LEETON HIGH SCHOOL

ASSESSMENT POLICY AND PROCEDURES

YEAR 10

2024

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Junior Assessment Policy

"Take the attitude of a student, never be too big to ask questions, never know too much to learn something new." —Augustine Og Mandino

Assessment and Course Requirements

Students are expected to undertake all learning activities to meet completion requirements for a subject. Normal procedures for contacting parents will apply for failure to meet these requirements.

Reminders will be provided two weeks prior to the due date of an assessment task; however, students are encouraged to use the Assessment Calendar at the end of this booklet as notification of upcoming assessments.

In-class assessment tasks / Examinations

- Students must be present for examinations. If they are absent, they need to present an Illness/Misadventure Form (see Appendix I) from a parent/carer/guardian explaining their absence. No penalty will occur if the form is provided with a legitimate reason.
- Absence from an examination or in class task will incur a 20% penalty if no satisfactory reason is given by a parent, carer or guardian.
- Failure to sit a negotiated substitute task will result in a zero being awarded for this task.
- Refusal to do a task will result in a zero mark being awarded for this task.
- Absences through school approved activities such as representation at sporting knockouts do not require a note from a parent or carer. Students should let their teacher know if they will be absent for an assessment task due to school approved activities prior to the date. Alternative arrangements will be provided to the student without penalty.

Take-home assessment tasks

- Usually, two weeks' notice will be given for a research or take-home task. The due date is the last day the task can be handed in without penalty.
- Tasks submitted late will incur a 20% penalty per day for up to five days. Tasks submitted after five days will receive a zero mark.
- Students who miss tasks due to misadventure (with an approved Illness/Misadventure form – Appendix I) may be given an extension or an estimate as determined by the teacher and the Head Teacher.
- Refusal to complete a task will result in a zero mark being awarded for the task.
- School approved activities such as representation at sporting knockouts occurring on the due date do not warrant an extension. Students must make arrangements to submit the task prior to excursion in this case, unless a pre-approved extension has been granted (see Appendix I).

Course Completion Criteria

The following course completion criteria refer to Record of School Achievement (RoSA), Year 11 and HSC courses. 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) followed the course developed or endorsed by the Board; and

b) applied him or herself 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. (NESA – Assessment and Examinations Manual 11.4.1)

Malpractice and plagiarism in Assessment Tasks

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process.

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It can include copying someone else's work, cheating during an exam in any form, or providing false information for not submitting an assessment task on time. Malpractice in assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual and disadvantaging other students.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.

Students who have completely plagiarised their assessment will receive a zero and an N-Award Letter (Year 10-12). Students must show ethical scholarship by learning how to summarise and write in their own words.

Malpractice

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole and presenting it as your own.
- using material directly from print or digital mediums without reference to the source.
- building on the ideas of another person without reference to the source.
- plagiarism such as buying, stealing, or borrowing another person's work and presenting it as your own.
- submitting work that another person, such as a parent, tutor, or subject expert, has contributed to substantially.

- using words, ideas, designs, or the work of others in practical and performance tasks without appropriate acknowledgement
- breaching school examination rules.
- cheating in an in-class assessment/examination, including having access to mobile devices.
- using non-approved aids during an assessment task.
- providing false explanations to explain work not handed in by the due date.
- assisting another student to engage in malpractice.

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual and disadvantaging other students. Malpractice may affect the order in which HSC students are ranked and distort the moderation process applied to internal assessment marks.

Students guilty of malpractice during an assessment task will be penalised by the loss of some or all marks.
Schools are required to maintain a register of all instances where a student was found to have engaged in malpractice in a school-based assessment task, the subject concerned, the nature of the offence and the penalty applied.

Plagiarism

Plagiarism is defined as the practice of taking someone else's work and claiming it as your own. Using another's work as your own is not only bad practice, but it also means that you have failed to complete the learning process. Intentional plagiarism is unethical and can have serious consequences, including receiving an n-award warning letter and a zero mark. Plagiarism includes, but is not limited to:

- Quoting word for word from another's work without clear acknowledgement.
- Paraphrasing the work of others by altering a few words, changing their order or closely following their structure without acknowledgement.
- Failing to acknowledge the sources you use to produce your work.
- Inaccurate referencing/citation of another's work.
- Unauthorised collaborating and colluding with other students.
- Copying, buying, stealing or borrowing someone else's work in part or in whole.
- Copying from the Internet, books, journals, and other types of printed and electronic media.
- Submitting work that contains a large contribution from another person, such as, a parent, tutor or another student.

Proven dishonesty in the completion of an assessment task will result in the award of a zero mark for that task. This would include such things as attempting to obtain unfair advantage in a test, submitting work which is not their own, plagiarism etc.

Misbehaviour during Assessment Tasks and Examinations

Students who misbehave during examinations will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the assessment.

If a student finishes an examination before the allocated time, they are encouraged to use this time to review and edit their answers.

Late Submission or Non-submission of an Assessment Task

All tasks submitted after 3.30 pm (unless another submission time has been decided by the course teacher) will be deemed late. Late work will be penalised as previously mentioned unless an Illness/Misadventure form with a valid reason is provided (see Appendix I).

Students submitting late work will receive an N-Warning Letter notifying parents that the task has not been completed and a new deadline will be set for students to satisfactorily attempt and submit the task as per NESA rules. If the student submits/sits the missing task within the N-Award timeframe and the teacher deems the response of satisfactory standard, the N-Award will be cleared; however, as a result of not sitting/submitting the task by the original due date, the student will receive a zero mark.

Failure to submit the assessment task or submitting a non-serious attempt could lead to an N Determination for the course and ineligibility to progress into Year 11.

N-Award Notifications

According to NESA's ACE Manual, all students must:

a) follow the course developed or endorsed by NESA,

b) apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and

c) achieve some or all of the course outcomes.

Students can receive an N-Award Notification for one of the below reasons:

Lack of Diligence and Sustained Effort

Examples include:

- extensive non-completion of classwork, practicals and homework which may or may not result from poor or irregular attendance.
- failure to satisfactorily complete, submit or sit assessment tasks by the due date.

Unsatisfactory Completion of Assessment Tasks

Examples include:

- non-completion of an assessment task to an appropriate standard.
- malpractice or plagiarism.
- non-serious attempts at tasks (including but not limited to, only completing multiple choice questions in an examination).
- continued/deliberate avoidance of examinations and tasks.
- not attending compulsory curriculum field studies/excursions.

The N-Award Notification letter will clearly outline: the number of times a parent/carer and student have been notified of an outstanding assessment task; the details of the outstanding assessment task, class work or work placement; the weighting of the task or proportion of the course the work contributes to; the original due date and the new due date for the outstanding work. Students will be given a minimum of two additional weeks to complete this outstanding work.

A student who is N-Awarded for assessment tasks weighting 50% or more may be given an N Determination. An N Determination in any subject may make a student ineligible to receive their RoSA and unable to progress into Year 11.

Record of School Achievement (RoSA) requirements

Students who leave school before the end of Year 10 are not eligible for a RoSA. If students leave after Year 10 and still don't meet RoSA requirements, they will be issued with a Transcript of Study.

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark.
- courses a student has participated in but did not complete before leaving school.
- results of any minimum standard literacy and numeracy tests that they may have sat.
- date the student left school.

It includes an A-E grade for all Stage 5 (Year 10) – except Mathematics where the grades are from A10 to E2 – and Preliminary Stage 6 (Year 11) courses the student has satisfactorily completed.

Before you can be awarded a RoSA you must satisfactorily complete the following mandatory curriculum requirements through Years 7-10:

- English (400 hours)
- Mathematics (400 hours)
- Science (400 hours)
- History (100 hours in Stage 4 and 100 hours in Stage 5)
- Geography (100 hours in Stage 4 and 100 hours in Stage 5)
- PDHPE (300 hours)
- Technology (200 hours in Stage 4)
- Music (100 hours)
- Visual Arts (100 hours)
- Languages other than English (100 hours)

Further details about RoSA requirements and eligibility are available on the NESA website at: https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement

My Year 10 Assessment Calendar

Highlight your courses below so that you can see when your tasks are due for the year.

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	Mathematics cycle tests begin (fortnightly)
Week 5	
Week 6	**Task 1:** Science
Week 7	**Task 1:** Industrial Technology Metal, History, Industrial Technology Timber, Music **Task 2:** PDHPE (Weeks 7-11)
Week 8	**Task 1:** PDHPE (Letter Week 8, Interview Weeks 9 and 10), Visual Arts
Week 9	**Task 1:** History Elective
Week 10	**Task 1:** Drama, PASS, Mathematics **Task 2:** History, iSTEM
Week 11	**Task 1:** English

Term 2	
Week 1	**Task 2:** Science (Week (1/2)
Week 2	
Week 3	**Task 3:** History
Week 4	
Week 5	**Task 1:** Agriculture **Task 2:** iSTEM, Music (Week 5/6), History Elective
Week 6	**Task 2:** Industrial Technology Metal
Week 7	
Week 8	**Task 2:** English, PASS **Task 3:** Agriculture (ongoing from Term 2 Week 8 to Term 4 Week 3)
Week 9	**Task 2:** Drama
Week 10	**Task 2:** Industrial Technology Timber

Term 3	
Week 1	**Task 3:** PDHPE (Weeks 1-10)
Week 2	
Week 3	
Week 4	
Week 5	**Task 3:** Science
Week 6	**Task 3:** English
Week 7	**Task 1:** Geography **Task 3:** Food Technology, History Elective
Week 8	
Week 9	**Task 2:** Agriculture, Geography
Week 10	**Task 2:** Mathematics **Task 3:** Drama, iSTEM, Music, PASS

Term 4	
Week 1	**Task 3:** Industrial Technology Timber
Week 2	**Task 3:** Industrial Technology Metal
Week 3	**Task 3:** Visual Arts, Agriculture (ongoing from Term 2 Week 8 to Term 4 Week 3) **Examinations** **Task 4:** Drama, English, History Elective, Industrial Technology Metal, Industrial Technology Timber, iSTEM, Music, PDHPE, PASS, Science **Task 3:** Geography
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	

Assessment Schedules

Year 10 Agriculture 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Agriculture in Australia**	AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-13, AG5-14	Term 2 Week 5	25
2	**Technology in Agriculture**	AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13	Term 3 Week 9	25
3	**Practical**	AG5-2, AG5-4, AG5-6, AG5-7, AG5-10, AG5-13, AG5-14	Ongoing Term 2 Week 8 Term 4 Week 3	50
			Total	**100%**

Syllabus outcomes

A student:

AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.
AG5-2 explains the interactions within and between agricultural enterprises and systems.
AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society.
AG5-4 investigates and implements responsible production systems for plant and animal enterprises.
AG5-5 investigates and applies responsible marketing principles and processes.
AG5-6 explains and evaluates the impact of management decisions on plant production enterprises.
AG5-7 explains and evaluates the impact of management decisions on animal production enterprises.
AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability.
AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices.
AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
AG5-12 collects and analyses agricultural data and communicates results using a range of technologies.
AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery.
AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others.

Year 10 Drama 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Melodrama (Video Melodrama and Logbook)**	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.3.2, 5.3.3	Term 1 Week 10	25%
2	**Monologue and Logbook**	5.1.1, 5.1.3, 5.1.4, 5.2.2, 5.3.1, 5.3.2	Term 2 Week 9	30%
3	**Elements of Production (Project and Logbook)**	5.1.2, 5.1.3, 5.2.1, 5.2.3	Term 3 Week 10	25%
4	**Yearly Examination**	5.1.3, 5.2.1, 5.2.2, 5.2.3	Term 4 Week 3	20%
Total				**100%**

Syllabus outcomes

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 playbuilding.

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.

Year 10 English 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Portfolio of Writing**	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01	Term 1 Week 11	**20**
2	**Analytical response**	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01	Term 2 Week 8	**20**
3	**Comparative Essay**	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	Term 3 Week 6	**30**
4	**Yearly Examination**	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01,	Term 4 Week 3	**30**
			Total	**100%**

Syllabus outcomes

A student:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts.

EN5-URA-01 Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

EN5-URB-01 Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.

EN5-URC-01 Investigates and explains ways of valuing texts and the relationships between them.

EN5-ECA-01 Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning.

EN5-ECB-01 Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.

Year 10 Geography 2024

Task No.	Description	Outcomes	Due Date	Weighting
1	**Research Task/Report**	GE5-2, GE5-3, GE5-5, GE5-8	Term 3 Week 7	45
2	**Skills Test**	GE5-1, GE5-2, GE5-3, GE5-7,	Term 3 Week 9	10
3	**Examination**	GE5-3, GE5-4, GE5-6, GE5-7,	Term 4 Week 3	45
			Total	**100%**

Syllabus 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 well-being and ways to improve human well-being.
GE5-7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
GE5-8	communicates geographical information to a range of audiences using a variety of strategies

Year 10 History 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Research Task/Report**	HT5-3, HT5-4, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10	Term 1 Week 7	45
2	**Sources Test**	HT5-1, HT5-2, HT5-5, HT5-6	Term 1 Week 10	10
3	**Examination**	HT5-3, HT5-4, HT5-5, HT5-6 HT5-7, HT5-9	Term 2 Week 3	45
			Total	**100%**

Syllabus outcomes

A student:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia.

HT5-2 **s**equences and explains the significant patterns of continuity and change in the development of the modern world and Australia.

HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia.

HT5-5 Identifies and evaluates the usefulness of sources in the historical inquiry process.

HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.

HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia.

HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past.

HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Year 10 History Elective 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Research Task Report**	HTE5-1, HTE5-3, HTE5-6, HTE5-8, HTE5-9	Term 1 Week 9	25
2	**Presentation**	HTE5-4, HTE5-6, HTE5-8, HTE5-9	Term 2 Week 5	25
3	**Research Task – Written Response**	HTE5-2, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9	Term 3 Week 7	25
4	**Examination**	HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	Term 4 Week 3	25
			Total	**100**

Syllabus outcomes

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.

Year 10 Industrial Technology—Metal 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Sheet Metal Module Toolbox and Portfolio**	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8	Term 1 Week 7	20
2	**Fabrication and Machining Module Projects and Portfolio**	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8	Term 2 Week 6	20
3	**Major Design Task and Portfolio**	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Term 4 Week 2	40
4	**Yearly Examination**	IND5-1, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	Term 4 Week 3	20
			Total	**100%**

Syllabus outcomes:

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 qualities 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.

Year 10 Industrial Technology—Timber 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Practical assessment Task 1**	IND5-1, IND5-3, IND5-5, IND5-6, IND5-8	Term 1 Week 7	20
2	**Practical Assessment Task 2**	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8	Term 2 Week 10	20
3	**Practical Assessment Task 3 with Portfolio**	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Term 4 Week 1	40
4	**Yearly Examination**	IND5-1, IND5-4, IND5-5, ND5-7, IND5-8, IND5-9, IND5-10	Term 4 Week 3	20
			Total	**100%**

Syllabus outcomes

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 qualities 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.

Year 10 iSTEM 2024

Task No.	Task Description	Areas for Assessment	Due Date	Weighting %
1	**Solar Car challenge**	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 1 Week 10	20
2	**Tiny House Project**	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 2 Week 5	30
3	**Robotics Portfolio**	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST6-7, ST5-8, ST5-9, ST5-10	Term 3 Week 10	30
4	**Yearly Examination**	All outcomes may be assessed	Term 4 Week 3	20
			Total	**100**

Syllabus outcomes

A student:

ST5-1 designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems.

ST5-2 demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts.

ST5-3 applies engineering design processes to address real-world STEM-based problems.

ST5-4 works independently and collaboratively to produce practical solutions to real-world scenarios.

ST5-5 analyses a range of contexts and applies STEM principles and processes.

ST5-6 selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems.

ST5-7 selects and applies project management strategies when developing and evaluating STEM-based design solutions.

ST5-8 uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences.

ST5-9 collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions.

ST5-10 analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

Year 10 Mathematics 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	Semester 1 Project	MAO-WM-01, MA5-FIN-C-01, MA5-FIN-C-02	Term 1 Week 10	30
2	Semester 2 Project	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-TRG-P-01	Term 3 Week 10	30
3	Formative Assessment	MAO-WM-01	Ongoing	40
			Total	**100**

Note: Examinations are held for Semester 1 and 2 but are not included in the weighting as they are individualised and based off what the student has mastered throughout the semester.

Syllabus outcomes

(Core and Pathway outcomes; however, students may be working on other stages and on content working towards or path outcomes leading to stage 6.)

A student:

MAO-WM-01 develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

MA5-RAT-P-01 identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)

MA5-RAT-P-02 analyses and constructs graphs relating to rates of change (Path: Stn, Adv)

MA5-ALG-C-01 simplifies algebraic fractions with numerical denominators and expands algebraic expressions.

MA5-ALG-P-01 simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions (Path: Adv)

MA5-ALG-P-02 selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions (Path: Adv)

MA5-IND-C-01 simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.

MA5-IND-P-01 applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)

MA5-IND-P-02 describes and performs operations with surds and fractional indices (Path: Adv)

MA5-EQU-C-01 solves linear equations of up to 3 steps, limited to one algebraic fraction.

MA5-EQU-P-01 solves monic quadratic equations, linear inequalities and cubic equations of the form 〖ax〗^3=k (Path: Adv)

MA5-EQU-P-02 solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

MA5-LIN-C-01 determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools.

MA5-LIN-C-02 graphs and interprets linear relationships using the gradient/slope-intercept form.

MA5-LIN-P-01 describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)

MA5-TRG-C-01 applies trigonometric ratios to solve right-angled triangle problems.

MA5-TRG-C-02 applies trigonometry to solve problems, including bearings and angles of elevation and depression.

MA5-TRG-P-01 applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings (Path: Stn, Adv)

MA5-TRG-P-02 establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations (Path: Adv)

MA5-ARE-C-01 solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids.

MA5-ARE-P-01 applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)

MA5-VOL-C-01 solves problems involving the volume of composite solids consisting of right prisms and cylinders.

MA5-VOL-P-01 applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)

MA5-GEO-C-01 identifies and applies the properties of similar figures and scale drawings to solve problems.

MA5-GEO-P-01 establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes (Path: Ext)

MA5-GEO-P-02 constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes (Path: Ext)

MA5-DAT-C-01 compares and analyses datasets using summary statistics and graphical representations.

MA5-DAT-C-02 displays and interprets datasets involving bivariate data.

MA5-DAT-P-01 plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

MA5-PRO-C-01 solves problems involving probabilities in multistage chance experiments and simulations.

MA5-PRO-P-01 solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv)

MA5-FIN-C-01 solves financial problems involving simple interest, earning money and spending money.

MA5-FIN-C-02 solves financial problems involving compound interest and depreciation.

MA5-NLI-C-01 identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts.

MA5-NLI-C-02 identifies and compares features of parabolas and exponential curves in various contexts.

MA5-NLI-P-01 interprets and compares non-linear relationships and their transformations, both algebraically and graphically (Path: Adv)

MA5-MAG-C-01 solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures.

MA5-POL-P-01 defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems (Path: Adv, Ext)

MA5-LOG-P-01 establishes and applies the laws of logarithms to solve problems (Path: Adv)

MA5-FNC-P-01 uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables (Path: Adv)

MA5-CIR-P-01 applies deductive reasoning to prove circle theorems and solve related problems (Path: Ext)

MA5-NET-P-01 solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)

Year 10 Music 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Performance/ Composition**	5.4, 5.5, 5.6 (5.11, 5.12)	Term 1 Week 7	20
2	**Creative Task**	5.1, 5.3 (5.11, 5.12)	Term 2 Week 5/6	20
3	**Performance**	5.7, 5.8 (5.11, 5.12)	Term 3 Week 10	20
4	**Yearly Examination (Listening/ Written)**	5.7, 5.9, (5.11, 5.12)	Term 4 Week 3	40
			Total	**100**

Syllabus Outcomes:

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 artform

5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Year 10 PDHPE 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Out in the Real World Cover Letter & Mock Interview Theory Task**	PD5-1, 5-2, 5-3, 5-6, 5-7, 5-9	Term 1 Letter - Week 8 Interview – Weeks 9 & 10	25
2	**Nothing but Net Badminton Practical Task**	PD5-4, 5-5, 5-10, 5-11	Term 1 Weeks 7-11	25
3	**Game Design**	PD5-4, 5-10, 5-11	Term 3 Weeks 1-5 *(planning)* Weeks 6-10 *(implementing)*	25
4	**Final Examination**	All outcomes may be assessed	Term 4 Week 3	25
			Total	**100%**

Syllabus outcomes

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 Adapt 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 personalized plans to enhance health and participation in a lifetime of physical activity.

PD5 – 9 Assesses and applies self-management skills to effectively manage complex situations.

PD5 – 10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.

PD5 – 11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences.

Year 10 Physical Activity & Sports Studies (PASS) 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Body Systems Test**	PASS51, PASS52	Term 1 Week 10	25
2	**Fundamental Motor Skills Resource Cards**	PASS51, PASS52, PASS58, PASS510	Term 2 Week 8	25
3	**Australia's Sporting Identity Case Study**	PASS53, PASS54, PASS55 PASS6, PASS510	Term 3 Week 10	25
4	**Yearly Examination**	All outcomes may be assessed.	Term 4 Week 3	25
			Total	**100%**

Syllabus outcomes

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.

Year 10 Science 2024

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Genetics Task**	SC5-15LW, SC5-7WS, SC5-8WS, SC5-9WS	Term 1 Week 6	20
2	**Firsthand Investigation (Clock Reactions)**	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS, SC5-17CW	Term 2 Week 1/2	25
3	**Mandatory Stage 5 Student Research Project (SRP)**	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS,	Term 3 Week 5	30
4	**Yearly Examination**	SC5-15LW, SC5-17CW, SC5-10PW, SC5-12ES, SC5-14LW, SC5-7WS, SC5-9WS	Term 4 Week 3	25
			Total	**100**

Syllabus 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.

SC5-11PW explains how scientific understanding about energy conservation, transfers & transformations are 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.

Appendix I – Illness/ Misadventure/ Extension Application Form

LEETON HIGH SCHOOL LHS QUI NON PROFICIT, DEFICIT	**ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM**

Student Name:	**Year:**	
Subject:	**Teacher:**	
Task Name:	**Weighting: %**	**Date of Task:**
Details of Illness/Misadventure/Extension Request		
Please tick all that apply:		
☐ **School contacted**	☐ **Medical Certificates**	☐ **Written Statements Provided**

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.	
Student Signature:	**Date:**
Parent Name:	**Parent / Guardian Signature:**
Head Teacher Signature:	**Date:**

Decision – STAFF USE ONLY (tick one box only)	
☐	**Zero Score to be recorded (N Award Warning Letter to be issued)**
☐	**Alternate Assessment Task to be set**
☐	**Extension of time granted until _____**
☐	**Estimate provided**
☐	**Other Action**
Principal / Deputy Principal Signature:	**Date:**

Appendix II – Appeal of Assessment Procedure

	APPEAL OF ASSESSMENT PROCEDURE

Student Name:	**Year:**	
Subject:	**Teacher:**	
Task Name:	**Weighting: %**	**Task Due Date:**
Details of Appeal		

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.	
Student Signature:	**Date:**
Parent Name:	**Parent / Guardian Signature:**
Head Teacher Signature:	**Date:**

Recommendation of Teacher / Head Teacher	
Head Teacher Signature:	**Date:**
Decision	
Principal / Deputy Principal Signature:	**Date:**