



**HOMEBUSH BOYS  
HIGH SCHOOL**

**YEAR 10  
ASSESSMENT INFORMATION**

**2021**

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# ASSESSMENT POLICY STAGE 5

## Introduction

The purpose of this document is to outline the Assessment Policy of Homebush Boys High School for Years 9 and 10 - Stage 5. Please read this policy carefully and make sure you understand it.

## What is Assessment?

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used for a number of key purposes, including to:

- assist in student learning;
- evaluate and improve teaching and learning programs;
- provide information on student learning and progress in a course in relation to the syllabus outcomes;
- provide evidence of satisfactory completion of a course, and
- report on the achievement by each student at the end of a course.

It is a requirement of the school assessment program that for each course the school must establish a program of assessment tasks. These tasks are conducted throughout the academic year and each has a weighting determined by the school within guidelines provided by the NSW Education Standards Authority (NESA). School-based assessment tasks are linked to standards because the tasks focus on outcomes which are valid instruments for what they are designed to assess, and the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about students' achievement in relation to several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performance highlighting their strengths and indicating where they could make improvements.

Each student is awarded an assessment mark and that represents a measure of the student's achievement relative to other students. The assessment mark is derived from the results of a number of assessment tasks, as outlined in the schedules published in this booklet.

The purpose of assessment is to improve student learning. It gives the student the opportunity to demonstrate her learning in a range of contexts. It further provides the student with the chance to reflect on and review their progress and help set the direction for future learning.

The assessment program will contain both informal and formal assessment. Examples of these are:

<b>Informal Assessment</b>	<b>Formal Assessment</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Class Projects, Class Assignments</li><li><input type="checkbox"/> Classroom activities</li><li><input type="checkbox"/> Homework assignments</li><li><input type="checkbox"/> Mini-tests, Quizzes</li><li><input type="checkbox"/> Group and pair work</li><li><input type="checkbox"/> Book mark</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Projects</li><li><input type="checkbox"/> Presentations</li><li><input type="checkbox"/> Research assignments</li><li><input type="checkbox"/> End of unit tests</li><li><input type="checkbox"/> Half Yearly and Yearly Examinations</li><li><input type="checkbox"/> Assessment tasks</li></ul>

## NSW Education Standards Authority (NESA) Website

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>



## Requirements for the award of a NSW **RECORD of SCHOOL ACHIEVEMENT credential.**

It is a requirement that Year 10 students attend school until the final day of Year 10 as determined by the school system, unless an exemption has been granted by the Principal.

Students are not permitted to leave before the last day of Year 10 without an exemption or approval. Unauthorised early departure from school in Year 10 may also jeopardise entry into Year 11.

### **Satisfactory course completion requirements**

For the satisfactory completion of a course, it is the student's responsibility to:

- (a) follow the course developed or endorsed by NESA; and
- (b) apply yourself 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.

Satisfactory completion of courses is justified, among other things, by attendance, level of involvement in class, the assignments, homework, etc. completed, and the level of achievement. If the Principal determines that a student is in danger of not completing a course satisfactorily, she will be warned in writing in time for her to correct the problem and satisfactorily complete the course.

### **If deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed'.**

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise you of the date by which the appeal must be submitted. If a student is dissatisfied with the result of the school review of her appeal, she should advise the Principal that she wishes the appeal to be referred to the NSW Education Standards Authority (NESA).

Indicators of possible failure for students to apply themselves and fulfil course requirements to the school's satisfaction include:

- an excessive number of absences or lateness to school;
- an excessive rate of absences or lateness in one course;
- failure to submit assessment tasks;
- poor achievement caused by lack of application;
- failure to complete class work and homework, and/or
- proven case of copying, plagiarism or cheating.

The satisfactory completion of courses also includes that the courses meet the pattern of study from Years 7-10 as required by the NSW Education Standards Authority (NESA).

In stage 5 this includes:

- Mandatory subjects English, Mathematics, Science, PD/H/PE, History, Geography and Civics
- At least 200 hrs of an elective subject

These courses will require the completion of the practical, oral or project works specific for them as well as the assessment requirements for each course.



# NSW RECORD of SCHOOL ACHIEVEMENT (RoSA) GRADING

The grading system describes the student's achievement at the end of each course in Stage 5. Teachers will make the final judgement of the grade awarded on the basis of available assessment information and with reference to the Course Performance Descriptors. These grades are:

A	Excellent Achievement
B	High Achievement
C	Substantial Achievement
D	Satisfactory Achievement
E	Elementary Achievement

From the submitted grade the NSW Education Standards Authority (NESA) will produce the NSW record of School Achievement showing a Grade, from A to E, in each course studied.

## **NSW Education Standards Authority (NESA) Website**

Syllabi for all courses may be accessed through the NSW Education Standards Authority (NESA) website at <http://educationstandards.nsw.edu.au>

# STUDENT RESPONSIBILITIES

## Expectations of students

1. Students must attend all classes to satisfactorily complete the Stage 5 courses. A minimum of 85% attendance is generally expected for students to achieve the outcomes of the course being studied.

Unexplained absences, lateness and class attendance patterns will be reviewed to ensure the students are meeting the course completion criteria.

Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

Any extensive period of unexplained absence may result in non-completion of course(s) and may impact on your eligibility for the award of the RoSA (Record of Student Achievement).

2. Students must complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.

3. NESAs expect students **to attempt all assessment tasks.**

4. All work submitted must be the student's own work.

5. Students must submit work by the due date.

6. Students must be on time for school and must attend all classes on the day an assessment task is due or is on.

7. Students must prepare for examinations and make a serious attempt.

## 8. During any assessment task students must not:

- do anything that would disrupt the task or disturb another student;
- communicate with another student;
- look at another student's work;
- take into the room any books, notes, papers or equipment other than what is allowed by the supervising teacher;
- make a non-serious attempt.

Otherwise a **zero mark** will be awarded.

9. Students who are absent from school on any day are responsible for ascertaining if an assessment task has been set for any subject missed on that day.

10. Students who transfer into the school after the commencement of the Stage 5 course will be given substitute tasks wherever possible. In some cases estimates may be given. Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration.

11. If there is a valid reason, an "**Assessment Task Illness/ Misadventure Application**" form needs to be completed and the form and all supporting documentation submitted to the relevant Deputy Principal on the first day back after their absence otherwise a zero mark will be awarded.



## Procedures for Students Absent from Tasks

When a student cannot meet a deadline or is absent for the submission or performance of a task the student must apply for special consideration. Any application of an extension of time is required before the due date.

### If a student is absent on the day of the task:

- The student or his parent must telephone the school who will inform the Deputy Principal.
- A doctor's certificate is required if the absence is on medical grounds.
- Medical Certificates must:
  - include the day of the missed task;
  - show the length of time the student will be unfit for school;
  - be produced immediately on return to school.
- **A student may receive a zero mark for the assessed task if they do not complete an Illness/Misadventure Application Form with an attached medical certificate. The student must see the Deputy Principal concerned on their next school day of attendance.**
- A student who does not attend all lessons on the day of an assessment task will not have the assessment task mark counted unless there are extenuating circumstances. Technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.

### Assessment Task Illness/Misadventure Application

To appeal a zero mark or apply for an exemption the student must fill out an Illness/Misadventure Application Form. This must see the Deputy Principal concerned on their next school day of attendance.

**A. If the Assessment Task Illness/Misadventure Application is accepted**, then the teacher of that course will:

- arrange for the student to attempt the task at a different time;
- or**
- arrange for the student to attempt an alternative task of a similar nature.

In exceptional circumstances the Head Teacher may authorise the use of an estimate based on appropriate evidence.

**B. If the Assessment Task Illness/Misadventure Application is not accepted**, the student will be awarded a zero mark and a letter will be sent home to inform parents.

Students may appeal against the Head Teacher's decision by lodging an appeal form with the Principal **within three (3) school days of initial determination**.

The Principal may:

- Reject the appeal and order the zero mark to stand
- Grant a limited extension
- Order that a substitute task be performed or
- Award an estimate.

## **Absence due to Foreseen Circumstances, School Business or Approved Leave**

On some exceptional occasions, your inability to meet assessment dates can be foreseen prior to the deadline. Examples include emerging clashes with major sporting events, work placement, student leadership events or approved leave. If this occurs it is the student's responsibility to immediately contact the Head Teacher of the course concerned before the date of the task and/or as soon as possible. In doing so you are required to submit a School Business or Approved Leave Application requesting the opportunity to negotiate alternative arrangements to complete the task.

If an assessment task is not submitted or completed because of foreseen circumstances, and no attempt was made prior to the date of the task to negotiate alternative arrangements with the Head Teacher through the submission of an application, penalties will be applied.

The outcome of your School Business or Approved Leave Application will be decided by the Deputy Principal after considering the information provided.

The possible outcomes of your application include:

- Original task to be completed at or by a negotiated time.
- Alternative task to be completed at or by a negotiated time.

NOTE: Where the student submits the task or the application after the due date, refer to the **Absence on the Day of an Assessment Task** section above.

## **SCHOOL RESPONSIBILITIES**

**1.** Each course will have its own assessment schedule developed within the guidelines provided by NESAs. NESAs require all students to follow an assessment program.

### **This means that teachers are required to:**

- set tasks to measure student performance in each component of the course;
- specify the relative value of each of these tasks;
- provide information on what is to be assessed;
- provide information on how they will be assessed;
- keep records of each student's performance on each task;
- provide students with information on their progress.

The range of tasks used in the assessment will vary from course to course and may cover:

- tests which may take a written, practical, oral and aural form
- class and/or homework assignments, including essays and practical tasks
- projects of varying degrees of length and complexity
- oral presentations

### **Head Teachers are required to:**

- ensure tasks meet NESAs requirements for courses;
- record marks on a centralised faculty system before marks are returned;
- ensure NESAs Warning Letters are issued when appropriate.





## **2. Notice of Tasks:**

Students must be given at least two weeks' notice of the exact date and nature of the task.

## **3. Student Feedback**

Students will be given feedback on their performance (e.g. mark, position) as soon as possible after the completion of the task.

## **4. The Award of 'Zero Marks'**

A zero mark is noted as a non-attempt for a particular course and can be awarded in two instances:

- a) non-presentation of a task or non-attendance at a task without approved reason;
- b) an attempt to gain unfair advantage.

Students and parents will be advised in writing when zero marks are awarded.

## **5. Non Presentation / Non Attempt**

If a task is not attempted/submitted by the due date and the student is not exempt, the student will be awarded a zero mark.

An Assessment Task Illness/Misadventure Application must be lodged and must be accepted.

Technology malfunction will not be accepted as a reason for late submission of a task. Work will not be accepted as an email or on a USB drive unless specified by the teacher.

## **6. Malpractice**

It is expected that work submitted in fulfillment of assessment requirements shall be the student's own work. Examples of malpractice beyond this would include:

- plagiarism – excessive use of other sources, not acknowledged
- copying – using the work of another person and submitting it as your own
- not own work – having someone else complete the task
- falsifying receipt documents
- providing false documentation in support of an appeal
- cheating during a test or exam
- disrupting a test or examination

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the Deputy Principal. If the Teacher and Deputy Principal are in agreement then the student shall be awarded a zero mark for the task and given a full explanation of the decision. The student may proceed through established appeal procedures.

## 7. Lateness

Students need to be on time for examinations and assessment tasks. If a student arrives late for an examination/assessment task without a valid reason he has to undertake the task in the remaining time.

If lateness is for a valid reason and supported by evidence, the student will be allowed the normal length of time.

Students must attend school on time and must not truant any classes on the day an assessment task is scheduled or due. Truancy and lateness will be regarded as malpractice.

## 8. Extensions

Students who are unable to be present for an exam or out-of-class assessment task for valid reasons may apply to the teacher for an extension **prior to the due date for submission of the task**. Requests for extensions are to be made in writing. A negotiated extension could be expressed in terms of maximum marks, mark penalties and deadline times as determined by the teacher concerned.

## 9. NESAs Warning Letters

NESA warning letters are issued to students **who are not meeting course requirements**. These letters are a warning to students that they are in danger of failing the course.

If a student is awarded a zero mark for a task or has not attempted the task and is thus at risk of not meeting the assessment requirements for a course, the Teacher or Head Teacher:

- will advise the student in writing with a NESA warning letter;
- will ensure NESA warning letters are sent to parents informing them of their son having missed assessment tasks and where attendance and performance have been unsatisfactory;
- will ensure that when a first warning letter is sent, the relevant Head Teacher will arrange a meeting with the student and will contact the parent to discuss the student's progress;
- will ensure that when a second warning letter is sent the Deputy Principal will arrange a meeting with the student and parent and their progress will be discussed with their parents present;
- will request written acknowledgement from the student and his parent(s)/guardians(s);
- will ensure that a copy of the NESA warning letter is placed in the student's central file.
- will ensure that the Principal is notified if a student has two warning letters sent home. Every student awarded an 'N' determination will be interviewed by the Principal.



# STUDENT REVIEWS/APPEALS

1. A student may appeal:
  - against his mark in the course assessed on the grounds of a clerical error,
  - if the School has varied from its stated Assessment Policy.
2. No appeal may be entered against marks allocated for a particular task or piece of work.
3. A student who wishes to appeal must do so in writing. These appeals must be submitted through the Deputy Principal concerned. Details of methods of appeal are available from the Principal.
4. An appeal panel will be formed as required at the time of appeal. The panel will consist of any three of the following:
  - Principal
  - Deputy Principals
  - The Head Teacher of the Faculty

In conducting a review, NESAs requires the panel to ascertain whether:

- *the weightings specified by the school in its assessment program conform to NESAs requirements as detailed in the subject guides;*
- *the procedures used by the school for determining the final assessment program conform to its stated assessment program;*
- *there are computational or other clerical errors.*

Provided that the panel is satisfied that these conditions have been met, no change will be made to the final result. If a student is dissatisfied with the decision of the review, there is provision for appeal to the NESAs.

The only grounds for such appeals will be to judge whether the procedures followed by Homebush Boys High School complied with the NESAs policies and whether the conduct of the review was proper in all respects.

## **N Determinations**

If a student is deemed not to have completed a course, the student will receive an 'N' determination. The course will be listed as 'Not Completed' on the student's Record of Achievement, and this may mean that the student is not eligible for the award of a RoSA in that year.

Students have the right to appeal against an 'N' determination. The appropriate form can be obtained from the principal. Appeals against 'N' determinations should be lodged with the principal, who will advise the student of the date by which the appeal must be submitted.

If the student is dissatisfied with the result of the school review of his appeal, the student should advise the Principal that he wishes the appeal to be referred to NESAs.

# ASSESSMENT TASK ILLNESS / MISADVENTURE APPLICATION



To be completed by a student who was / is unable to attend / submit an assessment task on the due date.

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Course: \_\_\_\_\_ Faculty: \_\_\_\_\_

Assessment Task Missed: \_\_\_\_\_ Task Date: \_\_\_\_\_

- Task missed due to illness: (Attach Doctor's Certificate to this form.)
- Task missed through other reason: (State reason and attach any supporting evidence.)

Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FACULTY SECTION** – to be completed by the Deputy Principal

Illness/Misadventure application form received by: \_\_\_\_\_ Date: \_\_\_\_\_

Did student inform the school of absence on the day of the task? Yes / No

Was application lodged the next day the student was in attendance at school? Yes / No

Teacher's name: \_\_\_\_\_

Head Teacher's comment \_\_\_\_\_

Has this student submitted an Illness/Misadventure form for any other assessment tasks in this subject? Yes / No

If yes, please comment: \_\_\_\_\_

Head Teacher's Signature \_\_\_\_\_

Deputy Principal's recommendations: Accepted / Rejected

**New task                      Estimated mark                      Zero Award                      Referred to Review Panel**

**Principal's Use:** Application is: Accepted / Rejected

Comment: \_\_\_\_\_

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Parent / Guardian Comment:** \_\_\_\_\_

Parent / Guardian's Signature \_\_\_\_\_ Date \_\_\_\_\_



# MANDATORY SUBJECTS

## ENGLISH

### COURSE DESCRIPTION

Students learn about the art, power and worth of the English language as a source of knowledge and pleasure through responding to and composing texts. These texts include the literature of past and contemporary societies, raising aesthetic, ethical and moral issues for students to engage with and explore. By analysing and responding to literary and other texts, students develop their understanding of human experience and culture and build aesthetic awareness. By composing various texts of their own, they learn to express themselves through creative activity as well as developing clear and precise written and oral skills.

### ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT.	DUE
1.	Poetry analysis – short answer questions and a longer response	Close reading of text skills	A student thinks critically using information, ideas and increasingly complex argument to respond to and compose texts in a range of contexts.	20%	<b>Term 1</b> Week 7
2.	Creative Writing	Write a narrative and justification	A student writes imaginatively and descriptively to create an effective narrative.	20%	<b>Term 2</b> Week 2
3.	Novel Essay	Literature component	A student selects, describes and explains appropriate language, forms, structures and features to shape meaning with clarity and coherence in a range of contexts.	20%	<b>Term 2</b> Week 9
4.	Across - the - form speaking task	English Skills: Speaking and verbal communication	A student transfers understanding of language concepts into new and different situations and contexts.	20%	<b>Term 3</b> Week 8
5.	Deconstruct a film text	Film component and visual literacy.	A student, through wide and close study, responds to and composes increasingly demanding texts for understanding, for critical analysis and for pleasure in increasingly complex ways	20%	<b>Term 4</b> Week 4

The English Faculty's assessment program for Year 10 comprises FIVE across-the-form formal assessment tasks. The Half-Yearly report mark will be made up from the first two tasks. There will also be a rank within the class for each student.

The mark and grade in the Yearly report will be calculated using of all the assessment tasks. A rank within the form will also be included.

# HISTORY

## COURSE DESCRIPTION

History is a process of inquiry into the past that allows students to locate themselves in the broad continuum of human experience. History provides opportunities for students to explore human actions in a range of historical contexts and encourages them to develop understanding of motivation, causation, consequence and empathy. The study of history equips students with the knowledge and skills essential for their future roles as active, informed citizens.

**ROSA GRADINGS (A-E) AND THE YEARLY SCHOOL REPORTS WILL BE BASED ON:**

## ASSESSMENT SCHEDULE

TASK		COMPONENT	OUTCOMES	WEIGHT.	DUE
<b>1.</b>	In class Extended Response	Core Study- Australia and World War II	5.2, 5.4, 5.5, 5.6, 5.8, 5.9, 5.10	25%	<b>Term 1</b> Week 6
<b>2.</b>	Historical Inquiry	Genocide in the Twentieth Century	5.1, 5.3, 5.5, 5.7, 5.9, 5.10	30%	<b>Term 2</b> Week 2
<b>3.</b>	Ongoing in-class Assessment	This will be based on at least TWO class tasks		20%	<b>Term 3</b> Week 10
<b>4.</b>	Historical Inquiry	Migrant Experiences in Australia OR Globalising the World: Popular Culture in Australia	5.1, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	25%	<b>Term 4</b> Week 2

# MATHEMATICS

## COURSE DESCRIPTION

The study of mathematics provides opportunities for students to learn to describe and apply patterns and relationships; reason, predict and solve problems, calculate accurately both mentally and in written form and interpret and communicate information presented in numerical, geometrical, graphical, statistical and algebraic form.

The Half-Yearly Report mark will be made up of Task 1, Task 2 and the Semester 1 Class mark. The Yearly Report mark will be made up of all tasks for the year.

**Common task** should only include work covered by all classes involved.

**Class-mark** is a measure of class-work within a particular class. It includes: class tasks, exercise book, class research task and a measure of class involvement.

**Report cards** will indicate a mark, position and grade within the Stage studied.

The content strands are Number, Patterns and Algebra, Data, Measurement, Space and Geometry.

## ASSESSMENT SCHEDULE

SEMESTER ONE				
TASK		COMPONENT	WEIGHT	DUE
1.	Task 1	Written Test	30%	<b>Term 1</b> Week 8
2.	Investigation	Working Mathematically	10%	<b>Term 1</b> Week 9
3.	Task 2	Written Test	40%	<b>Term 2</b> Week 4
4.	Class Mark	Effort/ Exercise book Mathletics	10% 10%	<b>End</b> <b>Term 2</b> Week 4
<b>TOTAL</b>			<b>100%</b>	

SEMESTER TWO				
TASK		COMPONENT	WEIGHT	DUE
1.	Task 3	Written Test	30%	<b>Term 3</b> Week 7
2.	investigation	Working Mathematically	10%	<b>Term 3</b> Week 9
3.	Task 4	Written Test	40%	<b>Term 4</b> Week 2
4.	Class Mark	Effort/ Exercise book Mathletics	10% 10%	<b>End</b> <b>Term 4</b> Week 2
<b>TOTAL</b>			<b>100%</b>	

\* Students will receive written notification of the details of each task.



# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

## COURSE DESCRIPTION

In Personal Development, Health and Physical Education students cover the following units; Sexual Development and Relationships, Drivers Education and Lifelong Physical Activity.

Students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. In practical lessons, students engage in Invasion Games, Net and Court, Target Games and Striking and Fielding units and learn tactical awareness, strategies, analysis of movement and the value of physical activity.

Students are assessed on both theory and practical outcomes.

## ASSESSMENT SCHEDULE

Assessment Component	Weighting	TASK 1 Ongoing Practical Assessment	TASK 2 Alcohol and Other Drugs Task	TASK 3 Gym/Dance/Circus Task	TASK 4 Transition and Relationships Task
		Term 1 Week 10	Term 2 Week 1	Term 3 Week 7	Term 4 Week 1
Health Wellbeing and relationships	30%		10%		20%
Healthy, Safe and Active lifestyles	25%	5%	15%		5%
Movement Skill and Performance	45%	20%		25%	
<b>Total</b>	100%	25%	25%	25%	25%
<b>Outcomes</b>		<b>5.10</b>	<b>5.6, 5.8</b>	<b>5.5, 5.11</b>	<b>5.1, 5.3, 5.9</b>

Outcome descriptions will be outlined in detail on each assessment task.



# SCIENCE

## COURSE DESCRIPTION

The study of science develops student's scientific knowledge and understanding, skills and values and attitude within broad areas of science that encompasses the traditional disciplines of Physics, Chemistry, Biology and Earth Sciences.

## REPORTING CYCLE

- Half Yearly Report Due – Term 2, Week 5. Report includes Task 1 and 2. A Semester Class Mark and Class Rank.
- Yearly Report Due – Term 4, Week 5. Report includes Task 3 and 4. Report is based on 50% weighting of Semester One and 50% weighting of Semester Two. Semester Two Report will include Mark, Year Rank and Grade (A-E)

## ASSESSMENT SCHEDULE

	TASK	COMPONENT	WEIGHT	DUE
<b>SEMESTER ONE</b>				
<b>1.</b>	Task 1: Student Research Project	Term 1 – 11 weeks Chapter 4 Periodic Table (4 weeks) Chapter 5 Chemical Reactions (5 weeks) Chapter 1 DNA (2 weeks)	25%	<b>Term 1</b> Week 6
<b>2.</b>	Task 2: Mid-Course Examination – Chemistry and part of Biology	Term 2 – 10 weeks Chapter 1 DNA and Genetics (2-3 weeks) Chapter 2 GTS (2-3 weeks) Chapter 3 Evolution (4 weeks)	20%	<b>Term 2</b> Week 3
	Class activities to be reported as outcomes but not assessed	Worksheet/notebook completion, spelling and sentence usage – Literacy focus	Nil	A minimum of one per Term
<b>SEMESTER TWO</b>				
<b>3.</b>	Task 3: Practical Skills (25%) (Physics and Chemistry)	Term 3 – 10 weeks Chapter 8 – Motion (5 weeks) Chapter 7 – Universe (5 weeks)	25%	<b>Term 3</b> Week 6
<b>4.</b>	Task 4: ROSA (Yearly Examination)	Term 4 – (10 weeks) Chapter 6 Global Systems (4 weeks) Chapter 9 – Forensics (4 weeks)	30%	<b>Term 4</b> Week 4

\* Students will receive written notification 2 weeks prior to the task with details of the task.



# ELECTIVE SUBJECTS

## ABORIGINAL STUDIES

### COURSE DESCRIPTION

The Aboriginal Studies program is designed to give students opportunities to develop research skills, speaking skills, listening skills and writing skills. Explicit teaching and detailed feedback is provided for each element of the program before assessment takes place. Vocabulary development and textual analysis is an integral part of each unit of work. Students are expected to engage in the details of texts.

### ASSESSMENT SCHEDULES

SEMESTER ONE				
TASK		COMPONENT	WEIGHT	DUE
1.	Reading and Responding (Poetry)	Aboriginal Autonomy	20%	Term 1 Week 6
2.	Writing (Creative)	School Developed Option – Aboriginal Stories	20%	Term 2 Week 4
	Ongoing Assessment	CORE & OPTIONS	60%	Ongoing
		<b>TOTAL</b>	<b>100%</b>	
SEMESTER TWO				
TASK		COMPONENT	WEIGHT	DUE
3.	Essay - Novel	Aboriginal Autonomy	20%	Term 3 Week 2
4.	Film Study	Aboriginal Film and Television	20%	Term 4 Week 2
	Ongoing Assessment	CORE & OPTIONS	60%	Ongoing
		<b>TOTAL</b>	<b>100%</b>	

The Half Yearly Report will include tasks 1 & 2 plus an ongoing assessment component worth 60%. The Yearly Report will include tasks 1, 2, 3 and 4 and an ongoing assessment worth 50%. The final grade is based on all tasks – both formative and summative.

# CHINESE/KOREAN

## COURSE DESCRIPTION

Develop students' language Listening, Speaking, Reading and Writing skills in an atmosphere of enjoyment and achievement. Provide a range of culturally enriching experiences for students. Develop students' confidence, concentration and creative thinking skills and their confidence as communicators.

The four macro skills: listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way:

Interacting	Accessing and responding	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	
Writing	Writing	

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
<b>SEMESTER ONE</b>				
<b>1</b>	Assignment Project	Cultural Understanding	30%	<b>Term 1</b> Week 7
<b>2</b>	Continuous Assessment	Language Skills	30%	<b>Term 2</b> Week 3
<b>3</b>	Half Yearly Exam		40%	
		<b>TOTAL</b>	<b>100%</b>	
<b>SEMESTER TWO</b>				
<b>4</b>	Assignment Project	Cultural Understanding	30%	<b>Term 3</b> Week 7
<b>5</b>	Continuous Assessment	Language Skills	20%	<b>Term 4</b> Week 2
<b>6</b>	Yearly Exam		50%	
		<b>TOTAL</b>	<b>100%</b>	

Student rankings will be class based only.



## COURSE DESCRIPTION

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal processes and competencies for personal financial management.

Through the study of Commerce, students develop financial literacy, which enables them to participate in the financial system in an informed way.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
1.	Examination	The Economic and Business Environment	25%	<b>Term 1</b> Week 9
2.	Research Assignment & Web Design	Law, Society and Political Involvement	25%	<b>Term 2,</b> Week 8
3.	Research Report	Our Economy	25%	<b>Term 2</b> Week 8
4.	Final Exam	Core 2 Core 4 Option 1 Option 5	25%	<b>Term 4</b> Week 3
		<b>TOTAL</b>	<b>100%</b>	

The Half-Yearly Report will include tasks 1 and 2. The Yearly Report will include all tasks. Ranking will be calculated across the Year cohort. If a student is absent from doing the task due to an illness, he must obtain a doctor's certificate of which he must present to his teacher or Head Teacher, on his first day back at school. Late submission will result in a mark of Zero (0) being awarded.

# FOOD TECHNOLOGY

## COURSE DESCRIPTION

Stage 5 FOOD TECHNOLOGY is designed to engage and challenge all students to maximise their learning capabilities in FOOD. Students will engage in practical and theoretical cooking lessons, safe handling and storage of food; as well as attend to industry visits to enable them to appreciate all outcomes in the discipline. The course aims to enhance the student's ability to think logically and begin to express their knowledge in a variety of complex ways. There is a great focus on practical activity with emphasis in developing appropriate knowledge, skills and safety awareness while engaged in food industry.

## ASSESSMENT SCHEDULE

TASK		WEIGHT	DUE
<b>SEMESTER ONE</b>			
1.	Research Assignment	Food Service and Catering Research Assignment	40% <b>Term 1</b> Week 8
2.	Theory Assessment	Book Mark	10% <b>Term 2</b> Week 1
3.	Practical Assessment		50% <b>Term 2</b> Week 2
<b>TOTAL</b>		<b>100%</b>	
<b>SEMESTER TWO</b>			
1.	Research Assignment	Food for Specific Needs	25% <b>Term 3</b> Week 2
2.	Food for Special Occasions		25% <b>Term 3</b> Week 9
3.	Practical Assessment		40% <b>Term 4</b> Week 1
4.	Theory assessment	Book Mark	10% <b>Term 4</b> Week 2
<b>TOTAL</b>		<b>100%</b>	

### School Reports and ROSA Grades:

Students will be given an overall grade of A-E and ranked within the year group for Half-Yearly and Yearly reports. Course performance descriptors will be used in conjunction with assessment tasks and class work to assign ROSA grade for this course.



# INDUSTRIAL TECHNOLOGY

## Electronics/Timber/Metals

### COURSE DESCRIPTION

Stage 5 INDUSTRIAL TECHNOLOGY is an extension on Stage 4 Technology Mandatory course and is designed to engage and challenge all students to their learning capabilities in any one specialised area as chosen by the student.

The course aims to enhance the student's abilities to think logically and begin to express their knowledge in a variety of complex ways. There is a great focus on practical activity with emphasis in developing appropriate knowledge, skills and safety awareness while completing projects.

### ASSESSMENT SCHEDULE

TASK		WEIGHT	DUE	
<b>SEMESTER ONE</b>				
1.	Research Assignment	Research and oral presentation. Literacy focused.	10%	<b>Term 1</b> Week 8
2.	Half Yearly Examination	Theory and Practical Exam	30%	<b>Term 2</b> Week 6
3.	In-Class Ongoing assessments	Practical projects Project Report Homework Class quizzes and tests	60%	Ongoing Semester 1
<b>TOTAL</b>			<b>100%</b>	
<b>SEMESTER TWO</b>				
4.	Research Assignment	Research task in specialised industry.	10%	<b>Term 3</b> Week 3
5.	Yearly Examination	Theory and Practical exam	40%	<b>Term 4</b> Week 3
6.	In-class Ongoing assessments	Practical projects Project Report Homework Class quizzes and tests	60%	Ongoing Semester 2
<b>TOTAL</b>			<b>100%</b>	

### School Reports and ROSA Grades:

Students will be given an overall grade of A-E and ranked within the year group for Half-Yearly and Yearly reports. Course performance descriptors will be used in conjunction with assessment tasks and class work to assign ROSA grade for this course.

# INFORMATION SOFTWARE & TECHNOLOGY

## COURSE DESCRIPTION

Students study a range of topics over the next two years. It is project based learning for both semesters. They start with building web pages using HTML5, CSS & Javascripts. The students will explore many applications to design WebPages and create graphics. Many applications will be used to complete project deliverables, such Word Processing for reporting, database for storing information, Adobe package for Web project and Power Point for presentation and seminar. Students during Semester two will develop their programming skills to program CoDrones Pro and design games and explore computer simulations.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
<b>SEMESTER ONE</b>				
<b>1.</b>	Project based learning	Building web pages using HTML5 & CSS.	40%	<b>Term 1</b> Week 8
<b>2.</b>	Project based learning	PBL Written exam	40%	<b>Term 2</b> Week 5
<b>3.</b>	In-class Ongoing deliverables on PBL & Textbook activities	PBL Deliverables & class activities	20%	Ongoing throughout the semester
<b>TOTAL</b>			<b>100%</b>	
<b>SEMESTER TWO</b>				
<b>4.</b>	Project based learning	Programming, Gaming and Computer simulations	40%	<b>Term 3</b> Week 8
<b>5.</b>	Project based learning	PBL Written exam	40%	<b>Term 4</b> Week 2
<b>6.</b>	In-class Ongoing deliverables on PBL & Textbook activities	PBL Deliverables & class activities	20%	Ongoing throughout the semester
<b>TOTAL</b>			<b>100%</b>	



# MILITARY HISTORY

## COURSE DESCRIPTION

The Military History course allows students to develop their fascination for military history and caters for those who wish to expand their knowledge of the history of human conflict, from Ancient times to the Nuclear Age.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
1.	Historical Inquiry	Warfare and Weaponry of the Middle Ages	15%	<b>Term 1</b> Week 6
2.	In-class structured Response	Religious conflict in The Middle Ages: The Crusades	25%	<b>Term 2</b> Week 2
3.	In – class ongoing assessment	Two class based tasks from: <ul style="list-style-type: none"> <li>• ICT activity</li> <li>• Group work/orals</li> <li>• Bookwork</li> <li>• Class task</li> </ul>	10%	<b>Entire Semester, up to Term 2</b> Week 1
4.	Research and in-class extended response	Battles that changed Modern History	15%	<b>Term 3</b> Week 2
5.	Historical Inquiry	Civil wars throughout History	25%	<b>Term 4</b> Week 1
6.	In – class ongoing assessments	Two class based tasks from: <ul style="list-style-type: none"> <li>• ICT activity</li> <li>• Group work/orals</li> <li>• Bookwork</li> <li>• Class task</li> </ul>	10%	<b>Entire Semester, up to Term 4</b> Week 1
<b>TOTAL</b>			<b>100%</b>	

The Half-Yearly Report will include tasks 1, 2 and 3. The Yearly Report will include all tasks. Ranking will be calculated across the Year cohort.



# MUSIC

## COURSE DESCRIPTION

The Stage 5 Year 10 course in Music aims to further develop the technical skills in the listening, composing and playing of different styles of music. It provides students with the opportunity to build an understanding of the role of music in a variety of cultures, and also covers the history of music from traditional, modern and contemporary movements.

## ASSESSMENT SCHEDULE

TASK		COMPONENT/DESCRIPTION	WEIGHT	DUE
<b>SEMESTER ONE</b>				
<b>1.</b>	Aural (Listening)	Analysis of Music Concepts (Topic test)	10%	<b>Term 1</b> Week 6
<b>2.</b>	Performance	Practical Instrument Based (Class piece)	10%	<b>Term 1</b> Week 9
<b>3.</b>	Musicology (listening)	Analysis of Music Concepts (Half yearly exam)	10%	<b>Term 2</b> Week 6
<b>4.</b>	Performance	Practical Instrument Based (Class piece or Own Choice, Half yearly exam)	15%	<b>Term 2</b> Week 8
<b>SEMESTER TWO</b>				
<b>6.</b>	Aural (Musicology)	Analysis of Music Concepts (Written task)	10%	<b>Term 3</b> Week 3
<b>7.</b>	Performance	Practical Instrument Based (Choice of piece reflecting topic + Class piece)	15%	<b>Term 3</b> Week 8
<b>8.</b>	Composition	Composing and Arranging Pieces of Music	20%	<b>Term 3</b> Week 9
<b>9.</b>	Aural (listening)	Analysis of Music Concepts. (Yearly Exam)	10%	<b>Term 4</b> Week 3

Written feedback including marking criteria for each assessment task will be provided. The Half Yearly Report includes tasks 1-5. Marks are cumulative for the Yearly Report.



# PHYSICAL ACTIVITY & SPORTS STUDIES

## COURSE DESCRIPTION

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

This course promotes the concept of learning through movement. Many aspects of the course can be explored through participation in selected movement applications in which students experience, examine, analyse and apply new understanding. Students are encouraged to specialise and study areas in depth, to work towards a particular performance goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

## ASSESSMENT SCHEDULE

Assessment Component	Weighting	TASK 1 Event Management Term 1 Week 8 Theory Term 1 Week 8-10 Practical	TASK 2 Nutrition and Physical Activity Assessment  Term 3 Week 10	TASK 3 Yearly Examination  Term 4 Week 2
Foundations of Physical Activity	30%		30%	10%
Physical Activity and Sport in Society	40%			20%
Enhancing Participation and Performance	30%	30%		10%
<b>Total</b>	100%	30%	30%	40%
<b>Outcomes</b>		PASS5-5,7, 8,9,10	PASS5 -1,2	PASS5 -3,4,6

Outcome descriptions will be outlined in detail on each assessment task.

# VISUAL ARTS

## COURSE DESCRIPTION

The Year 10 course in Visual Arts fosters interest and enjoyment in the making and studying of art. It provides students with the opportunity to build an understanding of the role of art, in all forms of media, in contemporary and historical cultures of the visual world. Visual Arts empowers students to engage in visual forms of communication to develop their own interests and to be self-motivated to become active learners.

## ASSESSMENT SCHEDULE

TASK		COMPONENT	WEIGHT	DUE
<b>SEMESTER ONE</b>				
<b>1.</b>	Critical /Historical Study	Research task of selected artists / artworks	30%	<b>Term 1</b> Week 5
<b>2.</b>	Artmaking	Practical work includes: Lead up drawings, designs Key artwork/s	20% 40%	<b>Term 2</b> Week 4
<b>3.</b>	Ongoing Assessment	Visual Arts Process Diary Worksheets / Homework	5% 5%	<b>Throughout Semester</b>
		<b>TOTAL</b>	<b>100%</b>	
<b>SEMESTER TWO</b>				
<b>4.</b>	<b>Critical /Historical Study</b>	Research task of selected artists / artworks	30%	<b>Term 3</b> Week 5
<b>5.</b>	<b>Artmaking</b>	Practical work includes: Lead up drawings, designs Key artwork	20% 40%	<b>Term 4</b> Week 1
<b>6.</b>	<b>Ongoing Assessment</b>	Visual Arts Process Diary Worksheets / Homework	5% 5%	<b>Throughout Semester</b>
		<b>TOTAL</b>	<b>100%</b>	

Task description and marking criteria for each assessment task will be provided in the Assessment Notification.

The Half-Yearly Report includes Semester 1 tasks.

The Yearly Report includes Semester 1 & 2 tasks.



# YEAR 10 ASSESSMENT PLANNER 2021

	TERM 1	TERM 2	TERM 3	TERM 4
WK 1				
WK 2				
WK 3				
WK 4				
WK 5				
WK 6				
WK 7				
WK 8				
WK 9				
WK 10				
WK 11				