

LEETON HIGH SCHOOL

2019

Assessment Policy and Procedures

Year 10



Contents

Junior Assessment Policy	3
Assessment and Course Requirements	3
Course Completion Criteria	3
Malpractice in Assessment Tasks	4
Misbehaviour and electronic devices during Assessment Tasks and Examinations	4
Late Submission or Non-submission of an Assessment Task	4
N Award Notifications.....	5
My Year 10 Assessment Calendar	6
Assessment Schedules	8
Year 10 Agriculture 2019.....	9
Year 10 Commerce 2019	10
Year 10 Drama 2019.....	11
Year 10 English 2019	12
Year 10 Food Technology 2019.....	13
Year 10 Geography 2019	14
Year 10 History 2019	15
Year 10 Industrial Technology—Metal 2019.....	16
Year 10 Industrial Technology—Timber 2019.....	17
Year 10 Mathematics Stage 5.1 2019	18
Year 10 Mathematics Stage 5.2 2019	19
Year 10 Mathematics Stage 5.3 2019	20
Year 10 PDHPE 2019.....	21
Year 10 Physical Activity & Sports Studies (PASS) 2019	22
Year 10 Science 2019.....	23
Year 10 Visual Arts 2019	24
Appendix I	25
Application for Assessment Task Consideration—Illness/Misadventure	25
Appendix II	26
Application for Year 7-10 Assessment Task Consideration—Extension	26
Appendix III	27
Application for Appeal of the Assessment Procedure—Year 7-10	27

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 a note from a parent/carer/guardian explaining their absence. No penalty will occur if a note 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. 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 5 days. Tasks submitted after two weeks (10 School Days) will receive a zero mark.
- Students who miss tasks due to misadventure (with an approved illness/misadventure form) 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.

Course Completion Criteria

The following course completion criteria refer to RoSA, Preliminary 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 in Assessment Tasks

Claims of malpractice, including plagiarism and cheating, 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 a 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, NESAs issued a memo stating that students in the HSC are not to bring electronic devices into HSC examinations as 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 will be deemed late. Late work will be penalised as previously mentioned unless an illness/misadventure form with a valid reason is provided. .

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 NESAs rules.

Failure to submit the assessment task could lead to an N Determination being granted for the course and ineligibility for graduation and the award of the Higher School Certificate.

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

C: achieve some or all of the course outcomes

Students can receive an N Award Notification for one of three reasons: **Lack of Diligence and Sustained Effort:** examples include, extensive unexplained absences below 85% therefore extensive non-completion of classwork, practicals and homework.

Unsatisfactory Completion of Assessment Tasks: examples include: non-completion of an assessment task, plagiarism, non-serious attempts at tasks, continued/deliberate avoidance of examinations and tasks.

The N Award Notification letter will clearly outline: the number of times a parent has 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 three 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.

My Year 10 Assessment Calendar

Term 1	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Week 11	
Term 2	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Term 3	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	
Term 4	
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
Week 8	
Week 9	
Week 10	

Assessment Schedules

Agriculture

Commerce

Drama

English

Food Technology

Geography

History

History—Elective

Industrial Technology—Metal

Industrial Technology—Timber

Mathematics 5.1

Mathematics 5.2

Mathematics 5.3

Music

PDHPE

Physical Activity and Sports Studies (PASS)

Science

Visual Arts

Year 10 Agriculture 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Climate Challenge	5.1.1, 5.1.2, 5.3.3, 5.3.4	29/3/2019	25
2	Semester 1 Practical	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2	28/6/2019	25
3	Animal Production	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.4	20/9/2019	25
4	Semester 2 Practical	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2	15/11/2019	25
Total				100%

Syllabus outcomes:

5.1.1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets

5.1.2 explains the interactions within and between agricultural enterprises and systems

5.2.1 explains the interactions within and between the agricultural sector and Australia's economy, culture and society

5.3.1 investigates and implements responsible production systems for plant and animal enterprises

5.3.2 investigates and applies responsible marketing principles and processes

5.3.3 explains and evaluates the impact of management decisions on plant production enterprises

5.3.4 explains and evaluates the impact of management decisions on animal production enterprises

Year 10 Commerce 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Writing/research	Exam	Writing/research	Exam	
	Timing				
	T1, Week 10	T2, Week 5	T3, Week 5	T4, Week 4	
	Outcomes				
	5.1, 5.3, 5.7, 5.8, 5.9	5.1, 5.2, 5.4, 5.5, 5.6,	5.1, 5.3, 5.4, 5.7, 5.8, 5.9	5.1, 5.2, 5.5, 5.6	
Total %	25	25	25	25	100

Syllabus outcomes

5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts

5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts

5.3 examines the role of law in society

5.4 analyses key factors affecting commercial and legal decisions

5.5 evaluates options for solving commercial and legal problems and issues

5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues

5.7 researches and assesses commercial and legal information using a variety of sources

5.8 explains commercial and legal information using a variety of forms

5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Year 10 Drama 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Issue Based Playbuilding Brochure and Performance	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.3	Term 1, Week 10	25%
2	Commedia dell'arte Essay and Performance	5.1.3, 5.1.4, 5.3.1, 5.3.2	Term 2, Week 9	30%
3	Verbatim Theatre Monologue and Logbook	5.1.2, 5.1.3, 5.2.1, 5.2.3	Term 3, Week 9	25%
4	Realism Script Study, Yearly Examination	5.1.3, 5.2.1, 5.2.2, 5.2.3	Term 4, Week 4	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 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Discursive Writing: Opinion Piece	EN5-1A, EN5-4B, EN5-5C, EN5-9E	Term 1, Week 10	25%
2	Analytical Essay	EN5-2A, EN5-3B, EN5-5C, EN5-6C, EN5-8D	Term 2, Week 9	25%
3	Imaginative Composition	EN5-1A, EN5-4B, EN5-6CEN5-7D	Term 2, Week 9	25%
4	Exam	EN5-1A,EN5-3B, EN5-4B, EN5-5C, EN5-8D	Term 2, Week 4	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 Food Technology 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Food Selection and Health	5.3.1, 5.3.2, 5.4.1, 5.4.2	Term 1 Week 9	15%
2	Food Equity	5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.6.1, 5.6.2	Term 2 Week 9	15%
3	Food Product Development	5.1.1, 5.2.3, 5.3.1, 5.3.2, 5.4.1	Term 3 Week 9	15%
4	Yearly Exam	5.3.1, 5.6.1, 5.6.2	Term 4 Weeks 4	10%
ongoing	Practical	5.1.1, 5.2.3, 5.5.1, 5.5.2		45%
Total				100%

Syllabus outcomes:

A Student:

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

Year 10 Geography 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Writing/research Timing	Exam	Writing/research	Exam	
	T1, Week 8	T2, Week 5	T3, Week 8	T4, Week 4	
	Outcomes 5.5, 5.7, 5.8	5.1, 5.2, 5.3, 5.4	5.4, 5.5, 5.6, 5.7, 5.8	5.1, 5.2, 5.4, 5.5, 5.6	
Total %	25	25	25	25	100

Syllabus outcomes

- 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 2019

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Essay	Test	Research	Examination	
	Timing T1, Week 9	T2, Week 5	T3, Week 7	T4, Week 4	
	Outcomes 5.3, 5.4, 5.6, 5.9, 5.10	5.1, 5.4, 5.5, 5.6, 5.8	5.2, 5.3, 5.4, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.9, 5.10	
Total %	25	20	25	30	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 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Sheet metal Module Tool Box and Portfolio	5.1.1,5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1,	Week 7 Term 1	25%
2	Fabrication and Machining Module Projects and Portfolio	5.1.1,5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1,	Week 6 Term 2	25%
3	Major Design Task	5.1.1,5.1.2, 5.2.1 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1,	Week 3 Term 4	30%
4	Yearly Exam	5.1.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Week 4 Term 4	20%
Total				100%

Syllabus outcomes:

5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes

5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes

5.2.1 applies design principles in the modification, development and production of projects

5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects

5.3.1 justifies the use of a range of relevant and associated materials

5.3.2 selects and uses appropriate materials for specific applications

5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

5.4.2 works cooperatively with others in the achievement of common goals

5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects

5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications

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

Year 10 Industrial Technology—Timber 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Timber Puzzle	5.1.1, 5.1.2, 5.2.2, 5.4.1, 5.4.2, 5.6.1,	Term 1 Week 7	20%
2	Carry Tray and Portfolio	5.1.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Term 2 Week 5	30%
3	Storage Stool and Portfolio	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.6.1,	Term 4 Week 5	30%
4	Yearly Exam	5.1.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2	Term 4 Week 4	20%
Total				100%

Syllabus outcomes:

5.1.1 identifies, assesses and manages the risks and OHS issues associated with the use of a range of materials, hand tools, machine tools and processes

5.1.2 applies OHS practices to hand tools, machine tools, equipment and processes

5.2.1 applies design principles in the modification, development and production of projects

5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects

5.3.1 justifies the use of a range of relevant and associated materials

5.3.2 selects and uses appropriate materials for specific applications

5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

5.4.2 works cooperatively with others in the achievement of common goals

5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects

5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications

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

Year 10 Mathematics Stage 5.1 2019

	Task 1	Task 2	Task 3	Task 4
Date	Due at the end of each topic	Due at the end of each topic	Term 3 Week 10	Term 4 Week 4
Type of task	Learning Logs	Topic Tests	Assignment	Yearly Examination
Weighting	70%			30%

Syllabus outcomes

A student:

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

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

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

MA5.1-7NA graphs simple non-linear relationships

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

Year 10 Mathematics Stage 5.2 2019

	Task 1	Task 2	Task 3	Task 4
Date	Due at the end of each topic	Due at the end of each topic	Term 3 Week 10	Term 4 Week 4
Type of task	Learning Logs	Topic Tests	Assignment	Yearly Examination
Weighting	70%			30%

Syllabus outcomes

A student:

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

MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar

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

MA5.1-7NA graphs simple non-linear relationships

MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions

MA5.2-10NA connects algebraic and graphical representations of simple non-linear relationships

Year 10 Mathematics Stage 5.3 2019

	Task 1	Task 2	Task 3	Task 4
Date	Due at the end of each topic	Due at the end of each topic	Term 3 Week 10	Term 4 Week 4
Type of task	Learning Logs	Topic Tests	Assignment	Yearly Examination
Weighting	70%			30%

Outcomes:

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 & simultaneous equations, & 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

MA5.3-9NA sketches and interprets a variety of non-linear relationships

MA5.3-12NA uses function notation to describe and sketch functions

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

MA5.3-10NA recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems

MA5.3-11NA uses the definition of a logarithm to establish and apply the laws of logarithms

Year 10 PDHPE 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Out in the Real World Theory Task	5.2, 5.11, 5.12, 5.15	Term 1, Week 10	15
2	Biomechanics – Softball Practical Task	5.4 and 5.5	Term 1, Week 8/9	25
3	Driver Safety Media Analysis	5.6, 5.7, 5.16	Term 3, Weeks 9/10	15
4	Badminton Practical Task	5.4 and 5.5	Term 3, Weeks 7/8	25
5	Yearly Examination	All outcomes may be assessed	Term 4, Week 4	20
Total				100%

Syllabus outcomes

A student:

- 5.1 Analyses how they can support their own and others' sense of self
- 5.2 Evaluates their capacity to reflect on and respond positively to challenges
- 5.3 Analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4 Adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5 Composes, performs and appraises movement in a variety of challenging contexts
- 5.6 Analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7 Analyses influences on health decision making and develops strategies to promote health & safe behaviours
- 5.8 Critically analyses health information, products and services to promote health
- 5.9 Formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10 Adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11 Adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12 Adapts & applies decision making processes & justifies their choices in increasingly demanding contexts
- 5.13 Adopts roles & responsibilities that enhance group cohesion, the achievement of personal & group objectives
- 5.14 Confidently uses movement to satisfy personal needs and interests
- 5.15 Devises, justifies & implements plans that reflect a capacity to prioritise, think creatively & use resources effectively
- 5.16 Predicts potential problems and develops, justifies and evaluates solutions

Year 10 Physical Activity & Sports Studies (PASS) 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Reflection Task	3.1, 3.2, 4.4	Term 1, Week 11	15
2	Leadership and Coaching (On-going)	3.1, 4.2, 4.3	Term 1 (on-going)	15
3	Physical Activity and Nutrition Project	1.1, 1.2, 4.1, 4.2	Term 2, Week 8	25
4	Promoting Active Lifestyles Health Promotion Campaign	3.1, 3.2, 4.1, 4.2, 4.4	Term 3, Week 9	20
5	Yearly Examination	All outcomes may be assessed.	Term 4, Week 4	25
Total				100%

Syllabus outcomes

A student:

- 1.1 discusses factors that limit and enhance the capacity to move and perform
- 1.2 analyses the benefits of participation and performance in physical activity and sport
- 2.1 discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2 analyses physical activity and sport from personal, social and cultural perspectives
- 3.1 demonstrates actions and strategies that contribute to enjoyable participation and skillful performance
- 3.2 evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1 works collaboratively with others to enhance participation, enjoyment and performance
- 4.2 displays management and planning skills to achieve personal and group goals
- 4.3 performs movement skills with increasing proficiency
- 4.4 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Year 10 Science 2019

Task No.	Task Description	Outcomes	Due Date	Weighting
1	Research Task	SC5-15LW, SC5-7WS, SC5-8WS, SC5-9WS	Term 1, Week 8	25
2	First Hand Investigation	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS, SC5-17CW	Term 2, Week 5	25
3	Student Research Project (SRP)	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 4	25
Total				100%

Syllabus outcomes

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

Year 10 Visual Arts 2019

	Task Description	Outcomes	Due Date	Weighting
1	Research Task Printmaking	5.8, 5.9, 5.10	Term 1, Week 8	10%
2	Visual Arts Process Diary Body of Work	5.1, 5.2, 5.3, 5.4	Term 1, Week 9	15%
3	Research Task Renaissance	5.8, 5.9, 5.10	Term 2, Week 3	10%
4	Visual Arts Process Diary Body of Work	5.1, 5.2, 5.3, 5.4	Term 2, Week 9	15%
5	Research Task	5.8, 5.9, 5.10	Term 3, Week 3	10%
6	Visual Arts Diary Body of Work	5.1, 5.2, 5.3, 5.4	Term 3, Week 9	15%
7	Examination	5.8, 5.9, 5.10	Term 4, Week 4	10%
8	Visual Arts Diary	5.1, 5.2, 5.3, 5.4	Term 4, Week 5/6	15%
Total				100%

Outcomes

5.1 a student develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks

5.2 makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience

5.3 makes artworks informed by an understanding of how the frames affect meaning

5.4 investigates the world as a source of ideas, concepts and subject matter in the visual arts

5.5 makes informed choices to develop and extend concepts and different meanings in their artworks

5.6 demonstrates developing technical accomplishment and refinement in making artworks

5.7 applies their understanding of aspects of practice to critical and historical interpretations of art

5.8 uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art

5.9 demonstrates how the frames provide different interpretations of art

5.10 demonstrates how art criticism and art history construct meanings

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

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Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor 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

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.....

Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor 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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<p>In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.</p> <p>Student Signature: Date:</p> <p>Parent/Guardian Signature: Date:</p>
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Recommendation of Teacher/Head Teacher
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Signature of Teacher/Head Teacher		Date	
Final Decision		Date	
Principal/DP Signature		Date	
Year Advisor Signature		Date	