



YEAR 10

2024

Assessment Handbook



Recte Et Fortiter - Upright and Strong

Safety | Learning | Respect

HOMEBUSH BOYS HIGH SCHOOL

CONTENTS

Assessment Policy: Stage 5	4
Introduction	4
What is Assessment?	4
NSW Education Standards Authority (NESA) Website	4
Requirements for the Award of NSW Record of School Achievement (RoSA) Credential	5
Satisfactory Course Completion Requirements	5
NSW Record of School Achievement (RoSA) Grading	6
NSW Education Standards Authority (NESA) Website	6
Student Responsibilities	7
Expectations of Students	7
Procedures for Students Absent from Tasks	7
Illness / Misadventure Appeal	8
Absence due to Foreseen Circumstances, School Business or Approved Leave	8
School Responsibilities	10
Student Reviews / Appeals	12
N Determination	12
Illness / Misadventure Appeal Form	13
Illness / Misadventure Appeal Determination Letter [Sample]	14
Letter regarding N Award Warning – Non-Completion of Stage 5 Course [Sample]	15
Course Outlines	17
<u>Key Learning Area: English</u>	
English	18
<u>Key Learning Area: Mathematics</u>	
Mathematics – 5.1	20
Mathematics – 5.2	22
Mathematics – 5.3	25
<u>Key Learning Area: Science</u>	
Science	29
<u>Key Learning Area: Creative & Performing Arts</u>	
Music	31
Visual Arts	33
<u>Key Learning Area: Human Society In Its Environment</u>	
Commerce	35
History	37
Military History	39
<u>Key Learning Area: Personal Development, Health & Physical Education</u>	
Personal Development, Health & Physical Education (PDHPE)	41
Physical Activity & Sports Studies (PASS)	43
<u>Key Learning Area: Technology & Applied Studies</u>	
Food Technology	45
Industrial Technology – Timber Electronics	47
Information Software & Technology (IST)	49



CONTENTS

Assessment Calendar 2024	51
Term 1 2024	51
Term 2 2024	52
Term 3 2024	53
Term 4 2024	54
Year 10 Assessment Task Planner 2024	55
Term 1 2024	55
Term 2 2024	55
Term 3 2024	56
Term 4 2024	56



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. All students MUST sign to acknowledge that they have received this booklet.

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:

Informal Assessment

- Class Projects, Class Assignments
- Classroom activities
- Homework assignments
- Mini-tests, Quizzes
- Group and pair work
- Bookmark

Formal Assessment

- Projects
- Presentations
- Research assignments
- End of unit tests
- Half Yearly and Yearly Examinations
- Assessment tasks

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 NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) 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, as well as, attaining their RoSA.

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 relevant Faculty Head Teacher. Appeals against 'N' determinations should be lodged with the relevant Deputy 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 his appeal, he should advise the Deputy Principal that he 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, PDHPE, History and Geography
- At least 200-hours 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 Extensive Achievement
- B Thorough Achievement
- C Sound Achievement
- D Basic 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 90% attendance (2024 priority) 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 expects students **to attempt all assessment tasks**.
- 4 All work submitted must be the student's own.
- 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 **Illness/ Misadventure Appeal** form needs to be completed and the form and all supporting documentation submitted to the relevant Head Teacher 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.



STUDENT RESPONSIBILITIES

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 Appeal Form with all supporting documentation. The student must see the relevant Head Teacher on their first day 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.

Illness / Misadventure Appeal

To appeal a zero mark or apply for an exemption, the student must fill out an Illness/Misadventure Appeal Form. They must see the relevant Head Teacher on their next school day of attendance.

A **If the Illness/Misadventure Appeal is accepted**, then the teacher of that course will:

- arrange for the student to attempt the task in the next class lesson; 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 Illness/Misadventure Appeal 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 Deputy Principal and 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.



STUDENT RESPONSIBILITIES

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 Illness/Misadventure Appeal 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;



SCHOOL RESPONSIBILITIES

- copying – using the work of another person and submitting it as your own;
- not own work – having someone else complete the task; eg. Use of Chat-GPT
- falsifying receipt documents;
- providing false documentation in support of an appeal;
- cheating during a test or examination; and
- 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 an 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 examination 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 students and his parent(s) / guardian(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 relevant Deputy Principal. Details of methods of appeal are available from the Deputy 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
 - Faculty Head Teacher

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

- the weightings specified by the school in its assessment program conform to NESA 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 NESA.

The only grounds for such appeals will be to judge whether the procedures followed by Homebush Boys High School complied with the NESA 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 NESA.





HOME BUSH BOYS HIGH SCHOOL

ILLNESS/MISADVENTURE APPEAL

This form is to be completed by the student who is unable to attend an assessment task

The completed form must be submitted to the Head Teacher immediately on your return to school after the due date of the assessment. If the Head Teacher is absent, this form must be submitted to the Deputy Principal.

Name: _____ Year: _____

Subject / Course: _____

Assessment Title: _____

Assessment Task No: _____ Weighting: _____ Assessment Date Due: _____

Head Teacher: _____ Teacher: _____

Date Appeal Submitted: _____

Tick Option: Task missed Task attempted / completed

Seeking special consideration because of: Illness Misadventure

Details of Appeal: _____

Attach all necessary medical and other certificates and refer to the HBHS Assessment Policy

Student Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

OFFICE USE ONLY

Date Appeal submitted: _____

Approved Declined

Outcome of Appeal: _____

Head Teacher Signature: _____ Deputy Principal Signature: _____

- Head Teacher receives Illness/Misadventure Appeal on student's return to school
- Head Teacher discusses with Deputy Principal and a determination is made
- Head Teacher to sign off on Illness/Misadventure Appeal and given to Deputy Principal to sign
- School Administration Officer to enter details on SENTRAL and generate outcome letter for parent(s)
- Deputy Principal to sign outcome letter and then to be mailed to parent(s) by School Administration Officer
- A copy of outcome letter along with Illness/Misadventure Appeal to be placed on the student's file



HOMEBUSH BOYS HIGH SCHOOL

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Email: homebushbo-h.school@det.nsw.edu.au
ABN: 18 246 198 266 CRICOS Provider 0058M



<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

Dear [Addressee]

ILLNESS / MISADVENTURE APPEAL DETERMINATION [Reference No. XXXXXXX]

Your son <insert student name>, lodged an Illness Misadventure Form which was submitted on <insert date> requesting the school's consideration related to Assessment <insert description> for <insert subject>.

In accordance with our School Assessment Policy, which reflects NSW Education Standards Authority requirements, the appeal has been <insert approved / declined>. The outcome being <insert outcome>.

If you would like further information, please contact the school quoting the reference number above.

Yours sincerely

<insert Deputy Principal Name>

Deputy Principal



HOMEBUSH BOYS HIGH SCHOOL

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<insert date>

<Addressee's name>

<Addressee's address>

Dear <Addressee>

N Award Warning – Non-Completion of a Stage 5 Course

I am writing to advise that your son, <insert student name> of <insert Year Cohort> is in danger of not meeting the Course Completion Criteria for the Stage 5 Course, <insert subject course name>.

This course is mandatory for the award of the Record of School Achievement. Where the non-completion is in a mandatory course, the student will not be eligible for the award of the Record of School Achievement and may not be eligible to enter Preliminary (Year 11) courses. Any mandatory course not satisfactorily completed appears on the student's transcript of results as 'Not Completed'. Any elective course not satisfactorily completed will not appear on the student's Record of School Achievement. If all Stage 5 courses are not completed satisfactorily, the student may not progress to Stage 6.

Criteria for satisfactory completion of course

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a. **followed** the course developed or endorsed by NESA; and
- b. **applied** themselves 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.

Where students have not met one or more of these requirements by the end of the course, the Principal is required to inform NESA that the student has not satisfactorily completed the course.

<insert student name> is not currently meeting one or more of these requirements. To date, your son has not satisfactorily met:

- *a. followed the course developed or endorsed by NESA;
- *b. applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- *c. achieved some or all of the course outcomes of the Course Complete Criteria.

Official warning

NESA requires schools to issue students with official warnings in order to give them the opportunity to correct the problem. A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.



Please regard this as the 1st official warning we have issued notifying you that your son is at risk of not completing the above course.

Opportunity to correct the problem

The following table lists those tasks, requirements and/or outcomes not yet completed/achieved, or for which a genuine attempt has not been made. In order for <insert student name> to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by

Please discuss the matter with <insert student name>of <insert Year Cohort> and contact the school if further information or clarification is needed.

Yours sincerely

<insert Teachers name>

Head Teacher <insert subject>

<insert Deputy Principal's name>

Deputy Principal

Please detach this section and return to school



Requirements for the satisfactory completion of a Stage 5 course

I have received the letter dated <insert date> indicating that <insert student name> of <insert Year Cohort> is in danger of not satisfactorily completing requirements in <insert subject>.

I am aware that an "N" Determination may make my son ineligible for the award of the Record of School Achievement. I understand that he may not be eligible to enter Preliminary (Year 11) courses.

Parent's / Guardian's Signature

Date

Student's Signature

Date



COURSE OUTLINES

NSW *Record of School Achievement*

ENGLISH

Outcomes

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.

ENGLISH

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Essay Response	EN5-3B EN5-5C EN5-8D	Term 1 Week 8	25%
2	Short Answer Questions and Extended Response	EN5-1A EN5-5C EN5-6C EN5-7D	Term 2 Week 4	25%
Yearly				
3	Creative Writing	EN5-1A EN5-3B EN5-5C EN5-9E	Term 3 Week 2	25%
4	Multimodal Speaking Task	EN5-2A EN5-3B EN5-4B EN5-5C	Term 4 Week 1	25%
TOTAL				100%

Reporting

The English Faculty's assessment program is comprised of three formal assessment tasks – two in Semester 1 and one in Semester 2. The Half Yearly report mark will be made up by two assessment tasks and will include a class rank only. The mark in the Yearly report will be made up of all three assessment tasks. The Year rank and grade for Semester 2 will be based on all three assessment tasks.

MATHEMATICS

5.1

Outcomes

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.
MA5.1-7NA	Graphs simple non-linear relationships.
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.
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.

MATHEMATICS

5.1

	Assessment Task	Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written test No.1	MA5.1-4NA MA5.1-6NA MA5.2-12MG MA5.1-8MG	Term 1 Week 9	20%
2	Written Test No.2	MA5.1-5NA MA5.1-12SP MA5.2-8NA	Term 2 Week 4	20%
3	Class Mark No.1	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
Yearly				
4	Written Test & Investigation Task	MA5.1-7NA MA5.1-10MG MA5.1-13SP	Term 3 Weeks 6 & 9	15% 5%
5	Written Test (Yearly Examination)	MA5.1-7NA MA5.1-10MG MA5.1-13SP MA5.1-11MG	Term 4 Week 2	20%
6	Class Mark No.2	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Working Mathematically, Number and Algebra, Algebra and Patterns, Measurement and Geometry, Statistics and Probability. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly report will be made up of all tasks for the year.

Please note the above outcomes might be adjusted due to external circumstances.

MATHEMATICS

5.2

Outcomes

MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts.
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions.
MA5.1-2WM	Selects and uses appropriate strategies to solve problems.
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context.
MA5.2-3WM	Constructs arguments to prove and justify results.
MA5.1-4NA	Solves financial problems involving earning, spending and investing money.
MA5.2-4NA	Solves financial problems involving compound interest.
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion.
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions.
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.
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.
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships.
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships.
MA5.1-7NA	Graphs simple non-linear relationships.
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships.
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids.
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.



MATHEMATICS

5.2

Outcomes

MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings.
MA5.1-11MG	Describes and applies the properties of similar figures and scale drawings.
MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar.
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
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.
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events.
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments.

MATHEMATICS

5.2

	Assessment Task	Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written test No.1	MA5.2-4NA MA5.2-9NA MA5.2-11MG MA5.2-6NA	Term 1 Week 9	20%
2	Written Test No.2	MA5.2-15SP MA5.2-8NA MA5.2-10NA MA5.2-8NA	Term 2 Week 4	20%
3	Class Mark No.1	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
Yearly				
4	Written Test & Investigation Task	MA5.2-10NA MA5.2-13MG MA5.2-17SP	Term 3 Weeks 6 & 9	15% 5%
5	Written Test (Yearly Examination)	MA5.2-17SP MA5.2-14MG MA5.3-12NA	Term 4 Week 2	20%
6	Class Mark No.2	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Working Mathematically, Number and Algebra, Algebra and Patterns, Measurement and Geometry, Statistics and Probability. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly report will be made up of all tasks for the year.

Please note the above outcomes might be adjusted due to external circumstances.

MATHEMATICS

5.3

Outcomes

MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts.
MA5.2-1WM	Selects appropriate notations and conventions to communicate mathematical ideas and solutions.
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.
MA5.1-2WM	Selects and uses appropriate strategies to solve problems.
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently.
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context.
MA5.2-3WM	Constructs arguments to prove and justify results.
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs.
MA5.1-4NA	Solves financial problems involving earning, spending and investing money.
MA5.2-4NA	Solves financial problems involving compound interest.
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion.
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena.
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions.
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases.
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices.
MA5.3-6NA	Performs operations with surds and indices.
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships.

MATHEMATICS

5.3

Outcomes

MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships.
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.
MA5.1-7NA	Graphs simple non-linear relationships.
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships.
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships.
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.
MA5.3-12NA	Uses function notation to describe and sketch functions.
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms.
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids.
MA5.3-13MG	Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids.
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.
MA5.3-14MG	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids.
MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures.
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression.
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings.
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.
MA5.1-11MG	Describes and applies the properties of similar figures and scale drawings.

MATHEMATICS

5.3

Outcomes

MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar.
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 problem.
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data.
MA5.3-18SP	Uses standard deviation to analyse data.
MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time.
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.
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events.
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments.

MATHEMATICS

5.3

	Assessment Task	Syllabus Outcomes	Timing	Yearly Weighting
Half Yearly				
1	Written test No.1	MA5.2-4NA MA5.3-6NA MA5.3-8NA	Term 1 Week 9	20%
2	Written Test No.2	MA5.3-13MG MA5.3-5NA MA5.3-11NA	Term 2 Week 4	20%
3	Class Mark No.1	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
Yearly				
4	Written Test & Investigation Task	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-9NA MA5.3-15MG MA5.3-7NA	Term 3 Weeks 6 & 9	15% 5%
5	Written Test (Yearly Examination)	MA5.3-7NA MA5.3-19SP MA5.2-17SP MA5.3-16MG	Term 4 Week 2	20%
6	Class Mark No.2	Mathletics Effort/Exercise Book	Ongoing Ongoing	5% 5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

The content strands are Working Mathematically, Number and Algebra, Algebra and Patterns, Measurement and Geometry, Statistics and Probability. The class mark is a measure of classwork within a particular class. It includes class tasks, exercise book, and class involvement. The Yearly report will be made up of all tasks for the year.

Please note the above outcomes might be adjusted due to external circumstances.

SCIENCE

Outcomes

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.
SC512ES	Describes changing ideas about the structure of the Earth and the universe to illustrate how modes, 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.
SC5-15LW	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
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.

SCIENCE

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Student Research Project Chapter 1: DNA Chapter 4: Periodic Table Chapter 5: Chemical Reactions	SC5-4WS SC5-5WS SC5-7WS SC5-8WS SC5-9WS	Term 1 Week 6	25%
2	Half Yearly Examination Chemistry & Genetics Chapter 1: DNA and Genetics Chapter 2: Geological Time Scale Chapter 3: Evolution	SC5-17CW SC5-15LW	Term 2 Week 2	20%
Yearly				
3	Practical / Skills – Physics and Chemistry Chapter 7: The Universe Chapter 8: Motion	SC5-6WS SC5-10PW	Term 3 Week 6	25%
4	Yearly Examination (RoSA) Topics to be included (Physics, Chemistry & Earth Sciences) Chapter 6: Global Systems Chapter 9: Forensics	SC5-17CW SC5-13ES SC5-12ES	Term 4 Week 1	30%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

MUSIC**Outcomes**

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.

MUSIC

	Assessment Task	Syllabus Outcomes	Timing	Weighting
No.	Half Yearly			
1	Performance	5.1 5.2 5.3 5.4 5.11 5.12	Term 1 Week 9	20%
2	Composition	5.4 5.5 5.6 5.11 5.12	Term 2 Week 3	15%
Yearly				
3	Composition	5.4 5.5 5.6 5.11 5.12	Term 3 Week 7	15%
4	Performance	5.1 5.2 5.3 5.4 5.11 5.12	Term 3 Week 10	20%
5	Yearly Aural Examination	5.8 5.9 5.10 5.11 5.12	Term 4 Week 4	30%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

VISUAL ARTS

Outcomes

5.1	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.

VISUAL ARTS

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Research Task	5.7 5.8 5.9 5.10	Term 1 Week 8	15%
2	Artmaking	5.3 5.5 5.6	Term 2 Week 6	30%
3	Visual Arts Process Diary	5.1 5.2 5.4	Ongoing	5%
Yearly				
4	Research Task	5.7 5.8 5.9 5.10	Term 3 Week 7	15%
5	Artmaking	5.3 5.5 5.6	Term 4 Week 4	30%
6	Visual Arts Process Diary	5.1 5.2 5.4	Ongoing	5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

COMMERCE

Outcomes

COM5-1	Applies consumer, financial, business, legal, political and employment concepts and terminology in a variety of contexts.
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal, political and employment contexts.
COM5-3	Examines the role of law in society.
COM5-4	Analyses key factors affecting decisions.
COM5-5	Evaluates options for solving problems and issues.
COM5-6	Develops and implements plans designed to achieve goals.
COM5-7	Researches and assesses information using a variety of sources.
COM5-8	Explains information using a variety of forms.
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timelines.

COMMERCE

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Business Report (The Economic and Business Environment)	COM5.1 COM5.4 COM5.7	Term 1 Week 11	25%
Yearly				
2	Market Day Project (Running a Business)	COM5.2 COM5.3 COM5.6 COM5.9	Term 3 Week 6	40%
3	Yearly Examination (The Economic and Business Environment; Law, Society and Political Involvement, and Investing)	COM5.1 COM5.2 COM5.5 COM5.8	Term 4 Week 1	35%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement.

HISTORY**Outcomes**

HT5-1	Explains and assesses the historical forces and factors that shaped the modern world and Australia
HT5-2	Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
HT5-3	Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
HT5-4	Explains and analyses the causes and effects of events and developments in the modern world and Australia
HT5-5	Identifies and evaluates the usefulness of sources in the historical inquiry process
HT5-6	Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
HT5-7	Explains different contexts, perspectives and interpretations of the modern world and Australia
HT5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HT5-10	Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

HISTORY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Topic Test Making a Better World?	HT5-1 HT5-4 HT5-6 HT5-9	Term 1 Week 9	30%
Yearly				
2	Research and In-Class Essay Australia and WWII	HT5-1 HT5-2 HT5-9 HT5-10	Term 2 Week 6	40%
3	Historical Inquiry Genocides in the Twentieth Century	HT5-3 HT5-6 HT5-8 HT5-10	Term 3 Week 6	30%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

MILITARY HISTORY

Outcomes

HTE5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry.
HTE5-2	Examines the ways in which historical meanings can be constructed through a range of media.
HTE5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation.
HTE5-4	Explains the importance of key features of past societies or periods, including groups and personalities.
HTE5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage.
HTE5-6	Identifies and evaluates the usefulness of historical sources in an historical inquiry process.
HTE5-7	Explains different contexts, perspectives and interpretations of the past.
HTE5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry.
HTE5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past.
HTE5-10	Selects and uses appropriate forms to communicate effectively about the past for different audiences.

MILITARY HISTORY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Historical Inquiry Warfare and Weaponry of the Middle Ages	HTE5-1 HTE5-4 HTE5-8 HTE5-10	Term 1 Week 6	25%
2	Historical Inquiry Religious Conflict in the Middle Ages – The Crusades	HTE5-3 HTE5-5 HTE5-7 HTE5-8	Term 2 Week 1	25%
Yearly				
3	Historical Inquiry Source Analysis-War Photography	HTE5-2 HTE5-3 HTE5-6 HTE5-10	Term 2 Week 10	25%
4	Historical Inquiry Civilians and Warfare	HTE5-1 HTE5-3 HTE5-6 HTE5-9	Term 3 Week 9	25%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Outcomes	
5.1	Assesses their own and others' capacity to reflect on and respond positively to challenges.
5.2	Researches and appraises the effectiveness of health information and support services available in the community.
5.4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.
5.5	Appraises and justifies choices of actions when solving complex movement challenges.
5.6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.
5.7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities.
5.10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts.
5.11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences.

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Alcohol and Other Drugs Task	5.6 5.7 5.8	Term 1 Week 11	25%
2	Practical Task	5.10	Term 2 Week 3	25%
Yearly				
3	Circus Performance Task	5.5 5.11	Term 3 Week 7-10	25%
4	Topic Test	5.1 5.3 5.9	Term 3 Week 9	25%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. 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.

PHYSICAL ACTIVITY & SPORTS STUDIES**Outcomes**

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.
PASS5-5	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.

PHYSICAL ACTIVITY & SPORTS STUDIES

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Event Management Task Theory Component	PASS5.5 PASS5.8	Term 1 Week 8	10%
2	Event Management Task Practical Component	PASS5.7 PASS5.9	Term 1 Week 8-10	20%
Yearly				
3	Topic Test: Technology, Participation and performance	PASS5.6 PASS5.10	Term 2 Week 10	40%
4	Nutrition Task	PASS5.1	Term 3 Week 10	30%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. 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.

FOOD TECHNOLOGY

Outcomes

FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product.
FT5-2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.
FT5-3	Describes the physical and chemical properties of a variety of foods.
FT5-4	Accounts for changes to the properties of food which occur during food processing, preparation and storage.
FT5-5	Applies appropriate methods of food processing, preparation and storage.
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities.
FT5-7	Justifies food choices by analysing the factors that influence eating habits.
FT5-8	Collects, evaluates and applies information from a variety of sources.
FT5-9	Communicates ideas and information using a range of media and appropriate terminology.
FT5-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes.
FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes.
FT5-12	Examines the relationship between food, technology and society.
FT5-13	Evaluates the impact of activities related to food on the individual, society and the environment.

FOOD TECHNOLOGY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Food for Specific Needs Funtiki	FT5-1 FT5-6 FT5-7 FT5-8 FT5-13	Term 1 Week 8	20%
2	Practical assessment	FT5-1 FT5-5 FT5-11	Term 2 Week 2	25%
3	Theory assessment (bookmark)		Term 2 Week 1	5%
Yearly				
4	Food Service and Catering Research assignment -Yum Town	FT5-1 FT5-2 FT5-4 FT5-5 FT5-10	Term 3 Week 2	10%
5	Food for Special Occasions - Countdown	FT5-2 FT5-8 FT5-9 FT5-10 FT5-11	Term 3 Week 9	10%
6	Practical assessment	FT5-1 FT5-5 FT5-11	Term 4 Week 1	25%
7	Theory assessment (bookmark)		Term 4 Week 2	5%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. 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 grades for this course.

INDUSTRIAL TECHNOLOGY**Timber | Electronics****Outcomes**

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.

INDUSTRIAL TECHNOLOGY

Timber | Electronics

Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly			
1	Research Assignment	IND5-7 IND5-8	Term 1 Week 7 10%
2	Half-Yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8	Term 2 Week 3 15%
3	In-Class practical & ongoing assessments	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6, IND5-7 IND5-8	Ongoing 25%
Yearly			
4	Research Assignment	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	Term 3 Week 8 10%
5	Yearly Examination	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	Term 4 Week 2 15%
6	In-Class practical & ongoing assessments	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8 IND5-9 IND5-10	Ongoing 25%
TOTAL			100%

In-Class Assessment

Classwork is an important part of everyday teaching and it involves both formal and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Results from assessment tasks 1, 2 and 3 will be used for Half-Yearly reports and marks will be expressed out of 100. Assessment tasks 4, 5 and 6 results added to the Semester 1 results will be used and expressed as a percentage of 100 for Yearly Reports. An overall grade and effort rating will be given for both reports. Ranking will be in the Yearly cohort group. Course performance descriptors will be used in conjunction with assessment tasks and class work to assign RoSA grades for this course.

INFORMATION SOFTWARE & TECHNOLOGY

Outcomes

5.1.1	Selects and justifies the application of appropriate software programs to a range of tasks.
5.1.2	Selects, maintains and appropriately uses hardware for a range of tasks.
5.2.1	Describes and applies problem-solving processes when creating solutions.
5.2.2	Designs, produces and evaluates appropriate solutions to a range of challenging problems.
5.2.3	Critically analyses decision-making processes in a range of information and software solutions.
5.3.1	Justifies responsible practices and ethical use of information and software technology.
5.3.2	Acquires and manipulates data and information in an ethical manner.
5.4.1	Analyses the effects of past, current and emerging information and software technologies on the individual and society.
5.5.1	Applies collaborative work practices to complete tasks.
5.5.2	Communicates ideas, processes and solutions to a targeted audience.
5.5.3	Describes and compares key roles and responsibilities of people in the field of information and software technology.

INFORMATION SOFTWARE & TECHNOLOGY

	Assessment Task	Syllabus Outcomes	Timing	Weighting
Half Yearly				
1	Project based Learning Web Design / Software DP	5.2.1 5.2.3 5.3.2 5.5.2	Term 1 Week 8	20%
2	Half-Yearly Examination on PBL	5.2.3 5.3.1 5.4.1 5.5.3	Term 2 Week 5	30%
Yearly				
4	Project based Learning DBMS / AI / Game	5.2.3 5.3.1 5.3.2 5.5.1	Term 3 Week 8	20%
5	Yearly Examination on PBL	5.1.1 5.1.2 5.2.1 5.5.3	Term 4 Week 2	30%
TOTAL				100%

In-Class Assessment

Classwork is an important part of everyday teaching, it involves both formal, and informal (assessment for learning) types of assessment by the teacher, to measure the student's level of achievement. This is a good opportunity to test for content. Results from assessment tasks 1, 2 will be used for Half-Yearly reports and marks will be expressed out of 100. Assessment tasks 4, 5 results added to the Semester 1 results will be used and expressed as a percentage of 100 for Yearly Reports. An overall grade and effort rating will be given for both reports. Ranking will be in the Yearly cohort group. Course performance descriptors will be used in conjunction with assessment tasks and class work to assign RoSA grades for this course.

ASSESSMENT CALENDAR 2024

TERM 1 2024

Week	Subject	Task	Weighting
1			
2			
3			
4			
5			
6	Science Military History	Student Research Project Historical Inquiry	25% 25%
7	Industrial Technology: Timber Electronics	Research Assignment	10%
8	English Visual Arts PASS PASS Food Technology Information Software & Technology	Essay Response Research Task Event Management Task (Theory component) Event Management Task (Practical component) Food for Specific Needs Funtiki Project based Learning: Web Design/Software DP	25% 15% 10% 20% 20% 20%
9	Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Music History PASS	Written Test Written Test Written Test Performance Topic Test Event Management Task (Theory component)	20% 20% 20% 20% 30% 20%
10	PASS	Event Management Task (Theory component)	20%
11	Commerce PDHPE	Business Report Alcohol & Other Drugs Task	25% 25%



ASSESSMENT CALENDAR 2024

TERM 2 2024

Week	Subject	Task	Weighting
1	Military History	Historical Inquiry	25%
2	Science Food Technology	Half Yearly Examination: Chemistry & Genetics Practical assessment	20% 25%
3	Music PDHPE Industrial Technology: Timber Electronics	Composition Practical Task Half Yearly Examination	15% 25% 15%
4	English Mathematics 5.1 Mathematics 5.2 Mathematics 5.3	Short Answer Questions & Extended Response Written Test Written Test Written Test	25% 20% 20% 20%
5	Information Software & Technology	Half Yearly Examination: PBL	30%
6	Visual Arts History	Artmaking Research & Class Essay	30% 40%
7			
8			
9			
10	Military History PASS	Historical Inquiry Topic Test: Technology, Participation & Performance	25% 40%



ASSESSMENT CALENDAR 2024

TERM 3 2024

Week	Subject	Task	Weighting
1	Food Technology	Theory assessment (bookmark)	5%
2	English Food Technology	Creative Writing Food Service & Catering Research Assignment: Yum Town	25% 10%
3			
4			
5			
6	Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Science Commerce History	Written Test & Investigation Task Written Test & Investigation Task Written Test & Investigation Task Practical / Skills: Physics & Chemistry Market Day Project Historical Inquiry	15% 15% 15% 25% 40% 30%
7	Music Visual Arts	Composition Research Task	15% 15%
7	PDHPE	Circus Performance Task	25%
8	PDHPE Industrial Technology: Timber Electronics Information Software & Technology	Circus Performance Task Research Assignment Yearly Examination: PBL	25% 10% 30%
9	Mathematics 5.1 Mathematics 5.2 Mathematics 5.3 Military History PDHPE PDHPE Food Technology	Written Test & Investigation Task Written Test & Investigation Task Written Test & Investigation Task Historical Inquiry Circus Performance Task Topic Test Food for Special Occasions – Countdown	5% 5% 5% 25% 25% 25% 10%
10	Music PDHPE PASS	Performance Circus Performance Task Nutrition Task	20% 25% 30%



ASSESSMENT CALENDAR 2024

TERM 4 2024

Week	Subject	Task	Weighting
1	English	Multimodal Speaking Task	25%
	Science	Yearly Examination (RoSA): Physics, Chemistry, Earth Science)	30%
	Commerce	Yearly Examination	35%
	Food Technology	Practical assessment	25%
2	Mathematics 5.1	Written Test (Yearly Examination)	20%
	Mathematics 5.2	Written Test (Yearly Examination)	20%
	Mathematics 5.3	Written Test (Yearly Examination)	20%
	Food Technology	Theory assessment (bookmark)	5%
	Industrial Technology: Timber Electronics	Yearly Examination	15%
3			
4	Music	Yearly Aural Examination	30%
	Visual Arts	Artmaking	
5			
6			
7			
7/8			
8			
8/9			
9			
10			



YEAR 10 ASSESSMENT TASK PLANNER 2024

TERM 1 2024

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

TERM 2 2024

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



YEAR 10 ASSESSMENT TASK PLANNER 2024

TERM 3 2024

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

TERM 4 2024

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

