4	selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5	selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6	identifies and participates in collaborative work practices in the learning environment
IND5-7	applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9	describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Information and Software Technology

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 9 Term 1	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1	<u>10IST.T1 Spreadsheet Assignment & AI</u>	✓		✓	20%
Week 7 Term 2	5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.5.2	<u>10IST.T2 Database Project</u>		✓	✓	25%
Week 3 Term 4	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.5.1	<u>10IST.T3 Software Project: HTML</u>			✓	30%
Week 7 Term 4	5.1.1, 5.2.1, 5.2.2, 5.2.3, 5.4.1, 5.5.3	<u>10IST.T4 Yearly Examination</u>	✓	✓		25%

COMPONENTS

- A** Applies problem-solving and decision-making processes when designing, producing and evaluating
- B** Communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences
- C** Uses suitable software and hardware for a range of tasks

OUTCOMES

Code	Descriptor. A student ...
5.1.1	selects and justifies the application of appropriate software programs to a range of tasks
5.1.2	selects, maintains and appropriately uses hardware for a range of tasks
5.2.1	describes and applies problem-solving processes when creating solutions
5.2.2	designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3	critically analyses decision-making processes in a range of information and software solutions
5.3.1	justifies responsible practices and ethical use of information and software technology
5.3.2	acquires and manipulates data and information in an ethical manner
5.4.1	analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1	applies collaborative work practices to complete tasks
5.5.2	communicates ideas, processes and solutions to a targeted audience
5.5.3	describes and compares key roles and responsibilities of people in the field of information and software technology

Mathematics Accelerated

Course: Year 11 Advanced Mathematics
 Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes assessed may vary depending on topics covered to that point.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component		Weight (%)
			A	B	
Week 9 Term 1	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	<u>11MAA.T1 Research Task within Class Component</u>	15	15	30%
Week 9 Term 2	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	<u>11MAA.T2 Topic Test</u>	15	15	30%
Weeks 9-10 Term 3	All Outcomes	<u>11MAA.T3 Yearly Examination</u>	20	20	40%
TOTAL			50	50	100%

COMPONENTS

A	Understanding, fluency and communication	50%
B	Problem solving, reasoning and justification	50%

OUTCOMES

Code	Descriptor. A student ...
MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context

Mathematics 5.3

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes assessed may vary depending on topics covered to that point.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 8 Term 1	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-4NA, MA5.3-6NA, MA5.3-7NA, MA5.3-15MG	<u>10MA3.T1 Topic Test</u>	✓	✓		✓	20%
Week 6 Term 2	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-8NA, MA5.3-9NA, MA5.3-13MG, MA5.3-14MG, MA5.3-16MG	<u>10MA3.T2 Topic Test</u>	✓	✓		✓	20%
Week 8 Term 3	MA5.3-1WM, MA5.3-2WM, MA5.3-3WM, MA5.3-7NA, MA5.3-11NA, MA5.3-12NA, MA5.3-16MG	<u>1010MA3.T3 Assignment</u>	✓	✓		✓	20%
Week 4 Term 4	All Possible Outcomes	<u>10MA3.T4 Yearly Exam</u>	✓	✓	✓	✓	40%

COMPONENTS

- A Number and Algebra
- B Measurement and Geometry
- C Statistics and Probability
- D Working Mathematically

OUTCOMES

Code	Descriptor. A student ...
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures [communicating]
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently [problem solving]
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs [reasoning]
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena [ratios and rates]
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions [algebraic techniques]
MA5.3-6NA	performs operates with surds and indices [surds and indices]
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations [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 [linear relationships]
MA5.3-9NA	sketches and interprets a variety of non-linear relationships [non-linear relationships]
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems [polynomials]
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms [logarithms]
MA5.3-12NA	uses function notation to describe and sketch functions [functions and other graphs]
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids [area and surface area]
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids [volume]
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 [trigonometry and Pythagoras theorem]
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals [properties of geometrical figures]
MA5.3-17MG	applies deductive reasoning to prove circle theorems to solve related problems [circle geometry]
MA5.3-18SP	uses standard deviation to analyse data [single variable data analysis]
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 [bivariate data analysis]

Mathematics 5.2

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes assessed may vary depending on topics covered to that point.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 8 Term 1	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-6NA, MA5.2-8NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP	<u>10MA2.T1 Topic Test</u>	✓	✓	✓	✓	20%
Week 6 Term 2	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-4NA, MA5.2-8NA, MA5.2-14MG	<u>10MA2.T2 Topic Test</u>	✓	✓		✓	20%
Week 8 Term 3	MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA5.2-5NA, MA5.2-7NA, MA5.2-9NA, MA5.2-11MG	<u>10MA2.T3 Assignment</u>	✓	✓		✓	20%
Week 4 Term 4	All possible outcomes	<u>10MA2.T4 Yearly Exam</u>	✓	✓	✓	✓	40%

COMPONENTS

- A Number and Algebra
- B Measurement and Geometry
- C Statistics and Probability
- D Working Mathematically

OUTCOMES

Code	Descriptor. A student ...
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions [communicating]
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems [problem solving]
MA5.2-3WM	constructs arguments to prove and justify results [reasoning]
MA5.2-4NA	solves financial problems involving compound interest [financial mathematics]
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion [ratios and rates]
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions [algebraic techniques]
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices [indices]
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques [equations]
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships [linear relationships]
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships [non-linear relationships]
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids [area and sa]
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders [volume]
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings [right angled triangles – trig]
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar [properties of geometrical figures]
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data [single variable data analysis]
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time [bivariate data analysis]
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments [probability]

- Outcomes from 5.3 may also be taught and tested.

Mathematics 5.1

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- Outcomes assessed may vary depending on topics covered to that point.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 8 Term 1	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-8MG, MA5.1-9MG	<u>10MA1.T1 Topic Test</u>		✓		✓	20%
Week 6 Term 2	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-4WM, MA5.1-6NA, MA5.1-7NA	<u>10MA1.T2 Topic Test</u>	✓			✓	20%
Week 8 Term 3	MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-12SP, MA5.1-13SP	<u>10MA1.T3 Assignment</u>			✓	✓	20%
Week 4 Term 4	All Possible Outcomes	<u>10MA1.T4 Yearly Examination</u>	✓	✓	✓	✓	40%

COMPONENTS

- A Number and Algebra
- B Measurement and Geometry
- C Statistics and Probability
- D Working Mathematically

OUTCOMES

Code	Descriptor. A student ...
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts [communicating]
MA5.1-2WM	selects and uses appropriate strategies to solve problems [problem solving]
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context [reasoning]
MA5.1-4NA	solves financial problems involving earning, spending and investing money [financial mathematics]
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases [indices]
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships [linear relationships]
MA5.1-7NA	graphs simple non-linear relationships [non-linear relationships]
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms [area and sa]
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation and rounds to significant figures [numbers of any magnitude]
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression [right angled triangles – trigonometry]
MA5.1-11MG	describes and applies the properties of similar figures and scale drawings [properties of geometrical figures]
MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media [single variable data analysis]
MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events [probability]

- Outcomes from 5.2 and 5.3 may also be taught and tested.

Music

Course: Year 10
Assessment Period: 2022

Edited 23/05/22

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 6 Term 2	5.2, 5.10, 5.7	<u>10MUS.T1 Performance and Research</u>	✓		✓	30%
Week 10 Term 3	5.1, 5.3, 5.4, 5.5, 5.6	<u>10MUS.T2 Performance / Composition</u>	✓	✓		45%
Week 5 Term 4	5.8, 5.9	<u>10MUS.T3 Listening Test</u>			✓	25%

COMPONENTS

- A Performing
- B Composing
- C Listening

OUTCOMES

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

Personal Development, Health and Physical Education

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component					Weight (%)
			A	B	C	D	E	
Week 6 Term 1	PD5-1, PD5-9, PD5-10	<u>10PDH.T1 Resume and Job Application</u>	✓		✓			25%
Week 8 Term 2	PD5-4, PD5-7, PD5-10	<u>10PDH.T2 World Sports</u>		✓	✓	✓	✓	25%
Week 8 Term 3	PD5-4, PD5-5, PD5-6, PD5-10, PD5-11	<u>10PDH.T3 Make A Game: Small Group In-Class Task</u>		✓	✓	✓	✓	25%
Week 4 Term 4	All Outcomes	<u>10PDH.T4 Yearly Examination</u>	✓	✓	✓			25%

COMPONENTS

- A** Analyses and organises information in relation to specific health and physical activity concepts
- B** Applies problem solving skills in a range of health and physical activity contexts
- C** Communicates ideas clearly and coherently
- D** Engages confidently in a wide range of movement situations
- E** Works with others and in teams cooperatively

OUTCOMES

Code	Descriptor. A student ...
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 relationship in a variety of groups or contexts
PD5-11	refines and applies movement skills and concepts to compose and perform innovative movement sequences

Physical Activity and Sports Studies

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 9 Term 1	PASS5-1, PASS5-6, PASS5-7, PASS5-8, PASS5-9	10PAS.T1 Biathlon	✓	✓			25%
Week 9 Term 2	PASS5-1, PASS5-5, PASS5-6, PASS5-10	10PAS.T2 Resistance Training	✓	✓	✓		25%
Week 9 Term 3	PASS5-2, PASS5-5, PASS5-6, PASS5-7	10PAS.T3 Coaching	✓		✓	✓	25%
Week 4 Term 4	All Outcomes	10PAS.T4 Exam	✓	✓	✓		25%

COMPONENTS

- A** Applies problem solving skills in a range of sporting and physical activity contexts
- B** Collects, analyses and organises information in a range of physical activity and sports contexts
- C** Communicates ideas clearly and coherently
- D** Works with others individually and in team / group contexts

OUTCOMES

Code	Descriptor. A student ...
PASS5-1	discusses factors that limit and enhance the capacity to move and perform
PASS5-2	analyses the benefits of participation and performance in physical activity and sport
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions

Religious Education

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component			Weight (%)
			A	B	C	
Week 10 Term 1	5.1b, 5.1a, 5.2b, 5.5b	10REL.T1 Written Task Conscience and Decision Making	✓	✓	✓	30%
Week 4 Term 3	5.1b, 5.3a, 5.5b	10REL.T2 Research and Written Task Religious Diversity in Australia	✓	✓	✓	35%
Week 4 Term 4	5.1a, 5.3b	10REL.T3 Yearly Examination	✓	✓		35%

COMPONENTS

- A** Communication
- B** Knowledge and Understanding
- C** Research and Investigation

OUTCOMES

Code	Descriptor. A student ...
5.1a	communicates the relationship between respect for creation and creation as an act of God
5.1b	identifies various manifestations of the Spirit's activity in the world
5.2a	identifies and describes a distinct feature of a portrait of Jesus in the Gospels
5.2b	constructs a project to promote social justice or youth ministry grounded in the message of Jesus
5.3a	names and describes a range of expressions of Christianity
5.3b	demonstrates an appreciation of the Church as committed to authentically proclaiming the Word
5.4a	identifies and describes the relationship between the Church's celebrations and its mission
5.4b	names and describes a range of ways the Christian life is nurtured through prayer
5.5a	analyses Biblical writings as the Word of God revealed in history and culture
5.5b	locates examples of the Gospel in action in contemporary Australia

Science

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component				Weight (%)
			A	B	C	D	
Week 11 Term 1	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	10SCI.T1 Physics – Portfolio, Biology – Research Task, Chemistry – Data Processing	✓			✓	25%
Week 5 Term 4	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS	10SCI.T2 Firsthand Investigation and Risk Assessment (In Class, Home Time)		✓	✓	✓	25%
Week 4 Term 3	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	10SCI.T3 Physics – Portfolio, Biology – Research Task, Chemistry – Data Processing	✓		✓		25%
Week 4 Term 2	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	10SCI.T4 Physics – Portfolio, Biology – Research Task, Chemistry – Data Processing	✓	✓			25%

COMPONENTS

- A** Knowledge and understanding
- B** Planning and conducting investigations
- C** Communicating information and understanding
- D** Developing scientific thinking and problem-solving techniques

OUTCOMES

Code	Descriptor. A student ...
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances and the influence of society on the development of new materials

Textiles Technology

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Component							Weight (%)
			A	B	C	D	E	F	G	
Week 8 Term 1	TEX5-3, TEX5-5, TEX5-7	10TEX.T1 Designer Profile and Careers in Textile Industry Presentation	✓			✓				15%
Week 5 Term 2	TEX5-2, TEX5-3, TEC5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	10TEX.T2 Textile Art: Designing and Communicating Portfolio and Product	✓		✓		✓	✓	✓	35%
Week 2 Term 4	TEX5-1, TEX5-2, TEX5-4, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	10TEX.T3 Costume: Properties and Performance Portfolio and Product	✓	✓	✓				✓	35%
Week 5 Term 4	TEX5-1, TEX5-2, TEX5-3, TEX5-5, TEX5-6, TEX5-7	10TEX.T4 Yearly Examination		✓	✓		✓			15%

COMPONENTS

- A** Creatively communicates and presents ideas in graphic and verbal forms
- B** Explains the impact of textiles production and use on the consumer and society
- C** Understands influences on textile design, construction and use from historical, cultural and contemporary perspectives
- D** Understands the process of design used in the work of textile designers
- E** Understands the properties and performance of textiles and justifies the selection of material for specific end uses
- F** Uses technical skills and techniques to safely complete quality textile projects
- G** Uses the design process when designing and evaluating textile items

OUTCOMES

Code	Descriptor. A student ...
TEX5-1	explains the properties and performance of a range of textile items
TEX5-2	justifies the selection of textile materials for specific end uses
TEX5-3	explains the creative process of design used in the work of textile designers
TEX5-4	generates and develops textile design ideas
TEX5-5	investigates and applies methods of colouration and decoration for a range of textile items
TEX5-6	analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX5-7	evaluates the impact of textiles production and use on the individual consumer and society
TEX5-8	selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX5-9	critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX5-10	selects appropriate techniques and uses equipment safely in the production of quality textile projects
TEX5-11	demonstrates competence in the production of textile projects to completion
TEX5-12	evaluates textile items to determine quality in their design and construction

Visual Arts

Course: Year 10
Assessment Period: 2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components		Weight (%)
			A	B	
Week 6 Term 2	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8, 5.9	<u>10ART.T1 Practical Task 1 Including VAPD – Evidence of Research</u>	✓	✓	35%
Week 3 Term 4	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	<u>10ART.T2 Practical Task 2 Including Evidence and Research in VAPD</u>	✓	✓	45%
Week 4 Term 4	5.7, 5.8, 5.9, 5.10	<u>10ART.T3 Yearly Examination</u>		✓	20%

COMPONENTS

- A Artmaking
- B Critical and historical studies

OUTCOMES

Code	Descriptor. A student ...
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

Visual Design

Course: Year 10
Assessment Period: 2022

Edited 06/06/2022

ASSESSMENT TASKS

- Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Due Date	Focus Outcomes	Task type and overview of content and skills addressed in task	Components		Weight (%)
			A	B	
Week 10 Term 1	5.1 - 5.12	<u>10VAD.T1 Dream Diaries</u>	✓	✓	25%
Week 5 Term 3	5.1 - 5.12	<u>10VAD.T2 Object Design</u>	✓	✓	25%
Week 2 Term 4	5.1 - 5.12	<u>10VAD.T3 Zines</u>	✓	✓	25%
Week 4 Term 4	5.7 - 5.12	<u>10VAD.T4 Case Study and Examination</u>	✓	✓	25%

COMPONENTS

A Critical and historical studies

B Making Visual Design artwork

OUTCOMES

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