**Parramatta High School**

Yr 10

Assessment Policy 2021

 **A guide for students and their parents**

**What is an assessment task and why is it so important?**

Assessment is the opportunity to show what you know and what you can do. Your assessment tasks will help to diagnose your strengths and weaknesses so that teachers can focus their teaching on what you need to learn to be successful at school. You will also find out about areas to concentrate on to improve.

There are assessment tasks in each subject. The tasks that you will complete could be:

* formal examinations
* tests
* assignments
* essays
* creative works
* field studies
* excursion reports
* in class assessment tasks

All formal assessment tasks contribute towards your achievement and grades and must be completed. The results of this work will be shown in your Half Yearly and Yearly Reports.

All students will be given an assessment schedule for each subject. It will tell you when each assessment task will be held, what you will be assessed on, and what the task is worth. This schedule should be referred to throughout the year.

You may also obtain clarification regarding your assessments from your teacher or the Head Teacher of the subject, provided you allow adequate time for a response.

Please remember that your teachers have many responsibilities and demands on their time and that the opportunity to obtain advice is limited (they cannot be available 24/7).

You are also required to complete class work and homework.

***Student’s Rights and Responsibilities:***

# Rights

Students have the right to –

Be given information about each task such as

* + dates for each task;
	+ topic area and/or nature of assessment task;
	+ an approximate length or time for each task;
	+ mark value in relation to the total number of marks for the course; and
	+ how marks will be earned

Be given Notification at least two weeks prior to formal Task

Be given meaningful feedback on their performance, ie why they received the Assessment Mark they did and how they may improve their performance.

# Responsibilities

* Carefully read the assessment notification issued on the school’s pro forma
* Plan and mark the due dates for the tasks in your homework diary and on a calendar at home
* You cannot be away ON the day or the day BEFORE any assessment task.
* In the event of unforeseeable circumstances, a misadventure form must be filled out.

It is the responsibility of the student to see the Subject Head Teacher to organise an alternative catch up task/date on the FIRST DAY back to school.

* Check that any technology or equipment needed to complete the task is working before the due date (computer access and printing issues are not an acceptable misadventure)
* Keep your drafts of assignments as evidence of your work
* Keep a record of your submission of the task
* Keep a record of your results

# Misadventure Appeal

Absent on the day of or day before an assessment task

Obtain documentation for the day

* medical certificate for illness
* parent/guardian letter for other reasons

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| Notify the Faculty Head Teacher on the day |
| First | day back |

See Head Teacher with complete illness/accident/misadventure form to arrange alternative catch up date

As the assessment marks are intended to be a measure of a student’s performance, applications must relate to illness or misadventure suffered immediately before or during the assessment that has affected the student’s performance. Applications may be in respect of:

1. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in the examination(s) (eg influenza, an asthma attack, a cut hand);
2. misadventure – that is, any other event beyond the student’s control which allegedly affected the student’s performance in the examination(s) (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

If you do not complete the task on the due date an illness/accident/misadventure form must be completed with relevant documentations and submitted to the Subject Head Teacher within 5 working days. An Illness/accident/misadventure form can be found on the school website and at the end of this document.

# Unacceptable grounds for appeal

The application process does not cover:

* attendance at a sporting or cultural event, or family holiday unless prior approval has been obtained from the Principal
* Technology failure such as computer or printer malfunction cannot be taken as an acceptable reason for failure to submit an assessment task on time. It is the student’s responsibility to save his/her work frequently and also to back up their work.
* matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

# Late Submission Policy

* Submit a Misadventure Form with a Medical Certificate or Letter from Parent/Guardian explaining the reason for lateness. This documentation must be handed to the class teacher the day the student returns to school after his/her absence/s and within 5 days of the task (note that weekends count as days). DO NOT wait until the next time you have a lesson.
* **A zero mark will be awarded for students who fail to submit a task on time without appropriate and timely documentation.**

# Frequently Asked Questions

## What if you know in advance that you will be absent?

If you know that you will be absent with sufficient reason

* e.g. a funeral or an approved school activity, urgent medical attention-you will need to explain the circumstances in writing, before the absence, to your class teacher and/or faculty Head Teacher and a new due date will be given.
* e.g. overseas trip, extended leave-you will need to obtain approval from the Principal and organise an alternate arrangement with the faculty Head Teacher

## What if you have been absent from school?

When you have missed a lesson, it is your responsibility to check with your class teacher or peers to see if any relevant information about an assessment task has been provided and arrange to catch up the work.

## What happens when you hand in an assessment task?

Your class teacher will keep records of the assessment task handed in and issue you with a receipt. In a formal examination, you will complete an examination attendance slip for each subject or your attendance will be noted on the class roll.

## What is malpractice?

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others

Malpractice includes, but is not limited to:

* Copying someone else’s work in part or in whole, and presenting it as your own
* Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
* Using material directly from books, journals, CDs or the internet or any other source without reference to the source
* Building on the ideas of another person without referring to the source
* Buying, stealing or borrowing another’s work and presenting it as your own
* Damaging another student’s work
* Paying or having someone else complete the task for you
* Submitting work which another person such as a parent, tutor, subject expert or a sibling has contributed substantially
* Breaking published school examination rules
* Using non approved aids during an assessment task
* Providing false explanations for work not handed in by the due date
* Assisting another student to engage in malpractice

## What if you copy other people’s work?

A penalty will be imposed for copying, plagiarism or having someone else do the work for you.

## What if you do not make a serious attempt or cheat?

A penalty may be imposed if you do not make a serious attempt in an assessment task, produce irrelevant or offensive material, or cheat.

## Please Note:

Parents will be informed of any instances of malpractice. Students have the right to appeal if they consider that the penalty imposed is not justified.

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| 10 COMMERCE**Semester** **1 and 2****2021** | **Task 1** | **Task 2** | **Task 3** |
| **Term 2****Week 1** | **Term 3****Week 5** | **Term 4****Week 4** |
| TASK | **Common Task:****Research Task** Investing | **Common Task:****Market Day Portfolio**Running a Business / Promoting and Selling | **Common Task****Yearly Examination**Employment and Work Future |
| **POSSIBLE ASSESSED SYLLABUS OUTCOMES** | COM5-1, COM5-2, COM5-5, COM5-7, COM5-8 | COM5-1, COM5-2, COM5-5, COM5-6, COM5-7, COM5-9 | COM5-1, COM5-4, COM5-8, COM5-9 |
| TOTAL | **100%** | **30%** | **40%** | **30%** |

**Stage 5 Commerce Outcomes:**

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



**Year 10 Design & Technology Reporting Outcomes**

**Semester 1 & 2**

1. Analyses and applies a range of design concepts and processes
2. Develops and evaluates innovative, enterprising and creative design ideas and solutions
3. Uses appropriate techniques when communicating design ideas and solutions to a range of audiences
4. Selects and applies management strategies when developing design solutions
5. Selects and uses a range of technologies competently in the development and management of quality design solution

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| **10 DRAMA****2021** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** |
| Term 1 Week 10 | Term 2Week 10 | Term 2 Week 10 | Term 3Week 6 | Term 4Week 6 |
| **TASK** | PlaybuildingGroup Performance | Realism Individual Performance | Realism Design Task | Scripted Performance | YearlyExam  |
| **OUTCOMES** | 5.1.1,.5.1.2,.5.1.3,5.1.4, 5.2.1, 5.2.2, 5.2.3 | 5.1.1,.5.1.2,.5.1.3,5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3 | 5.1.1,.5.1.2,.5.1.3,5.1.4, 5.3.1, 5.3.3 | 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3 | 5.3.1, 5.3.2, 5.3.3 |
| Making\* | **30%** | 10 | 10 | 10 |  |  |
| Performing\*  | **30%** | 10 | 10 |  | 10 |  |
| Appreciating | **20%** |  |  |  |  | 20 |
| Log Book  | **20%** |  | 5 | 10 | 5 |  |
| **TOTAL** | **100%** | **20%** | **25%** | **20%** | **15%** | **20%** |

*Making and Performing are assessed simultaneously. Most tasks are prepared in class; the above schedule indicates the approximate assessment and/or completion date.*

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| **Year 10 Drama Report Outcomes** |
| 1 | Devises, interprets and enacts drama |
| 3 | Applies acting and performance techniques to communicate meaning in group performances. |
| 4 | Employs a variety of performance styles and dramatic techniques to create dramatic meaning in individual performances |
| 5 | Responds to and reflects on the elements of drama, performance styles and theatrical conventions. |
| 6 | Analyses and evaluates the contribution of individuals and groups to processes and performances in drama. |

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| **10 ENGLISH** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| Term 1Week 10 | Term 2Week 10 | Term 3Week 10  |  Term 4Weeks 3-4 |
| **ALL TASKS ARE COMMON** | **DYSTOPIAN WORLDS**Imaginative Writing and Reflection | **SHAKESPEARE TRANSFORMATION**Digital Response | **PEOPLE AND POWER**Analytical Writing Task | **REAL WORLD**Reading Task |
| **SYLLABUS OUTCOMES** | 1A, 3B, 5C, 9E | 1A, 2A, 3B, 4B, 5C, 6C, 8D | 1A, 3B, 5C, 7D | 1A, 3B, 5C, 6C,7D  |
| **Reading** |  |  | 5 | 10 | 15 |
| **Writing** |  | 30 | 10 | 15 | 5 |
| **Viewing &****Representing** |  |  | 5 |  |  |
| **Speaking** |  |  | 5 |  |  |
| **TOTAL** | **100%** | **30%** | **25%** | **25%** | **20%** |

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| **10 FOOD****TECHNOLOGY** | **TASK 1** | **TASK 2** | **TASK 3** | **TASK 4** |
| Term 1Week 10 | Term 2Week 3/4 | Term 3Week 6/7 | Term 4Week 3/4 |
| **TASK** | Food Service and Catering Research task | Practical Examination | Food Product Development Project  |  Yearly Examination |
| **POSSIBLE SYLLABUS OUTCOMES** | FT5-2FT5-4FT5-7FT5-11FT5-12 | FT5-1FT5-2FT5-5FT5-10 | FT5-1FT5-2FT5-8FT5-9FT5-10FT5-11FT5-13 | FT5-2FT5-3FT5-4FT5-6FT5-7FT5-12FT5-13 |
| Knowledge and understanding  | 40 | 15 |  |  | 25 |
| skills in researching, evaluating and communicating  | 20 | 10 |  | 10 |  |
| skills in designing, producing and evaluating  | 40 |  | 20 | 20 |  |
| **TOTAL**  | **100%** | **25%** | **20%** | **30%** | **25%** |

**Reporting Outcomes Assessed in Semester 1**

1. Demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
2. Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
3. Accounts for changes to the properties of food which occur during food processing, preparation and storage FT5-4
4. Applies appropriate methods of food processing, preparation and storage FT5-5
5. Justifies food choices by analysing the factors that influence eating habits FT5-7

**Reporting Outcomes Assessed in Semester 2**

1. Describes the physical and chemical properties of a variety of foods FT5-3
2. Selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
3. Plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
4. Examines the relationship between food, technology and society FT5-12
5. Evaluates the impact of activities related to food on the individual, society and the environment FT5-13

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| **YEAR 10 Sem. 1****FRENCH****2021** | **Task 1** | **Task 2** |
| ***Défile de Mode*** | ***Interview*** |
| **SYLLABUS OUTCOMES** | LFR5-1CLFR5-4CLFR5-5ULFR5-8U | LFR5-2CLFR5-3CLFR5-4CLFR5-6U |
| Communicating | Interacting | ✓ |  |
| Accessing & Responding |  | ✓ |
| Composing | ✓ | ✓ |
| Understanding | Systems of Language | ✓ | ✓ |
| The Role of Language and Culture | ✓ |  |
| **Total = 35%** | **20%** | **15%** |

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| **YEAR 10 Sem. 2****FRENCH****2021** | **Task 3** | **Task 4** |
| ***Mock HSC*** | ***Magazine*** |
| **SYLLABUS OUTCOMES** | LFR5-2CLFR5-3CLFR5-4CLFR5-5ULFR5-7U | LFR5-1CLFR5-4CLFR5-6ULFR5-7ULFR5-8U |
| Communicating | Interacting |  | ✓ |
| Accessing & Responding | ✓ |  |
| Composing |  | ✓ |
| Understanding | Systems of Language | ✓ | ✓ |
| The Role of Language and Culture | ✓ |  |
| **Total = 65%** | **40%** | **25%** |

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| **10 GEOGRAPHY** **Semester 1** **and 2****2021** | **Task 1** | **Task 2** | **Task 3** |
| **Term 1** **Week 7/8** | **Term 2****Week 2** | **Term 3****Week 9/10** |
| **TASK** | **Common Task:****Research Task**Sustainable Biomes | **Common Task:** **Topic Test**Sustainable Biomes | **Common Task** **PBL Task**Changing Places |
| **POSSIBLE ASSESSED SYLLABUS OUTCOMES** | GE5-1, GE5-2, GE5-3, GE5-8 | GE5-2, GE5-3, GE5-5, GE5-8 | GE5-2, GE5-3, GE5-5, GE5-7, GE5-8 |
| **TOTAL** | **100%** | **30%** | **30%** | **40%** |

**Stage 5: Year 10 Geography Outcomes**

A Student:

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

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| **10 Graphics Technology****2021** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Task 5** | **Task 6** |
| Term 1Week 9 | Term 2Week 1 | Term 2Week 3 | Term 3Week 4 | Term 4Week 3 | Term 4Week 6 |
| TASK | Common ResearchTask:**Australian****Architecture** | Project & Portfolio | Common Semester Test | Common Research Task:**Rendering** | Project & Portfolio | Common Semester Test |
| **SYLLABUS OUTCOMES** | GT5-2, GT5-3 | GT5-7,  | GT5-1, GT5-5 | GT5-10 | GT5-7, GT5-8 | GT5-1 |
| Research skills | **10%** | 10% |  |  |  |  |  |
| Unit 1 | **25%** |  | 25% |  |  |  |  |
| Half yearly class test | **15%** |  |  | 15% |  |  |  |
| Drawing Skills | **10%** |  |  |  | 10% |  |  |
| Unit 2 | **25%** |  |  |  |  | 25% |  |
| Yearly exam | **15%** |  |  |  |  |  | 15% |
| **TOTAL** | **100%** | **10%** | **25%** | **15%** | **10%** | **25%** | **15%** |

**Year 10 Graphics Technology Reporting Outcomes**

**Semester 1 & 2**

* communicates ideas graphically using freehand sketching and accurate drafting techniques
* analyses the context of information and intended audience to select and develop appropriate presentations
* designs and produces a range of graphical presentations
* identifies, interprets, selects and applies graphics conventions, standards and procedures in graphical communications
* manipulates and produces images using digital drafting and presentation technologies
* demonstrates responsible and safe work practices for self and others

**Stage 5: Year 10 History Outcomes (NSW Syllabus for the Australian Curriculum)**

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

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| **10 HISTORY****Semester 1 and 2****2021** | **Task 1** | **Task 2** | **Task 3** |
| **Term 1****Week 9-10** | **Term 3****Week 9-10** | **Term 4****Week 3-4** |
| **TASK** | **Common Task:****Source Stimulus Structured Response**Australians at War:WW2(1939-1945) | **Common Task:****Research Task**Rights and Freedoms(1945-present) | **Common Task:****Examination***Aspects of*Australians at War: WW2(1939-1945)Rights and Freedoms (1945-present)The Globalising World- Migration Experiences |
| **POSSIBLE SYLLABUS OUTCOMES** | **HT5.1, HT 5.4, HT5.9, HT5.10** | **HT5.2, HT 5.5, HT 5.6, HT 5.8, HT 5.9, HT 5.10** | **HT5.1, HT 5.3, HT5.4, HT 5.6 HT5.7, HT5.10** |
| **TOTAL** | **100%** | **30%** | **40%** | **30%** |

**\***Due to

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|  | **Industrial Technology - Engineering**  |  | **Assessment Summary****Year 10 CourseAssessment Commences Term 1, 2021** |
| **Course Components** |  | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
|  | **Timing** | Term 2 Week 5 | Term 3 Week 2 | Term 4 Week 3 or 4 | Term 4 Week 6 |
|  | **Task Type** | Group Project Control Technologies | Individual Research Task – Control Tech & Transport | Yearly Exam | Group Project Transport |
|  | **Outcomes Assessed** | 5-1, 5-2, 5-3,5-4, 5-8 | 5-2, 5-5, 5-65-7, 5-8, 5-10 | 5-1, 5-3, 5-4, 5-55-8, 5-9, 5-10 | 5-2, 5-3, 5-4, 5-55-7, 5-8, 5-9 |
| WHS and risk management | **15%** | 5 |  | 5 | 5 |
| Materials | **15%** |  | 5 | 5 | 5 |
| Tools, equipment and techniques | **10%** | 5 |  | 5 |  |
| Engineering principles and processes | **15%** |  | 5 | 5 | 5 |
| Design | **10%** | 5 |  |  | 5 |
| Workplace communication skills | **15%** |  | 5 | 5 | 5 |
| Societal and environmental impact | **10%** |  | 5 | 5 |  |
| Links to industry | **10%** |  | 5 | 5 |  |
| **Total Weighting** | **100%** | **15%** | **25%** | **35%** | **25%** |

**Year 10 Industrial Technology - Engineering Reporting Outcomes**

1. Applies design principles in the modification, development and production of projects (Semester 1 & 2)

2. Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects (Semester 1 & 2)

3. Selects, justifies and uses a range of relevant and associated materials for specific applications (Semester 1 & 2)

4. Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects (Semester 1 & 2)

5. Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction (Semester 1 & 2)

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| **Information and Software Technology**  |  |  | **Assessment Summary****Year 10 CourseAssessment Commences Term 1, 2021** |
| **Course Components** |  | **Task 1** | **Task 2\*** | **Task 3\*** | **Task 4** |
|  | **Timing** | Term 1 Week 9  | Term 3 Week 1 Term 4 Week 1\* | Term 3 Week 1Term 4 Week 1\* | Term 4 Week 3/4 |
|  | **Task Type** | Individual Project Database Systems | Group Project Robotics | Individual Project Artificial Intelligence | Common Semester Test |
|  | **Outcomes Assessed** | 5.1.1, 5.1.2, 5.3.2 | 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.5.1 | 5.3.1, 5.4.1, 5.5.2,  | 5.3.1, 5.5.3 |
| Computer software and hardware | **15%** | 5 | 10 |  |  |
| Problem solving and critical thinking to design & develop creative IST solutions | **15%** | 5 | 10 |  |  |
| Responsible and ethical attitude related to the use of ISTs | **10%** |  |  | 5 | 5 |
| The effects of past, current and emerging ISTs on the individual and society | **10%** |  |  | 5 | 5 |
| Communication and collaborative work for IST solutions for specific problems | **10%** |  | 10 |  |  |
| **Option Topics** | **40%** | 10 | 10 | 10 | 10 |
| **Total Weighting** | **100%** | **20%** | **40%** | **20%** | **20%** |

**\***Due to resource availability, only one class completes Task 2 at a time. While one class does Task 2, the other class will do Task 3. The classes will then swap so that each class gets equal time for each assessment.

**Year 10 Information Software and Technology Reporting Outcomes**

1. Describes and applies problem-solving processes when creating solutions (Semester 1)

2. Designs, produces and evaluates appropriate solutions to a range of challenging problems (Semester 1)

3. Demonstrate a level of competency in creating and interpreting (Semester 1)

4. Selects and justifies the application of appropriate software programs to a range of tasks (Semester 2)

5. Critically analyses decision-making processes in a range of information and software solutions (Semester 2)

6. Applies collaborative work practices to complete tasks (Semester 2)

7. Communicates ideas, processes and solutions to a targeted audience (Semester 2)

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| **10 MATHEMATICS****5.1 Pathway 2021** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| Term 1 Week 10 | Term 2 Week 3/4 | Term 3Week 7 | Term 4Week 3/4 |
| TASK | **Assignment** | **Half Yearly** | **Yearly** | **Class Test** |
| **POSSIBLE SYLLABUS OUTCOMES ASSESSED** | **MA5.1-10MG***+ Working Mathematically Outcomes* | **MA5.1-10MG****MA5.1-8MG****MA5.1-9MG****MA5.1-13-SP***+ Working Mathematically Outcomes*  | **ANY STAGE 5 OUTCOMES***+ Working Mathematically Outcomes* | **MA5.1-6NA****MA5.1-11MG***+ Working Mathematically Outcomes* |
| **TOTAL** | **100%** | **15%** | **30%** | **30%** | **25%** |

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| **10 MATHEMATICS****5.2/3 Pathway 2021** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| Term 1 Week 10 | Term 2 Week 3/4 | Term 3Week 7 | Term 4Week 3/4 |
| TASK | **Assignment** | **Half Yearly** | **Yearly** | **Class Test** |
| **POSSIBLE SYLLABUS OUTCOMES ASSESSED** | **MA5.2-15SP****MA5.2-16SP****MA5.3-18SP****MA5.3-19SP***+ Working Mathematically Outcomes* | **ASSIGNMENT OUTCOMES + MA5.2-11MG****MA5.2-12MG****MA5.2-13MG****MA5.2-7NA****MA5.3-13MG****MA5.3-14MG****MA5.3-15MG****MA5.3-6NA***+ Working Mathematically Outcomes* | **ANY STAGE 5 OUTCOMES***+ Working Mathematically Outcomes* | **MA5.2-5NA****MA5.2-6NA****MA5.2-8NA****MA5.2-10NA****MA5.3-4NA****MA5.3-5NA****MA5.3-7NA****MA5.3-9NA****MA5.3-12NA***+ Working Mathematically Outcomes* |
| **TOTAL** | **100%** | **15%** | **30%** | **30%** | **25%** |

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| **10 MUSIC 2021** | Task 1 | Task 2 | Task 3 | Task 4 | Task 5 |
| Term 1 Weeks 5  - 6  | Term 2Weeks 3 - 4 | Term 2 Weeks 8 - 10 | Term 3Week 10 | Term 4Weeks 3 - 4 |
| TASK | Class Activities | Half-YearlyExamination | Class Activities | Class Activities | YearlyExamination |
| OUTCOMES | 5.1, 5.2, 5.3 | 5.7, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 |
| Performance | 30% | Performance10% |  | Performance10% |  | Performance10% |
| Listening   | 30% |  | ListeningWritten Response15% |  |  | ListeningWritten Response15% |
| Composition | 30% |  |  | Major Composition Project10% | Major Composition Project10% | Composition Written Response10% |
| Assignment | 10% |  |  |  | Assignment10% |  |
| TOTAL | 100% | 10% | 15% | 20% | 20% | 35% |

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| **Year 10 Music Reporting Outcomes** |
| 5.1 | Performs selected music with appropriate stylistic features demonstrating solo and ensemble awareness |
| 5.2 | Understands musical concepts through analysis, comparison and discussion of music from different concepts |
| 5.3 | Understands musical concepts through aural identification, discrimination, memorisation and notation in music |
| 5.4 | Notates own compositions, applying forms of notation appropriate to the music selected for study. |

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| **10 PDHPE** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Participation** | **Values** |
| Healthy Living | Healthy, safe & active lifestyles Living | Topic 4: ALARM Scaffold Explicit writing Drugs | Topic 5: Group Research TaskLesson 4 | Movement Skills & Performance | Values & Attitudes |
| **TASK** | Research Task & Risk AssessmentTerm 1Week 6-8 | Diversity & Adversity Topic TestTerm 2Week 4 | Topic 4: ALARM Scaffold Explicit writing Road Safety Term 3, Week 6 | Topic 5: Group Research Task – Create a WebsiteTerm 3, 10 | Practical Skills | Effort, participation & Uniform |
| **SYLLABUS OUTCOMES** | PD5-7, PD5-8 | PD5-1 and PD5-3 | PD5-1, PD5-2 and PD5-9 | PD5-2, PD5-7 and PD5-10 | PD5-11 | PD5-10 |
| **Knowledge****& Understanding** | **35** | 5 | 10 | 10 | 10 |  |  |
| **Practical Skills** | **45** | 10 | 5 | 5 | 5 | 20 |  |
| **Movement Experiences** | **20** |  |  |  |  |  | 20 |
| **TOTAL** | **100** | **15** | **15** | **15** | **15** | **20** | **20** |

NESA Assessment Strategies: <https://syllabus.nesa.nsw.edu.au/support-materials/assessment/>

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| 10 SCIENCE  | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| Term 1Week 8/9 | Term 2 Week 3/4 | Term 3Week 7 | Term 4Week 3/4 |
| TASK | Practical Exam | Half Yearly Exam | Yearly Exam  | Depth Study |
| **OUTCOMES** | SC5 - 6WS to 8WS  | 10PW, 12ES, 14LW, 15LW | 10PW, 11PW, 12ES,13ES, 14LW, 15LW, 16CW,17CW | SC5 - 4WS to 9WS |
| **Knowledge and understanding** | **35%** |  | 15 | 20 |  |
| **Planning and conducting investigations**  | **25%** | 10 |  | 5 | 10 |
| **Critical thinking and problem solving** | **20%** | 5 | 5 | 5 | 5 |
| **Communication**  | **20%** | 5 | 5 | 5 | 5 |
| **TOTAL** | **100%** | **20%** | **25%** | **35%** | **20%** |

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| **10 VISUAL ARTS****2021** | **Task 1** | **Task 2** | **Task 3** | **Task 4** |
| Week 4Term 2 | Week 4Term 2 | Week 4Term 4 | Exam periodTerm 4 |
| **TASK** | Resolved Artwork 1& VAPD | Art Criticism Task  | Resolved Artwork 2& VAPD | Yearly Examination  |
| **SYLLABUS OUTCOMES** | 5.1, 5.2, 5.35.4, 5.5, 5.6 | 5.7, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.35.4, 5.5, 5.6 | 5.7, 5.8, 5.9, 5.10 |
| Making | **30%** |  | **30%** |  |
| Critical & Historical Studies  |  | **15%** |  | **25%** |
| TOTAL | **30%** | **15%** | **30%** | **25%** |

*All assessment tasks are worked on and completed in class, unless students are otherwise notified.*

**Year 10 Visual Arts Reporting Outcomes**

1. Demonstrates developing technical accomplishment, refinement and autonomy when applying different art making conventions and procedures to make artworks (5.1, 5.6)
2. Makes artworks informed by their understanding of the frames, the conceptual framework and the world as a source of ideas, to extend concepts and meaning in artworks. (5.2, 5.3, 5.4, 5.5)
3. Applies their understanding of practice and the conceptual framework in critical and historical interpretations of art and demonstrates how the frames provide different interpretations of art (5.7, 5.8, 5.9)
4. Demonstrates that art criticism and art history construct meanings for the making of artwork. (5.10)