LEETON HIGH SCHOOL

2021

Assessment Policy and Procedures

Year 10

Contents

Junior Assessment Policy

Assessment and Course Requirements

Students are expected to undertake all assessment tasks and class activities to complete the course whether they are part of an assessment schedule or not. Students need to meet assessment requirements to be eligible to meet the minimum requirements for the course. Normal procedures for contacting parents will apply with failure to meet these requirements.

In-class tasks / Examinations

- Students should be present for an in-class task. 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 10% penalty per day for up to five days. Tasks completed after five days will receive a zero mark 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 a minimum 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 10% 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 II).

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

Claims of malpractice (cheating) or plagiarism must be proven before mark reduction can occur. Students may only receive marks on their own work and the teacher will only mark the sections that have not been plagiarised and will mark according to the marking criteria.

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.

Misbehaviour and electronic devices during Assessment Tasks and Examinations

In 2018, NESA issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations and they may receive a zero for contravening this policy. To reinforce this message in the junior school, students will not be allowed to use electronic devices, unless prescribed in the assessment, at any time in class whilst an assessment is in progress.

Students need to learn how to manage their behaviour during times when they have finished their examination. Students are encouraged to review and edit their papers to use up the allotted time appropriately.

Students who misbehave during assessment tasks will be given an appropriate consequence for their actions. Depending on the severity of the disruption, students may receive a zero for the assessment. Students who are ejected from an assessment task should have their paper removed and the time they left the assessment recorded on the top of their paper including details of the disruption and negotiate a suitable penalty with the course Head Teacher.

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 appropriate standard then 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 being granted 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.

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) 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			
Week 5			
Week 6	Geography task 1, Music task 1		
Week 7	IT Metal task 1, IT Timber task 1, Science task 1		
Week 8	PDHPE task 1	PASS task 1	
Week 9	English task 1, History task 1		
Week 10	Drama task 1		PDHPE task 2

Term 2	
Week 1	PASS task 2
Week 2	
Week 3	
Week 4	History task 2, Science task 2
Week 5	Agriculture task 1, English task 2, Geography task 2, Mathematics task 2, Music task 2
Week 6	IT Metal task 2
Week 7	
Week 8	Agriculture practical (ongoing), iSTEM task 2, PASS task 3
Week 9	Drama task 2
Week 10	IT Timber task 2

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	Science task 3
Week 6	
Week 7	History task 3, Music task 3
Week 8	PDHPE task 3
Week 9	Agriculture task 2, English task 3, Geography task 3, iSTEM task 3
Week 10	Drama task 3, PDHPE task 4 (ongoing throughout Term 3), PASS task 4

Term 4	
Week 1	
Week 2	
Week 3	Agriculture practical (ongoing), IT Metal task 3 **Examination Period** Drama, English, Geography, History, IT Metal, IT Timber, iSTEM, Mathematics, Music, PDHPE, PASS, Science
Week 4	IT Timber task 3
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Assessment Schedules

Assessment schedules begin on the next page.

Year 10 Agriculture 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Agriculture in Australia**	AG5-1, AG5-2, AG5-3, AG5-4, 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 2021

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 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Discursive Writing: Opinion Piece**	EN5-1A, EN5-4B, EN5-5C, EN5-9E	Term 1 Week 9	25
2	**Visual Analysis**	EN5-2A, EN5-3B, EN5-5C, EN5-8D	Term 2 Week 5	25
3	**Imaginative Composition**	EN5-1A, EN5-4B, EN5-6C, EN5-7D	Term 3 Week 9	25
4	**Yearly Examination**	EN5-1A,EN5-3B, EN5-4B, EN5-5C, EN5-8D	Term 4 Week 3	25
			Total	**100%**

Syllabus outcomes

A student:

EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN5-2A effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

EN5-4B effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

EN5-7D understands and evaluates the diverse ways texts can represent personal and public worlds

EN5-8D questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

EN5-9E purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

Year 10 Geography 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Research Task**	5.2, 5.3, 5.5	Term 1 Week 6	25
2	**Skills Test**	5.2, 5.7, 5.8	Term 2 Week 5	20
3	**Writing Task**	5.3, 5.4, 5.5, 5.8	Term 3 Week 9	25
4	**Yearly Examination**	5.1, 5.4, 5.6, 5.7, 5.8	Term 4 Week 3	30
			Total	**100%**

Syllabus outcomes

A student:

5.1 explains the diverse features and characteristics of a range of places and environments

5.2 explains processes and influences that form and transform places and environments

5.3 analyses the effect of interactions and connections between people, places and environments

5.4 accounts for perspectives of people and organisations on a range of geographical issues

5.5 assesses management strategies for places and environments for their sustainability

5.6 analyses differences in human well-being and ways to improve human well-being

5.7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

5.8 communicates geographical information to a range of audiences using a variety of strategies

Year 10 History 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Take Home Essay**	5.3, 5.6, 5.8, 5.9, 5.10	Term 1 Week 9	25
2	**Source Test**	5.3, 5.5, 5.6, 5.7	Term 2 Week 4	20
3	**Research Task**	5.2, 5.3, 5.4, 5.8, 5.10	Term 3 Week 7	25
4	**Examination**	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.9, 5.10	Term 4 Week 3	30
			Total	**100%**

Syllabus outcomes

A student:

5.1 explains and assesses the historical forces and factors that shaped the modern world and Australia

5.2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia

5.3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

5.4 explains and analyses the causes and effects of events and developments in the modern world and Australia

5.5 identifies and evaluates the usefulness of sources in the historical inquiry process

5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia

5.7 explains different contexts, perspectives and interpretations of the modern world and Australia

5.8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry

5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past

5.10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Year 10 Industrial Technology—Metal 2021

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	25
2	**Fabrication and Machining Module Projects and Portfolio**	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8	Term 2 Week 6	25
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 3	40
4	**Yearly Examination**	IND5-1, IND5-4, IND5-5, IND5-6, IND5-8, IND5-9, IND5-10	Term 4 Week 3	10
			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 quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Year 10 Industrial Technology—Timber 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Timber Puzzle**	IND5-1, IND5-3, IND5-5, IND5-6, IND5-8	Term 1 Week 7	20
2	**Storage Stool and Portfolio**	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-8	Term 2 Week 10	30
3	**Cutting Board and Drawer with Portfolio**	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	Term 4 Week 4	30
4	**Yearly Examination**	IND5-1, IND5-4, IND5-5, IND5-7, 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 quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

Year 10 iSTEM 2021

Task No.	Task Description	Areas for Assessment	Due Date	Weighting %
1	**Inquiry based STEM challenges**	5.1.1, 5.1.2, 5.4.2, 5.6.2, 5.8.1	Term 1 Ongoing	15
2	**Tiny House Project**	5.1.1, 5.1.2, 5.3.1, 5.4.1, 5.5.2, 5.8.1	Term 2 Week 8	35
3	**Lego EV3 Robotics Portfolio**	5.2.1, 5.2.2, 5.3.2, 5.5.1, 5.6.1, 5.7.1	Term 3 Week 9	30
4	**Yearly Examination**	All outcomes may be assessed	Term 4 Week 3	20
			Total	**100%**

Syllabus outcomes

A student:

5.1.1 develops ideas and explores solutions to STEM based problems

5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities

5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice

5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts

5.3.1 applies a knowledge and understanding of STEM principles and processes

5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems

5.4.1 plans and manages projects using an iterative and collaborative design process

5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team

5.5.1 applies a range of communication techniques in the presentation of research and design solutions

5.5.2 critically evaluates innovative, enterprising and creative solutions

5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts

5.6.2 will work individually or in teams to solve problems in STEM contexts

5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live

5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Year 10 Mathematics Stage 5.1 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Topic Tests/Investigation**	See the scope and sequence for topic outcomes	Due at the end of each topic	30
2	**Semester 1 Examination**	MA5.1-4NA, MA5.1-5NA, MA5.1-8MG	Term 2 Weeks 5/6	20
3	**Topic Tests/Investigation**	See the scope and sequence for topic outcomes	Due at the end of each topic	30
4	**Yearly Examination**	MA5.1-6NA, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP	Term 4 Week 3	20
			Total	**100%**

Syllabus outcomes

A student:

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts

MA5.1-2WM selects and uses appropriate strategies to solve problems

MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-11MG describes and applies the properties of similar figures and scale drawings

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

Year 10 Mathematics Stage 5.2 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Topic tests/Investigation**	See the scope and sequence for topic outcomes	Due at the end of each topic	30
2	**Semester 1 Examination**	MA5.2-4NA, MA5.2-7NA, MA5.2-9NA, MA5.2-12MG	Term 2 Weeks 5/6	20
3	**Topic tests/Investigation**	See the scope and sequence for topic outcomes	Due at the end of each topic	30
4	**Semester 2 Examination**	MA5.2-8NA, MA5.2-13MG, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP	Term 4 Week 3	20
			Total	**100%**

Syllabus outcomes

A student:

MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions

MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems

MA5.2-3WM constructs arguments to prove and justify results

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2-4NA solves financial problems involving compound interest

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships

MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

MA5.2-13MG applies trigonometry to solve problems, including problems involving bearings

MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data

MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

Year 10 Mathematics Stage 5.3 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Topic Tests/Investigation**	See the scope and sequence for topic outcomes	Due at the end of each topic	30
2	**Semester 1 Examination**	MA5.3-6NA, MA5.3-8NA, MA5.3-13MG, MA5.3-14MG, MA5.3-15MG	Term 2 Weeks 5/6	20
3	**Topic Tests/Investigation**	See the scope and sequence for topic outcomes	Due at the end of each topic	30
4	**Semester 2 Examination**	MA5.1-13SP, MA5.2-16SP, MA5.2-17SP, MA5.3-5NA, MA5.3-7NA, MA5.3-16MG, MA5.3-17MG, MA5.3-18SP, MA5.3-19SP	Term 4 Week 3	20
			Total	**100%**

Syllabus Outcomes

A student:

MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures

MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently

MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs

MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events

MA5.2-16SP investigates relationships between two statistical variables, including their relationship over time

MA5.2-17SP describes and calculates probabilities in multi-step chance experiments

MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic expressions

MA5.3-6NA performs operations with surds and indices

MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

MA5.3-15MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals

MA5.3-17MG applies deductive reasoning to prove circle theorems and to solve related problems

MA5.3-18SP uses standard deviation to analyse data

MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Year 10 Music 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Composition/Performance**	5.1, 5.2, 5.3	Term 1 Week 6	20
2	**Composition/Listening**	5.7, 5.8, 5.9, 5.10	Term 2 Week 5/6	30
3	**Composition/Listening**	5.7, 5.8, 5.9, 5.10	Term 3 Week 7	10
4	**Composition/Performance/ Listening**	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.9, 5.10	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 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Road Safety Music Video Analysis** (theory)	PD5-1, 5-2, 5-3, 5-6, 5-7, 5-8, 5-9, 5-10	Term 1 In class Weeks 8 and 9	20
2	**Nothing but Net Badminton** (practical)	PD5-4, 5-5, 5-10, 5-11	Term 1 Weeks 7-10	20
3	**Out in the Real World Cover Letter & Mock Interview** (theory)	PD5-1, 5-2, 5-3, 5-6, 5-7, 5-9	Term 3 Letter - Week 8 Interview – Weeks 9 & 10	20
4	**Game Design**	PD5-4, 5-10, 5-11	Term 3 Weeks 1-10	20
5	**Final Examination**	All outcomes may be assessed	Term 4 Week 3	20
			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 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5 – 5 appraises and justifies choices of actions when solving complex movement challenges

PD5 – 6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5 – 7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5 – 8 designs, implements and evaluates 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) 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Netball**	PASS5-7 PASS5-9	Term 1 Weeks 6-8	20
2	**Coaching Assessment**	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10	Term 2 Weeks 1 and 2	20
3	**Nutrition**	PASS5-1, PASS5-2, PASS5-8, PASS5-10	Term 2 Week 8	20
4	**Health Promotion Video**	PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-10	Term 3 Week 10	20
5	**Yearly Examination**	All outcomes may be assessed.	Term 4 Week 3	20
			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 2021

Task No.	Task Description	Outcomes	Due Date	Weighting %
1	**Research Task (Genetics)**	SC5-15LW, SC5-7WS, SC5-8WS, SC5-9WS	Term 1 Week 7	25
2	**First Hand Investigation (Chemistry)**	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS, SC5-17CW	Term 2 Week 4	25
3	**Mandatory Stage 5 Independent Research Project (IRP)**	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS,	Term 3 Week 5	25
4	**Yearly Examination**	SC5-15LW, SC5-17CW, SC5-10PW, SC5-12ES, SC5-14LW, SC5-7WS, SC5-9WS	Term 4 Week 3	25
5	**VALID Science Test**	All Outcomes may be assessed	Term 3 Week 7/8	0
			Total	**100%**

Syllabus outcomes

A student:

SC5-1VA appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them

SC5-2VA shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures

SC5-3VA demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations

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 is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Appendix I

Application for Assessment Task Consideration—Illness/Misadventure

Name:		**Year:**		**Date:**	
Subject:		**Teacher:**			

Task No.		**Due Date:**		**Task Weighting**	

Task Description

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Reason for absence: (Attach evidence such as a medical certificate)

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……

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/Guardian Signature: …… Date: …….

Recommendation of Teacher/Head Teacher

……

……

Signature of Teacher/Head Teacher		**Date**	
Final Decision		**Date**	
Principal/DP Signature		**Date**	
Year Adviser Signature		**Date**	

Appendix II

Application for Year 7-10 Assessment Task Consideration—Extension

Name:		**Year:**		**Date:**	
Subject:		**Teacher:**			

Task No.		**Due Date:**		**Task Weighting**	

Task Description

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I wish to apply for an extension based on consideration of the following factors which may affect my performance in this assessment task. (Attached Evidence where possible).

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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/Guardian Signature: …… Date: ……

Recommendation of Teacher/Head Teacher

……

……

Signature of Teacher/Head Teacher		**Date**	
Final Decision		**Date**	
Principal/DP Signature		**Date**	
Year Adviser Signature		**Date**	

Appendix III

Application for Appeal of the Assessment Procedure—Year 7-10

Name:		**Year:**		**Date:**	
Subject:		**Teacher:**			

Task No.		**Due Date:**		**Task Weighting**	

Task Description

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Details of appeal

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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/Guardian Signature: …… Date: ……

Recommendation of Teacher/Head Teacher

……

……

Signature of Teacher/Head Teacher		**Date**	
Final Decision		**Date**	
Principal/DP Signature		**Date**	
Year Adviser Signature		**Date**	