



Parramatta High School

Year 10 Assessment Policy 2023

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

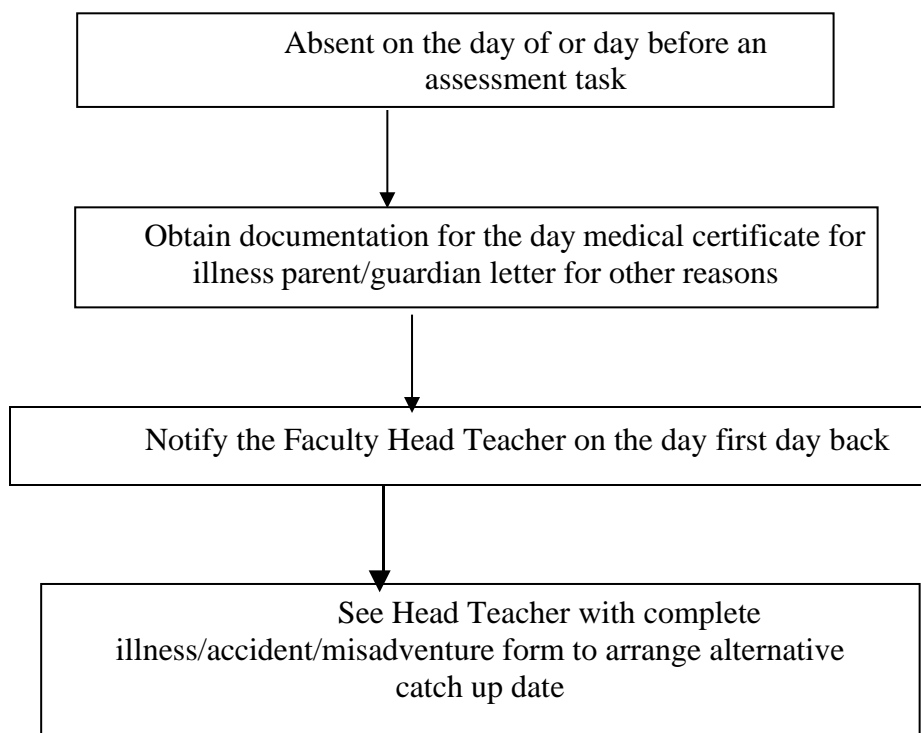
Be given Notification at least two weeks prior to formal Task

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 Illness Appeal



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:

- a. 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);
- b. 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.

10 COMMERCE 2023		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 All topics
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%	30%	40%

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

10 DESIGN & TECHNOLOGY		TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
		Term 2 Week 1	Term 3 Week 1	Term 3 Week 7	Term 4 Week 3-4	Term 4 Week 5
TASK		Project 1 Accessorise me	Project 2 Let there be Light	Project 3 Proposal Student Choice	Yearly Exam	Project 3 Student Choice Progress Mark
SYLLABUS OUTCOMES		DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9, DT5-10	DT5-1, DT5-4 DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9, DT5-10	DT5-2, DT5-3 DT5-4, DT5-5	DT5-1, DT5-4 DT5-6, DT5-7 DT5-8, DT5-9, DT5-10
The Design Process	40%	10	10	5	10	5
Activity of Designers	15%	5	5		5	
Skills in designing, producing and evaluating solutions	45%	10	10	10	5	10
TOTAL	100%	25	25	15	20	15

Year 10 Design & Technology Reporting Outcomes

Semester 1 & 2

DT5-1 analyses and applies a range of design concepts and processes

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-8 selects and applies management strategies when developing design solutions

DT5-6: Develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-9: Applies risk management practices and works safely in developing quality design solutions

DT5-10: Selects and uses a range of technologies competently in the development and management of quality design solutions

10 DRAMA		Task 1	Task 2	Task 3	Task 4
		Term 1	Term 2	Term 3	Term 4
TASK		Group Performance	Realism Design and Performance Task	Duologue Scripted Performance	Yearly Examination
OUTCOMES		5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.3, 5.1.1, 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	35%	10	15	10	
Performing	35%	10	10	15	
Appreciating	30%	5	5		20
TOTAL	100%	25%	30%	25%	20%

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

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.

10 ELECTIVE HISTORY 2023		Task 1	Task 2	Task 3
		Term 1 Week 9/10	Term 3 Week 3/4	Term 4 Week 1/2
TASK		Common Task: Topic 1: Film as History In class Film Analysis	Common Task: Topic 3: Heroes or Villains Group Work/Research – Board Game	Common Task: Topic 3: Music Through History Oral /ICT Presentation
POSSIBLE ASSESSES SYLLABUS OUTCOMES		HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8,	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10	HTE5-1, HTE5-6, HTE5-8, HTE5-9, HTE5-10
TOTAL	100%	30%	40%	30%

Stage 5 History Elective Outcomes:

- 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

10 ENGLISH		Task 1	Task 2	Task 3	Task 4
		Term 1	Term 2	Term 3	Term 4
		Weeks 9-10	Weeks 9-10	Weeks 9-10	Week 3
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%

Outcomes

1A-responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

2A-effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

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

4B-effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

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

6C-investigates the relationships between and among texts

7D-understands and evaluates the diverse ways texts can represent personal and public worlds

8D-questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

9E-purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

10 FOOD TECHNOLOGY		TASK 1	TASK 2	TASK 3	TASK 4
		Term 1 Week 9	Term 2 Week 4	Term 3 Week 4	Term 4 Week 3/4
TASK		Pop-Up Restaurant Proposal	Practical Examination	Food Product Development Project	Yearly Examination
POSSIBLE SYLLABUS OUTCOMES		FT5-2 FT5-4 FT5-7 FT5-11 FT5-12	FT5-1 FT5-2 FT5-5 FT5-10	FT5-1 FT5-2 FT5-8 FT5-9 FT5-10 FT5-11 FT5-13	FT5-2 FT5-3 FT5-4 FT5-6 FT5-7 FT5-12 FT5-13
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

Year 10 French		TASK 1		TASK 2		TASK 3		TASK 4	
Assessment Schedule 2022		Term 1 Week 10		Term 2 Week 5		Term 3 Week 9		Term 4 Week 4	
		Fashion Show Topic: <i>À la Mode</i>		Diary Topic: <i>La Santé</i>		Mock HSC Topic: <i>All Stage 5 (Term 3: Bon Voyage)</i>		Magazine Topic: <i>Magazine PBL</i>	
Course Component	Weighting	Outcomes		Outcomes		Outcomes		Outcomes	
		LFR5-1C LFR5-4C	LFR5-5U LFR5-8U	LFR5-2C LFR5-3U LFR5-4C	LFR5-6U	LFR5-2C LFR5-3C LFR5-4C	LFR5-5U LFR5-7U	LFR5-1C LFR5-4C	LFR5-6U LFR5-7U
Communicating	60	10		15		20		15	
Understanding	40	10				20		10	
Total	100 %	20%		15%		40%		25%	

Semester 1 Reporting Outcomes:

LFR5-1C - manipulates French in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LFR5-3C- evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific purposes, texts and audiences

LFR5-4C- experiments with linguistic patterns and structures to compose texts in French, using a range of formats for a variety of contexts, purposes and audiences

LFR5-5U- demonstrates how French pronunciation and intonation are used to convey meaning

Semester 2 Reporting Outcomes:

LFR5-2C- identifies and interprets information in a range of texts

LFR5-4C- experiments with linguistic patterns and structures to compose texts in French using a range of formats for a variety of contexts, purposes and audience

LFR5-5U- demonstrates how French pronunciation and intonation are used to convey meaning

LFR5-6U- analyses the function of complex grammatical structures to extend meaning

10 Graphics Technology 2022		Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
		Term 1 Week 9	Term 2 Week 1	Term 2 Week 3	Term 3 Week 10	Term 4 Week 3	Term 4 Week 6
TASK		Common Research Task: Australian Architecture	Project & Portfolio	Common Semester Test	Common Research Task: Animation	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 HISTORY (Year 10) 2023		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 8/9	Term 2 Week 3/4	Term 3 Week 3/4	Term 4 Week 4/5
TASK		Common Task: Source Analysis <i>Movement of Peoples</i>	Common Task: Half Yearly Exam <i>Movement of Peoples & Making a Nation</i>	Common Task: Research & Oral Presentation <i>CORE: WWI & WW2</i>	Common Task: Yearly Examination <i>All Topics including Rights and Freedoms</i>
POSSIBLE SYLLABUS OUTCOMES		HT5.1, HT 5.4, HT5.6, HT5.9, HT5.10	HT5.2, HT 5.5, HT 5.6, HT 5.8, HT 5.9, HT 5.10	HT5.1, HT5.3, HT5.4, HT5.6, HT5.7, HT5.8, HT5.10	HT5.1, HT 5.3, HT5.4, HT 5.6 HT5.7, HT5.10
TOTAL	100 %	20%	25%	25%	30%

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

10 Industrial Technology-Engineering		Task 1	Task 2	Task 3	Task 4
Course Components					
	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, 5-6 5-7, 5-8, 5-10	5-1, 5-3, 5-4, 5-5 5-8, 5-9, 5-10	5-2, 5-3, 5-4, 5-5 5-7, 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)

10 Information and Software Technology		Task 1	Task 2*	Task 3*	Task 4
Course Components					
	Timing	Term 1 Week 9	Term 3 Week 1 Term 4 Week 1*	Term 3 Week 1 Term 4 Week 1*	Term 4 Week 3/4
	Task Type	Individual Database Project	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)

Year 10 5.1 - 5.2 Mathematics 2023		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 7	Term 2 Exam Period Weeks 3 / 4	Term 3 Week 8	Term 4 Exam Period Weeks 3 / 4
TASK		Assignment	Half Yearly Examination	Yearly Examination	Topic Test
POSSIBLE SYLLABUS OUTCOMES ASSESSED		MA5.1-12SP MA5.2-15SP MA5.3-18SP MA5.2-16SP MA5.3-19SP + Working Mathematically outcomes	Task 1 Outcomes + MA5.1-5NA MA5.2-7NA MA5.1-9MG MA5.1-13SP MA5.2-17SP MA5.2-6NA MA5.2-8NA + Working Mathematically outcomes	Task 2 Outcomes plus MA5.1-6NA MA5.2-5NA MA5.2-9NA MA5.2-6NA MA5.2-8NA MA5.1-7NA MA5.2-10NA MA5.1-10MG MA5.2-13MG + Working Mathematically outcomes	MA5.1-9MG MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.1-11MG MA5.2-14MG + Working Mathematically outcomes
TOTAL	100%	15%	30%	30%	25%

Mathematics Stage 5 Syllabus Outcomes

Communicating	MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
Communicating	MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
Problem Solving	MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
Problem Solving	MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
Reasoning	MA5.2-3WM	constructs arguments to prove and justify results
Reasoning	MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
Ratios and Rates	MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving
Algebraic Techniques	MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
Algebraic Techniques	MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
Indices	MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
Indices	MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
Surds and Indices	MA5.3-6NA	performs operations with surds and indices
Equations	MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
Equations	MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
Linear Relationships	MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
Linear Relationships	MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
Linear Relationships	MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard
Non-Linear Relationships	MA5.1-7NA	graphs simple non-linear relationships
Non-Linear Relationships	MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
Area and Surface Area	MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
Area and Surface Area	MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
Area and Surface Area	MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
Volume	MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

Volume	MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
Numbers of Any Magnitude	MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
Right-Angled Triangles (Trigonometry)	MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
Right-Angled Triangles (Trigonometry)	MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
Right-Angled Triangles (Trigonometry)	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
Properties of Geometrical Figures	MA5.1-11MG	describes and applies the properties of similar figures and scale drawings
Properties of Geometrical Figures	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	MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
Circle Geometry	MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
Single Variable Data Analysis	MA5.1-12SP	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
Single Variable Data Analysis	MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
Single Variable Data Analysis	MA5.3-18SP	uses standard deviation to analyse data
Bivariate Data Analysis	MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
Bivariate 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
Probability	MA5.1-13SP	calculates relative frequencies to estimate probabilities of simple and compound events
Probability	MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

10 MUSIC 2023		Task 1	Task 2	Task 3	Task 4
		Term 1 Weeks 8 - 10	Term 2 Weeks 8 - 10	Term 3 Week 3 - 5	Term 4 Weeks 3 - 4
TASK		19th Century Music	Latin Music	Latin Music	Yearly Examination
OUTCOMES		5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10, 5.12
Performance	40%		Performance 10%		Small Ensemble Performance 30%
Listening	30%	Written Examination 20%			Yearly Examination 10%
Composition	30%	Composition 10%		Composition Project 20%	
TOTAL	100%	30%	10%	20%	40%

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.

10 PDHPE		Task 1	Task 2	Task 3	Task 4	Participation	Values
		Mental Health & Wellbeing	Practical Task 1	Sexual Health	Practical Task 2	Movement Skills & Performance	Values & Attitudes
TASK		Research Task	Game Creation	Written Task	Culture Games	Practical Skills	Effort, participation & Uniform
SYLLABUS OUTCOMES		PD5-1 PD5-7	PD5-5	PD5-2 PD5-3	PD5-8	PD5-11	PD5-10
Knowledge & Understanding	45	10	10	15	10		
Practical Skills	45	15	5	10	5	10	
Movement Experiences	10						10
TOTAL	100	25	15	25	15	10	10

10 PASS		Task 1	Task 2	Task 3	Task 4	Participation	Values
		Physical Activity for Specific Groups	Practical Task 1	Enhancing Performance - Strategies and Techniques	Practical Task 2	Movement Skills & Performance	Values & Attitudes
TASK		Interview and Evaluation	Game Creation	Skills Presentation	Movement Performance	Practical Skills	Effort, participation & Uniform
SYLLABUS OUTCOMES		PASS5-3 PASS5-4	PASS5-7 PASS5-8	PASS5-5 PASS5-6	PASS5-7 PASS5-8	PASS5-7 PASS5-8 PASS5-9	PASS5-10 PASS5-11
Knowledge & Understanding	45	10	10	15	10		
Skills	45	15	5	10	5	10	
Values & Attitudes	10						10
TOTAL	100	25	15	25	15	10	10

10 SCIENCE		Task 1	Task 2	Task 3	Task 4
		Term 1 Week 6-8	Term 2 Week 3/4	Term 3 Week 7	Term 4 Week 3/4
TASK		Depth Study	Half Yearly Exam	Yearly Exam	Practical Exam
OUTCOMES		4WS to 9WS	10PW, 12ES, 16CW	10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	14LW, 16CW, 6WS to 8WS
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%

Stage 5 Science Outcomes:

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
- SC5-12ES 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
- SC5-14LW 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

10 VISUAL ARTS 2023	Task 1	Task 2	Task 3	Task 4
	Term 2, Week 3	Term 2, Week 4	Term 3, Week 8	Yearly Exam Period
TASK	Artwork 1 & VAPD	Art Criticism Task	Artwork 2 & VAPD	Yearly Examination
SYLLABUS OUTCOMES	5.1, 5.2, 5.3 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
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)

