



JAMISON HIGH SCHOOL

**2020
YEAR 10
ROSA**

**ASSESSMENT POLICY AND PROCEDURES
COURSE ASSESSMENT SCHEDULES**

JAMISON HIGH SCHOOL

ROSA ASSESSMENT POLICY

ASSESSMENT AND COURSE REQUIREMENTS

Assessment tasks are a vital part of student learning and are given at regular intervals throughout all courses. Students are expected to undertake ALL TASKS and ACTIVITIES in order to complete the course whether they are part of an assessment schedule or not.

The following course completion criteria refers to Year 10, Year 11 and HSC courses.

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by the NSW Education Standards Authority (NESA); and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

UNSATISFACTORY PROGRESS AND ATTENDANCE

Poor attendance and unsatisfactory progress are closely linked. Your attendance in each course needs to meet satisfactory levels in order to complete sufficient course outcomes. Where attendance and/or course outcomes completion are of concern the student will be notified in writing and letters will be sent home. Continued unsatisfactory progress could result in the student being given an "N" warning letter for the course.

Assessment tasks must be submitted for course / learning outcomes to be satisfactorily met. Students who do not submit tasks will be issued an '*N Determination Warning*' that must be addressed by the student within the school year. If they fail to do so, the *NSW Education Standards Authority* (NESA) may determine that they cannot progress to the next stage.

We strongly encourage our students to actively and conscientiously complete required assessment tasks by the due date in order to maximise their marks. In order to meet NESA Learning Outcomes, all assessment tasks must be completed but zero marks will be awarded if not submitted by the due date.

Assessment tasks must reflect the student's own work and **plagiarism is unacceptable**. A full and accurate bibliography is expected for each formal assessment task.

NOTIFICATION OF ASSESSMENT TASKS

With the exception of formal Examinations (Half Yearly and Yearly) you will be notified in writing at least 14 calendar days prior to each of your Assessment Tasks.

The due date and information for all Assessment Tasks will be given to you when you are notified of the task. You will also be required to sign an assessment task register which officially indicates that you have received notification of an upcoming assessment task.

ABSENCE WHEN A TASK IS NOTIFIED

Whenever you are absent from school, it is **your responsibility** to ensure that you know what work has been missed and to catch up on that work.

The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task. If you have a prolonged absence, you may submit to the Head Teacher an Application for Consideration/Extension.

COMPLETING AND SUBMITTING ASSESSMENT TASKS

NESA expects all students to undertake all assessment tasks set. Once notice of a deadline has been given, staff will not pursue students for work. All tasks are to be submitted, with the Assessment Task Cover Sheet attached, at the **start** of the first timetabled lesson in the relevant subject due on that day.

All tasks submitted after this time will be deemed ***late***. Late work will receive a **zero** mark unless there is a valid reason. Where a student misses or is late with an assessment task, with no valid reasons, a **zero** mark will be recorded for that task.

Students will be required to sign a task register when submitting or completing an in-class assessment task.

Note: No allowance will be made for **failure of a student's computer hardware and software**. Students are advised to keep back-ups of all work completed on computer equipment.

LATENESS/ABSENCE FROM TASK DUE TO ILLNESS, MISADVENTURE OR EXCEPTIONAL CIRCUMSTANCES

It is your responsibility to perform/submit all tasks which are a part of your Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time.

If, because of a VALID reason, you cannot attend school on the day when an Assessment Task is to be done/submitted, **ON THE DAY YOU RETURN TO SCHOOL YOU MUST BEFORE THE START OF THE SCHOOL DAY:**

1. Negotiate with your class teacher or Head Teacher a time to do the task or a similar substitute task.
2. Submit an Application for Consideration/Extension Form with supporting documentation (e.g. medical certificate) to the Head Teacher for a decision.

Failure to have this form completed or you do not follow the above procedure or your application is not successful, you will receive **ZERO** for that task.

In exceptional circumstances, the Head Teacher may authorise that an estimate be given for a missed task. This applies only if giving a substitute task would be unreasonable, difficult to arrange or not feasible.

NOTE:

- A letter from a parent may not be sufficient to satisfy the requirement
- If you are involved in a sporting event or excursion or know you will be absent on the day you must submit the task before the due date
- If you are suspended from school when assessment tasks are due you must:
 - a) not attend school for the duration of your suspension
 - b) submit out-of-school assessment tasks by delivery to the Front Office
 - c) miss your in-school assessment task for which you will be given an alternative task or an estimate

EXTENSIONS TO DUE DATES

An extension to the due date of an assignment may be approved, **by the Head Teacher**, in cases of severe illness or other exceptional circumstances. Approval for an extension **must** be sought at least one week in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an Application for Special Consideration/Extension. This is available in the back of this booklet. You must submit this form to the Head Teacher of that subject who will make a recommendation on the application.

If an extension is not granted, you must submit the task by the due date. Unless prior application for an extension has been approved **by the Head Teacher**, the late submission of a task will result in **zero** marks being awarded for that task.

STUDENTS WITH A DISABILITY: ASSESSMENT AND ADJUSTMENT

Students with special education needs may require adjustments in order to demonstrate achievement in both informal and formal assessment experiences. Schools provide adjustments to assessment activities for some students with disability. Assessment adjustments are actions taken that enable a student with disability to demonstrate achievement of outcomes. The types of adjustments will vary according to the needs of the individual student. Decisions are made at school level to offer adjustments to students with disability in both their course work and assessment activities.



SPECIAL CONSIDERATION APPLICATION FORM (Stage 1)

(For illness / accident / misadventure / special circumstances)

1. If illness, accident, misadventure or special circumstances prevent a student completing an assessment task on, or by the due date and time, the school must be advised immediately the situation is known – before the due date, if possible.
2. This form must then be completed as soon as possible after notification. If the student is absent on the due date it must be completed as soon as he/she returns.
3. The form, when completed, is to be submitted to the Deputy Principal via the Head Teacher.

Name of Student		
Teacher		
Subject / Course		
Faculty / Department		
Nature of Assessment Task, e.g. Essay, Title		
Due Date		
Time		
Reason for and nature of request, e.g. Special consideration or extension of time		
Specify and attach any supporting documentation, e.g. Medical Certificate		
Signature of Parent		Date
Comments		
Head Teacher's Signature		Date
Deputy Principal's Decision		
Deputy Principal's Signature		Date

CONSIDERATION / EXTENSION FORM

(To be completed by the professional authority- Doctor/ Medical Officer or attach Medical Certificate)

To the Professional Authority:

Students at Jamison High School have to complete a series of tests and assessments as part of their Preliminary Course and HSC. In the event of absence due to illness they are required to provide a doctor's certificate or evidence of misadventure.

Your help in providing information about this student's illness or misadventure is appreciated. This information will help the school to make a fair and informed assessment about your client's academic performance. The information you provide on this form will remain confidential.

Date of consultation / /

Date of illness or misadventure / /

or

Period of illness or misadventure / /

Please complete the following statements by ticking the appropriate box

In my opinion the student was (or will be)

Fit / Able

Unfit / Not Able

to complete the examination or assessment task on that day or in the period. In my opinion, the effect of the illness or misadventure on the student for that day or in this period was (or will be):

Negligible

Mild

Moderate

Severe

Nature of illness or misadventure:
.....
.....
.....

Name:

Profession:

Signature:

Provider No: Date:

Phone No:

Stamp or Seal of Professional (or attach letterhead)

Assessment Appeal Form (Stage 2)

This form only needs to be submitted if you want to appeal the decision that the Deputy Principal made about your Illness/Misadventure Claim OR you want to appeal the Assessment Rank that you have been awarded for a course. This form needs to be completed and submitted to the Principal within 5 days of being notified of the Deputy Principal's decision about your Illness/Misadventure Claim OR within 5 days of receiving your Assessment Rank.

STUDENT'S NAME..... YEAR/CLASS

COURSE NAME TEACHER'S NAME

STUDENT APPEAL – ILLNESS/MISADVENTURE CLAIM DECISION

- I completed and submitted the School Based Illness/Misadventure form to the Deputy Principal before school on the day I returned to school.

Attach your copy of the form to this Appeal form.

- I am appealing the decision about my Illness/Misadventure Claim for the following reason/s:

.....

- I declare that all the information I have supplied is true.

STUDENT APPEAL – FINAL ASSESSMENT RANK AWARDED

- I would like to appeal the Assessment rank awarded to me for this course for the following reasons:

.....

I declare that all the information I have supplied is true.

Student's signature Date Parent's signature

APPEAL DECISION

Illness/Misadventure Claim: Upheld / Declined **Assessment Rank:** Upheld / Declined

Reason/s:

.....

Principal	Head Teacher
Date	

ASSESSMENT TASK NOTIFICATION



Student Name: Subject/Course:

Assessment Task Title:
.....

Value of Task: Date Task Issued: Date Task Due:

Outcomes to be assessed:

-
.....
-
.....
-
.....
-
.....
-
.....
-
.....

Task description:

Assessment Criteria –

Your task will be assessed according to your ability to:

-
-
-
-
-
-
-
-
-

Steps in Answering Questions using the ALARM matrix

				What is it?
			What is it?	What does it do/look like?
		What is it?	What does it do/look like?	How does it do it?
	What is it?	What does it do/look like?	How does it do it?	What does it lead to/relationships/ impact?
What is it?	What does it do/look like?	How does it do it?	What does it lead to/relationships/ impact?	How well does it do it?
<i>Examples</i>	<i>Examples</i>	<i>Examples</i>	<i>Examples</i>	<i>Examples</i>
IDENTIFY OUTLINE	DESCRIBE	EXPLAIN DISCUSS	ANALYSE	EVALUATE JUDGE

If the question asks to CRITICALLY ANALYSE - state the positive and negatives.

If the question asks to CRITICALLY EVALUATE - state the positive and negatives AND make a judgement.

TOPIC NAME:

DEFINITION AND EXPLANATION

CRITERIA FOR EVALUATION:

Content Facts & Details				Levels of Interpretation and Judgement of Content	
(What) NAME AND DEFINE: Areas of Content	(What) DESCRIBE: Features/ Characteristics	(Why) EXPLAIN SIGNIFICANCE:	(How) ANALYSE: Each area/Feature of Content	(How well) CRITICALLY ANALYSE: Each Area/Feature +'s advantages -'s disadvantages	(How well) EVALUATE/CONCLUDE: Each Area/Feature
(How well)EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered					
(Why Important)CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features					
(Why Important)APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?					

TOPIC NAME: What is the name of the topic, unit, subject or process of study?

DEFINITION AND EXPLANATION of Topic: Briefly, what is the topic (1-2 sentences)?

CRITERIA FOR EVALUATION: What are some of the value judgement type words that students could use to demonstrate that the impact or effect of the aspects or application of the topic or process is positive and/or negative, beneficial/harmful; advantageous and/or disadvantageous; valid/invalid; etc.

Content Facts & Details				Levels of Interpretation and Judgement of Content	
(What) NAME AND DEFINE: Areas of Content	(What) DESCRIBE: Features/ Characteristics	(Why) EXPLAIN SIGNIFICANCE:	(How) ANALYSE: Each area/Feature of Content	(How well) CRITICALLY ANALYSE: Each Area/Feature	(How well) EVALUATE/CONCLUDE: Each Area/Feature
What are the main components/elements of the topic/unit/subject or steps/stages of the process under consideration? Give a name and definition of EACH of these areas.	What are the features/characteristics/properties pertaining to EACH component/element in the topic/unit/subject or step/stage in the process under consideration?	For EACH area or feature or step/stage covered, what is its function or purpose? What problem is it addressing; or what is its impact/effect? What is the cause/effect of EACH area or feature covered?	Once the function/purpose or impact/effect is established, explain how and/or why the intention is carried out. How did it achieve its purpose or impact/effect? What is the relationship between the various components/features/steps, stages and/or their impact/effect?	Explain how each area/feature is beneficial or unbeneficial, even through implication of suggestion, in relation to the set criteria. Explain how and/or why EACH function/step, stage or impact/effect or cause/effect is positive and/or negative (in whatever sense is needed by the subject at hand)	To what extent is the impact/effect effective, its value/quality? To what extent has the object of consideration, the feature or impact, served its purpose, carried out what it was intended to accomplish. To what extent, by how much, was the impact/effect successful? By how much do the positives outweigh the negatives or vice versa?
				+’s advantages -’s disadvantages	
(How well)EVALUATE OVERALL/CONCLUDE OVERALL EVALUATIONS/CRITICALLY EVALUATE: all areas/features covered					
After establishing the extent of success/effectiveness of each individual feature/function/purpose, compare and contrast ALL the areas covered. To what extent is one more effective than another? Therefore, to what extent, come to a final judgement, were ALL of the features/impacts/effects, the whole process, successful or effective?					
(Why Important)CONCEPTUALISE TOPIC: Essential idea of topic or summation/judgement on the developmental process and/or its change of procedures in the process over time; the importance of the interrelationship amongst the areas/features					
How are all of the various features/impacts/effects interrelated to form the whole topic/unit/subject/process of study? And why is this interrelationship important? Why is it important to be able to evaluate all of the aspects of study or the process itself?					
(Why Important)APPRECIATE (concept/question): Why is this understanding of the topic concept important for life? Or why should it be learned? Or why is it important to be able to evaluate the situation? Or why is this of importance in response to a question?					
Why is this understanding of the concept and all that it entails important to my life, or the life of others? How does this help answer a question?					

ALARM MEETS BLOOMS TAXONOMY

<p>Knowledge NAME, DESCRIBE AND DEFINE</p>	<p>Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write, Characteristics, Features</p>
<p>Comprehension EXPLAIN SIGNIFICANCE</p>	<p>Conclude, Demonstrate, Discuss, Explain, Generalise, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarise, Tell, Purpose, Function, Impact, Effect</p>
<p>Application ANALYSE</p>	<p>Apply, Change, Choose, Compute, Dramatise, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use, How</p>
<p>Analysis ANALYSE</p>	<p>Analyse, Characterise, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate</p>
<p>Synthesis CRITICALLY ANALYSE</p>	<p>Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organise, Perform, Plan, Produce, Propose, Rewrite</p>
<p>Evaluation EVALUATE/ CONCLUDE</p>	<p>Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritise, Prove, Rank, Rate, Select</p>

YEAR 10 AGRICULTURAL TECHNOLOGY 2020

AREAS OF LEARNING

Semester 1 – A student:

- 1.1 Explains the interactions within an agricultural system.
- 1.2 Recalls information using appropriate agricultural terminology.
- 1.3 Investigates and implements responsible agricultural production.
- 1.4. Performs plant and animal management practices safely and in cooperation with others.
- 1.5 Evaluates management practices including technology, social issues and ethics.

Semester 2 – A student:

- 2.1 Recalls information using appropriate agricultural terminology.
- 2.2 Explains and evaluates the impact of management decisions on animal production enterprises.
- 2.3 Collects and analyses agricultural data and communicates results using a range of technologies.
- 2.4 Performs plant and animal management practices safely and in cooperation with others.
- 2.5 Uses computer technology to effectively communicate in a variety of formats.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 6	1.2,1.3	Research Task	10%
2	Term 2 Week 6	1.4, 1.5	Practical Assessment	15%
3	Term 2 Week 7	1.1, 1.2, 1.3	Half Yearly Examination	20%
4	Term 3 Week 8	2.2, 2.3	Research Task	15%
5	Term 3 Week 10	2.1, 2.2	Yearly Examination	25%
6	Term 4 Week 2	2.4, 2.5	Practical Assessment	15%
				100%

YEAR 10 CHILD STUDIES 2020

AREAS OF LEARNING

Semester 1 – A student:

- 1.1 Describes the factors that affect the health and wellbeing of the child
- 1.2 Evaluates strategies that promote the growth and development of children
- 1.3 Evaluates the role of community resources that promote and support wellbeing of children and families
- 1.4 Analyses and compares information from a variety of sources to develop an understanding of child growth and development

Semester 2 – A student:

- 2.1 Describes the factors that affect the health and wellbeing of the child
- 2.2 Plans and implements engaging activities when educating and caring for young children in a safe environment
- 2.3 Evaluates strategies that promote the growth and development of children
- 2.4 Applies appropriate valuation techniques when creating, discussing and assessing information related to child growth and development

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 7	1.1,1.4	Diverse Needs of Children	20%
2	Term 2 Week 6	1.1, 1.2, 1.3	Half Yearly Exam	20%
3	Term 3 Week 8	2.2, 2.3	Media and Technology	25%
4	Term 3 Week 10	2.1,2.2,2.4	Yearly Exam	15%
5	Term 4 Week 3	2.1, 2.3	Food and Nutrition	20%
				100%

YEAR 10 COMMERCE 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

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

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

5.3 Examines the role of law in society

5.4 Analyses key factors affecting commercial and legal decisions

5.5 Evaluates options for solving commercial and legal problems and issues

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

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

5.8 Explains commercial and legal information using a variety of forms

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 8	5.1, 5.2, 5.4	Research Task 'Law and Society'	25%
2	Term 2 Week 6	5.1, 5.2, 5.4, 5.5	Half Yearly Examination	25%
3	Term 3 Week 10	5.3, 5.4, 5.7, 5.8, 5.9	Yearly Examination	25%
4	Term 4 Week 5	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Research Task 'Towards Independence'	25%
				100%

YEAR 10 DRAMA 2020

AREAS OF LEARNING

SEMESTERS 1 AND 2 – A STUDENT:

- 1.1 Manipulates dramatic elements to create belief, clarity and tension
- 1.2 Contributes, selects, develops and structures ideas in improvisation and play building
- 1.3 Uses appropriate performance spaces, conventions and production elements
- 2.1 Uses relevant terminology to evaluate the work of individuals and groups.
- 2.2 Exploits a variety of forms, styles, techniques, conventions and technologies in performance.
- 2.3 Analyses the contemporary and historical contexts of drama

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	5.1.1, 5.1.2, 5.1.3	Group performance Shakespeare	20%
2	Term 2 Week 9	5.1.1, 5.1.2, 5.1.3 5.1.4	Playbuilding Task	20%
3	Term 3 Week 9	5.2.1, 5.2.2, 5.1.4	Design Project	20%
4	Term 3 Week 10	5.2.3, 5.3.1, 5.3.2	Yearly Exam	20%
5	Term 4 Week 5	5.2.1, 5.2.2, 5.1.4	Class Production Performance	20%
				100

YEAR 10 ENGLISH 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

1. Communicates through speaking, listening, reading, writing, viewing and representing.
2. Uses language to shape and make meaning according to purpose, audience and context.
3. Thinks in ways that are imaginative, creative, interpretive and critical.
4. Expresses themselves and their relationships with others and their world.
5. Learns and reflects on their learning through their study of English.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9	EN5-2A EN5-6C EN5-7D	Representations of Conflict-Multimodal PowerPoint and speech	25%
2	Term 2 Week 6	EN5-1A EN5-4B EN5-5C	Half Yearly Examination Section I - Short answer 15% Marks Section II - Extended Response 15% Marks	25%
3	Term 3 Week 10	EN5-3B EN5-6C EN5-9E	ROSA Examination Section 1 – Reading: 15% marks Section 2 –Writing Task A & B: 20 marks Section 3 –Writing Task C: 15% marks	25%
4	Term 4 Week 2	EN5-2A EN5-5C EN5-8D	Viewing and Listening	25%
				100%

YEAR 10 FOOD TECHNOLOGY 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

- 1.1 Justifies food choices by analysing the factors that influence eating habits
- 1.2 Selects and employs appropriate techniques and equipment for a variety of food specific purposes.
- 1.3 Plans, prepares, presents and evaluates food solutions for specific purposes.
- 1.4 Examines the relationship between food, technology and society.
- 2.1 Justifies food choices by analysing the factors that influence eating habits.
- 2.2 Selects and employs appropriate equipment for a variety of food specific purposes
- 2.3 Plans, prepares, presents and evaluates food solutions for specific purposes.
- 2.4 Examines the relationship between food, technology and society.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 2 Week 4	1.2 , 1.3	Food Product Development - Design process-theory - Final Product	10% 10%
2	Terms 1- 4	1.2, 1.3 2.2, 2.3	Progressive Practical Mark -Semester 1 -Semester 2	10% 15%
3	Term 2 Week 6	1.1, 1.4	Half Yearly -Theory Exam	15%
4	Term 3 Week 10	2.1, 2.4	Yearly Exam -Theory Exam	20%
5	Term 4 Week 2	2.1	Recipe Development -Compare and contrast a variety of menus for a High Tea - Plan and prepare a High Tea	20%
				100%

YEAR 10 GEOGRAPHY 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

GE5-1 Explains the diverse features and characteristics of a range of places and environments

GE5-2 Explains processes and influences that form and transform places and environments

GE5-3 Analyses the effect of interactions and connections between people, places and environments

GE5-4 Accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 Assesses management strategies for places and environments for their sustainability

GE5-6 Analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry

GE5-8 Communicates geographical information to a range of audiences using a variety of strategies

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 10 Term 4* Week 2	5-1, 5-2, 5-6, 5-7, 5-8	Research Task Environment Change and Management	40%
2	Term 2 Week 3 Term 4* Week 4	5-7	Geographical Skills Portfolio	20%
3	Term 2 Week 6 Term 3* Week 10	5-1, 5-2, 5-3, 5-4, 5-5	Yearly Examination	40%
*Semester 2 classes				100%

YEAR 10 HISTORY 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

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

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 9 Term 3* Week 9	2, 3, 8, 9, 10	Civil Rights Movement: Changing Rights and Freedoms	25%
2	Term 2 Week 3 Term 4* Week 3	1, 3, 4, 8, 10	Cold War Group Presentation	25%
3	Term 2 Week 4 Term 4* Week 5	7, 8, 9	Portfolio	20%
4	Term 2 Week 6 Term 3* Week 10	1, 2, 3, 4, 5, 6, 7, 9	Final Examination	30%
*Semester 2 classes				100%

YEAR 10 INFORMATION and SOFTWARE TECHNOLOGY 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

1. Describes and applies problem-solving processes when creating solutions
2. Designs, produces and evaluates appropriate solutions to a range of challenging problems
3. Critically analyses decision-making processed in a range of information and software solutions.
4. Analyses the effects of past, current and emerging information and software technologies on the individual and society
5. Acquires and manipulates data and information in an ethical manner
6. Describes and compares key roles and responsibilities of people in the field of information and software technology

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 2 Week 7	1.1, 1.2,1.3,	Digital Media Project – 15%% Design portfolio – 10%	25%
2	Term 2 Week 6	1.2, 1.3, 1.4,1.5	Half Yearly Examination	25%
3	Term 3 Week 10	2.1, 2.2, 2.4	Yearly Examination	25%
4	Term 4 Week 2	2.1, 2.2, 2.3	Artificial Intelligence	25%
				100%

YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Folio/ CO2 Car Term 1 Week 11 2020	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7,	Project & Work Report	20%
2	Term 2 Week 6	IND5-1, IND5-5, IND5-9	Half Yearly Examination	10%
3	Term 3 Week 10	IND5-1, IND5-5, IND5-8, IND5-9, IND5-10	Yearly Examination	10%
4	Folio/ Project Week 2 Term 4 2020	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project & Work Report Final Submission	60%
				100%

YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

IND5-1 Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

IND5-3 Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects.

IND5-5 Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Side frame Term 1 Week 8 2020 Folio Term 2 Week 2 2020	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7,	Project & Work Report	20%
2	Term 2 Week 6	IND5-1, IND5-5, IND5-9	Half Yearly Examination	10%
3	Term 3 Week 10	IND5-1, IND5-5, IND5-8, IND5-9, IND5-10	Yearly Examination	10%
4	Folio/ Project Week 2 Term 4 2020	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	Project & Work Report Final Submission	60%
				100%

YEAR 10 JAPANESE 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

LJA5-1C Manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate

LJA5-2C Identifies and interprets information in a range of texts

LJA5-3C Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences

LJA5-4C Experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences

LJA5-5U Demonstrates how Japanese pronunciation and intonation are used to convey meaning

LJA5-6U Demonstrates understanding of how Japanese writing conventions are used to convey meaning

LJA5-7U Analyses the function of complex Japanese grammatical structures to extend meaning

LJA5-8U Analyses linguistic, structural and cultural features in a range of texts

LJA5-9U Explains and reflects on the interrelationship between language, culture and identity

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Terms 1 & 2	LJA5-1C LJA5-2C & 3C	In class tests	10%
	Term 1 Week 5	LJA5-4C, LJA5-6U, 7U & 9U	I want a pen-pal writing task	15%
2	Term 2 Week 6	LJA5-2C & 3C LJA5-5U, 6U, 7U & 8U	Half Yearly Reading, Writing and Listening Examination	15%
3	Term 3 Week 6	LJA5-9U	Japan's Youth of Today-part 1 Investigation	10%
4	Term 3 Week 10	LJA5-1C, 2C & 3C LJA5-5U & 6U LJA5-7U & 8U	Yearly Reading, Writing and Listening Examination	35%
5	Term 4 Week 2	LJA5-1C, LJA5-4C, LJA5-5U, LJA5-9U	Japan's Youth of Today-part 2 Multimedia Presentation	15%
				100%

YEAR 10 MATHEMATICS 2020

Common Tasks (Used for grading towards NSW Record of School Achievement)

One of nine grades **A10 to E2** will be awarded to each student and kept on file (unless required), based on their performance in the common section of each of the four Assessment tasks.

AREAS OF LEARNING

Stage Tasks (Used for School Reports)

Stages: 5.3, 5.2, 5.1

Number and Algebra: Operates with number to solve financial problems, applies operations to solve problems with indices (5.1), scientific notation (5.2/5.3) and surds (5.3), simplifies algebraic expressions including algebraic fractions (5.2/5.3), graphs and analyses linear relationships and calculate important features on a Cartesian plane, solves and graphs simultaneous equations and interprets linear relationships and regions (5.3) and manipulates quadratic expressions and solves quadratic equations (5.3).

Statistics and Probability: Solves problems involving the probability of simple and compound events and solves problems involving single and bivariate data and organises, compares and analyses data displayed in various forms.

Measurement and Geometry: Solves problems involving length, area, surface area (5.1) and volume (5.2/5.3), applies properties of angles and shapes to solve problems using geometric reasoning, proves properties of congruent and similar figures using geometric reasoning (5.3) and applies trigonometry to solve problems involving non-right triangles (5.3).

TASK NUMBER	DATE TASK TO BE HELD	OUTCOMES ASSESSED	DESCRIPTION OF TASK	WEIGHTING
1	Term 1 Week 10	Measurement and Geometry, Number and Algebra	Formal written examination 1 hour in class (Half hour common and half hour stage level paper)	20%
2	Term 2 Week 7	Measurement and Geometry, Number and Algebra, Statistics and Probability	Half Yearly Examination 90 mins in Hall (45 minutes common and 45 minutes stage paper)	30%
3	Term 3 Weeks 1 to 5	Number and Algebra, Statistics and Probability	Take home assignment and formal written examination 1 hour in class (common and stage level)	20%
4	Term 3 Weeks 8 to 10	Measurement and Geometry, Number and Algebra, Statistics and Probability	Yearly Examination 90 mins in Hall (45 minutes common and 45 minutes stage level paper)	30%
				100%

YEAR 10 MUSIC - GUITAR 2020

AREAS OF LEARNING

Semester 1 – A student:

5.1 - Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts

5.5 - 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

5.9 - 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

Semester 2 – A student:

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

5.8 - Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study

5.10 - Demonstrates an understanding of the influence and impact of technology on music

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	5.1	Performance Task	20%
2	Term 2 Weeks 1&2	5.5, 5.6	Composition Task	15%
3	Term 2 Week 7	5.7, 5.9	Listening Exam	15%
4	Term 3 Week 1&2	5.4	Composition Task	15%
5	Term 3 Week 10	5.8, 5.10	Listening Exam	15%
6	Term 3 Week 10	5.2, 5.3	Performance Task	20%
				100%

YEAR 10 PHYSICAL ACTIVITY & SPORTS STUDIES 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

1.1 Works collaboratively with others to enhance participation, enjoyment and performance in a selected sport.

1.2 Performs movement skills in non-traditional sports with increasing proficiency

1.3 Demonstrates an understanding of the nutritional needs for Physical Activity

1.4 Investigates an issue in sport and examines the implications for sporting participation and performance

2.1 Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance in invasion games

2.2 Displays management and planning skills to achieve personal and group goals

2.3 Designs and demonstrates coaching skills and techniques in a selected sport.

2.4 Identifies and understands the roles of coaches and training sessions in physical and sports activity.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 3-11	1.1, 1.2	Practical Application - Recreational Sports	20%
2	Term 2 Week 7	1.3, 1.4	Half Yearly Examination	20%
3	Term 3 Week 1-7	2.2, 2.3, 2.4	Coaching Application (theoretical and practical)	40%
4	Term 3 Week 10	2.1, 2.2, 2.3, 2.4	Yearly Examination	20%
				100%

YEAR 10 PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

1. Refines and applies movement skills and concepts to compose and perform innovative movement sequences (PD5-11)
2. Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts (PD5-4)
3. Assesses their own and others' capacity to reflect on and respond positively to challenges (PD5-1)
4. Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts (PD5-10)
5. Research and appraises the effectiveness of health information and support services available in the community (PD5-2)
6. Assesses and applies self-management skills to effectively manage complex situations (PD5-9)
7. Appraises and justifies choices of actions when solving complex movement challenges (PD5-5)
8. Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity (PD5-6)

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 1-11	5.1, 5.6, 5.8, 5.12, 5.15%	Task 1 Run, Jump, Dance, Throw	25%
2	Term 2 Week 6	5.4, 5.10, 5.14	Task 2 Semester 1 Exam	25%
3	Term 3 Week 1-10- Term 4 Week 1-3	5.1, 5.6, 5.8, 5.11, 5.12, 5.15%	Task 3 Practical	25%
4	Term 3 Weeks 9-10	5.4, 5.9, 5.10, 5.13, 5.15%	Task 4 Semester 1 Exam	25%
				100%

YEAR 10 SCIENCE 2020

AREAS OF LEARNING

Semester 1 – A student:

1. Analyses data and information relating to the Periodic Table, Atomic Structure and Nuclear Energy.
2. Describes and applies theories and mathematical laws involving motion.
3. Analyses and processes scientific information to develop evidenced based arguments and conclusions.
4. Identifies unknown solutions through the use of flow charts and experimentation.
5. Plans and conducts a Student Research Project and presents the findings in a scientific report.

Semester 2 – A student:

1. Describes evidence which supports the theories of Evolution and Natural Selection.
2. Applies information relating to the components of the Universe and the Big Bang Theory.
3. Explains how inherited traits from one generation to the next involves genes and DNA.
4. Analyses and processes scientific information to develop evidenced based arguments and conclusions.
5. Uses a variety of ICT skills to research and present scientific information in an appropriate format.

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 6/7	1.4	Practical Assessment Task	15%
2	Term 1 Week 10	1.5	Student Research Project	20%
3	Term 2 Week 7	1.1, 1.2, 1.3	Half Yearly Examination	25%
4	Term 3 Week 4	2.5	Research Assessment Task	15%
5	Term 3 Week 10	2.1, 2.2, 2.3, 2.4	Yearly Examination	25%
				100%

YEAR 10 VISUAL ARTS 2020

AREAS OF LEARNING

Semester 1

- 1.1 Develops autonomy in art making practice
- 1.2 Understands how the frames affect art making
- 1.3 Investigates the world as source of ideas, concepts and subject matter
- 1.4 Makes informed choices to develop and extend concepts and different meanings in their artworks
- 1.5 Applies their understanding of aspects of practice to critical and historical interpretations of art

Semester 2

- 2.1 Develops autonomy in art making practice
- 2.2 Investigates the world as a source of artistic ideas, concepts and subject matter
- 2.3 Makes informed choices to develop and extend concepts and different meanings in their artworks
- 2.4 Demonstrates developing technical accomplishment and refinement in making artworks
- 2.5 Demonstrates how art criticism and art history construct meanings

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 8 Week 10	1.2, 1.3,	Case Study for Essay - written Modernism (10%) Artmaking – VAPD (Modernism Inspired) (10%)	20%
2	Term 2 Week 7	1.5	½ Yearly Exam (10%)	10%
3	Term 2 Week 10	1.1, 1.4	Body of Work Semester 1 (20%)	20%
4	Term 3 Week 8	2.2, 2.4 2.5	Investigative visual research for Individual Body of Work - (10%) Case Study - written (10%)	20%
5	Term 4 Week 6	2.1, 2.3, 2.5	Individual Body of Work and VAPD process (20%) Yearly Exam (10%)	30%
				100%

YEAR 10 WORK EDUCATION 2020

AREAS OF LEARNING

Semesters 1 and 2 – A student:

WE 5-1 Analyses employment trends and changes in the nature of work

WE 5-2 Analyses current workplace issues and their implications

WE 5-3 Examines the roles of diverse organisations in the Australian community

WE 5-4 Evaluates the roles and responsibilities of individuals within the Australian community

WE 5-5 Explains the roles of education, employment and training organisations

WE 5-6 Assesses personal goals, attributes and values in the context of education, training and employment

WE 5-7 Explains skills, attributes and entrepreneurial behaviours in a range of contexts

WE 5-8 Assesses options for career development and managing transitions

WE 5-9 Selects and analyses relevant information from a variety of sources

WE 5-10 Selects and uses appropriate forms to communicate information about the world of work for different audiences

TASK NUMBER	DATE DUE	OUTCOMES ASSESSED	TASK	WEIGHTING
1	Term 1 Week 11	5-1, 5-2, 5-6	Research Task 'Workplace Safety'	25%
2	Term 2 Week 6	5-1, 5-2, 5-3, 5-4	Half Yearly Examination	25%
3	Term 3 Week 10	5-1, 5-2, 5-3, 5-4, 5-5	Yearly Examination	25%
4	Term 4 Week 5	5-6, 5-7, 5-8, 5-9, 5-10	Work-placement Portfolio	25%
				100%