



**Inspire. Explore. Create.**

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***Dapto High School***

***Assessment  
Information***

***Year 10  
Stage 5***

**2019**

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***This booklet outlines course syllabus components and an overview of the assessment schedule for each Stage 5 course.***

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# DAPTO HIGH SCHOOL

## Assessment Policy and Procedures Year 10

Dapto High School is committed to enhancing and encouraging students' learning outcomes. The School Assessment Policy is designed to ensure consistency throughout the school, to ensure no student is disadvantaged and encourage students to meet their assessment deadlines

Assessment at Dapto High School encourages progressive development of skills and knowledge while ensuring:

- consistency across subjects and courses
- fairness in marking and reporting
- co-ordination of the assessment program to ease the load on students.

Assessment tasks are designed to measure performance against course outcomes through a range of assessment tasks and in a wider range of objectives than may be tested in an examination. Assessment tasks may include:

- Tests which may take a written, practical and oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and Projects

### RESPONSIBILITIES OF THE SCHOOL

The school will provide students with the following information:

- **An Assessment Calendar via the Parent Portal**– this outlines when the assessment tasks are scheduled and the task description attached to each assessment task.  
The assessment calendar overview should be used as a guide only. **Dates of tasks are subject to change** at the head teacher's discretion or due to unforeseen circumstances. Class teachers will inform students of the new arrangements in writing in advance.
- **Written Assessment Notification** - this notification outlines a more detailed explanation of the specific nature of each calendared assessment task. This notification will be issued in advance.

The school will communicate to parents/carers any concerns relating to a student's performance and/or overall achievement. A letter of concern will be posted home to parents/carers outlining the areas of unsatisfactory completion of course requirements.

### RESPONSIBILITIES OF THE STUDENT

It is the student's responsibility to:

- demonstrate sustained diligence and effort in each subject and participate in all lessons constructively.
- attend classes regularly and ensure their attendance does not fall below 85%.
- familiarise themselves with the school's assessment and procedures policy handbook and the course information contained in the handbook.
- contact the teacher and/or head teacher to obtain the task notification if they are absent on the day an assessment task notification is issued.
- complete all assigned work including each assessment task to achieve course outcomes and demonstrate through effort and achievement, she has met the requirements of the course.
- to ensure that any questions about marks, grades or comments awarded for an individual piece of work are resolved at the time the work is handed back.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- meet all assessment deadlines or they will be penalised in accordance with this policy

## Record of School Achievement - RoSA

The NSW Record of School Achievement is awarded by NESA to eligible students up until the time they choose to leave school.

To receive the NSW Record of School Achievement, students are required to study courses in each year in Years 7 - 10 in English, Mathematics, Science, Human Society and its Environment and Personal Development, Health and Physical Education.

At some time during Years 7 - 10, students are also required to study courses in Creative Arts, Technology and Applied Studies and Languages Other Than English.

Students are awarded a grade for each of the courses they have studied in Years 9 and 10. The grades are based on a set of Course Performance Descriptors developed by NESA. They indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

## ASSESSING AND GRADING STUDENT ACHIEVEMENT

Assessing student achievement is the process of collecting information of student performance on certain tasks in relation to the outcomes of a course.

In setting tasks, teachers give careful consideration to the syllabus outcomes being assessed. By measuring student achievement of these outcomes, teachers can build up a profile of the achievement of each student in relation to the Course Performance Descriptors.

Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement and teachers must award grades to students based on descriptors of typical achievement from elementary to excellent. Generic descriptors can be found on the following page. Grading student achievement is the process of assigning a letter (A,B,C,D,E or N) to summarise the level of a student's achievement in a course. The NSW Record of School Achievement Grading System is concerned with describing the student's achievement at the end of Year 10. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors. In order to increase the accuracy of the final assessment, earlier performance in Year 10 can be used.

In establishing an assessment program, it is important that the types of assessment tasks used are appropriate to the objectives being assessed. It will generally be necessary to use a number of different assessment tasks in order to ensure that student achievement in all the knowledge and skills objectives is assessed.

## COMMON GRADE SCALE FOR PRELIMINARY COURSES

Grade	General Performance Descriptors
<b>A</b>	The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
<b>B</b>	The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply their knowledge and skills to most new situations.
<b>C</b>	A grade indicating substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills of the subject and has achieved a sound level of competence in the processes and skills of the course.
<b>D</b>	The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
<b>E</b>	The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course
<b>N Determination</b>	Where 'N' appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: a) followed the course developed by BOSTES; b) applied themselves 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

## COMPLETING ASSESSMENT TASKS

It is the responsibility of the student to be present for, or to hand in, assessment tasks at the required time. Students must be in attendance for the **WHOLE DAY** when assessment tasks are scheduled or when set tasks are to be handed in.

**Failure to submit a hand-in task, or complete an oral presentation/performance on time (which does not fall under the Illness/Misadventure guidelines), will result in a zero mark being awarded for that task.**

If, due to illness or misadventure, a student is unable to attend school on the due date for any assessment task, they must follow the procedure outlined below.

## ILLNESS/MISADVENTURE PROCEDURES FOR ASSESSMENT TASKS

Circumstances may arise that prevent the student from completing an assessment task. These may include personal illness, family tragedy or bereavement, transport problems, etc. Computer/printer failure **is not** grounds for misadventure.

These circumstances may prevent the student from attending on the day of a task, reduce your performance on the day of a task or prevent you from completing a hand-in task on time.

In these cases, students must follow the Illness or Misadventure procedure outlined below. **Failure to follow these procedures will result in a mark of zero being awarded.**

### Procedures to Follow:

#### 1. In Class Tasks (Written & Practical)

**On the day:** If you are unable to attend on the day of a task you should:

- contact the school **on the morning the task is scheduled** and inform them of your absence.

**Immediately on your return to school:**

- The student must come prepared to complete the missed task if required.
- The student must complete an Illness/Misadventure form for the task and submit it to the head teacher.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must report to the head teacher of the faculty and submit all paperwork (forms and letters). The head teacher will negotiate the rescheduling of the task or if required an alternate solution.

#### 2. Hand-In Tasks

**On the day:** If you are unable to attend on the day a hand-in task is due you should:

- contact the school **on the morning the task is due to be submitted** and inform them of your absence.
- make every attempt to have the task delivered to the front office or, where appropriate, submitted via email to [dapto-h.school@det.nsw.edu.au](mailto:dapto-h.school@det.nsw.edu.au)

**Immediately on your return to school:**

- If the task was not submitted on the due date, the student must report to the relevant faculty head teacher on the **first day of the student's return to school and submit the task.**
- The student must complete an Illness/Misadventure form for the task and submit it to the head teacher.
- The student must bring a letter from home explaining the reason for the absence or, where possible, provide a medical certificate.
- The student must submit all paperwork (forms and letters) to the head teacher along with the task, or if necessary, negotiate a new submission date.



# Dapto High School

## YEAR 10 ILLNESS/MISADVENTURE FORM

Name: ..... Course:..... Roll .....

Name of Assessment Task: .....

Weighting: ..... Due Date: .....

### SECTION A

***To be completed by the student***

Outline the reasons for this application for illness/misadventure and attach any relevant documentation.

.....  
.....  
.....

.....  
Parent/Carer Signature

.....  
Student Signature

.....  
Date

.....  
Date

---

### SECTION B

***To be completed by the head teacher***

Head teacher's Name: ..... Faculty: .....

Receipt date of Illness/Misadventure form: .....

Task submitted/completed Yes ☐ No ☐

Date Completed/submitted: .....

Date of rescheduled task: .....

Decision:

.....  
.....  
.....

.....  
head teacher Signature

.....  
Date

**Copy to:** Faculty File, Student, Parent/Carer/Student File

### What is the HSC minimum standard?

NSW Education Standards Authority (NESA) has implemented the HSC minimum standard to help ensure that students have the key literacy and numeracy skills for life after school. Students in New South Wales will need to demonstrate a minimum standard of literacy and numeracy to receive the HSC credential from 2020. The HSC minimum standard is set at level 3 of the Australian Core Skills Framework (ACSF). These skills are essential for everyday tasks and learning after school such as writing a letter for a job application or understanding a mobile phone plan. The standard is assessed through online tests across three areas: reading, writing and numeracy. The minimum standard online tests are 45 minutes long and include a multiple choice reading test, a multiple choice numeracy test and a short writing test based on a choice between a visual or written prompt. Examples of the tests are available on the NSW Education Standards Authority (NESA) website. Students who do not meet the HSC minimum standard can still

- Sit the HSC exams.
- Receive an ATAR for University applications
- Receive a ROSA
- Receive a HSC minimum standard report.

There are no pre-requisites for choosing subjects for stage 5 or stage 6. Students do not need to achieve the minimum standard to choose a subject they will study in stage 5 or 6.

### Practice tests:

Practice tests are available for students to sit at school to help them become familiar with the online test structure and for schools to help determine student readiness to meet the minimum standard.

Students will have two opportunities per year to sit the minimum standard online tests in each area of Reading, Numeracy and Writing, in Year 10, 11 and 12. Students will also have up to 5 years from the time they start the HSC courses to sit the minimum standard online tests. The tests must be administered by schools via a lockdown browser.

### Disability provisions and exemptions:

Students with additional learning needs may be eligible for extra provisions for the minimum standard online tests or be exempt from meeting the HSC minimum standard in order to receive their HSC. Students taking four or more Life Skills courses can be exempt from meeting the HSC minimum standard. Students studying Life Skills English will be exempt from the Reading and Writing minimum standard tests. Students studying Life Skills maths will be exempt from the Numeracy minimum standard test.

### Further Information NSW Education Standards Authority (NESA):

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

### Technology

- Technology problems, such as computer or printer breakdown, are not generally deemed as valid reasons for late submission of an assessment task.
- It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive and to a USB drive.
- Tasks should be submitted as a hard copy (not USB or similar) to teachers and not emailed unless this is a stated requirement of the task.

### Extra-Curricular, Co-Curricular Events and Excursions

- If a scheduled assessment task clashes with an extra or co-curricular activity, e.g. representing the school in an activity, sporting or other events, it is the students' responsibility to make alternate arrangements at least a week prior to the due date with the faculty head teacher.
- Assessment tasks take precedence over excursions and it cannot be assumed that an assessment task can be rescheduled. This requires negotiation between the student, class teacher and the head teacher.

### Approval for Extension or alternate task arrangement

- Students needing to apply for an extension for an assessment task need to bring a note from their parent/carer at least one week prior to the due date, outlining a valid reason, if they know in advance they will not be able to meet a deadline. This will be taken into consideration by the class teacher in consultation with the faculty head teacher.
- Approval for an alternate assessment arrangement to cover extended absence (scheduled surgery, family commitments) will be given at the discretion of the Principal only, prior to the assessment task. It is the student's responsibility to arrange for this approval and to submit hand in tasks early if you know that you will be absent on the due date.

### Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- breaching published school examination rules
- being in possession of unauthorised notes or electronic devices during a test or examination
- plagiarism - using words, ideas, designs or workmanship of others without acknowledgement
- copying from another student or submitting another person's work as their own
- paying someone to write or prepare an assessment task
- work presented which contains frivolous and/or objectionable material
- assisting another students to engage in malpractice
- behaving in a way likely to disrupt the work or concentration of other students
- disseminating any information related to the content of the exam to any of their peers.

Any student who bullies, harasses or coerces another student to divulge information relating to an assessment task will be referred to the Deputy Principal.

Where the teacher responsible for a task has reason to suspect malpractice, this will be brought to the attention of the head teacher. Malpractice in an examination or task will result in a zero mark being awarded for the task, a letter sent to parents/carers and a record of the malpractice noted on the student file.





# Dapto High School

## Assessment Schedule Year 10 - 2019

### Scheduled Assessment

For all Stage 5 Courses, each faculty has determined an assessment schedule in accordance with syllabus outcomes and content outlined in the Stage 5 syllabus. The syllabus for each course can be found on the NSW Education Standards Authority (NESA) website:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

Students will be expected to complete assessment task during normal class time, as outlined on the term-by-term assessment calendar. In some circumstances some tasks may be rescheduled or substituted and in such cases class teachers will inform students of the new arrangements in writing in advance. Assessment tasks will be of the same type and have the same weighting for all classes studying that course.

### Assessment Schedule Overview

The calendar provides an overview of the tasks required for each course and type of task.

## Agriculture : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Plant enterprise 1 ( Corn/Tractor skills)	Animal enterprise 1 (Dairy Cattle)	Plant enterprise 2 (Landscape Drawing)	Animal enterprise 2 (Sheep)
<b><u>Description of task</u></b>	Tractor Skills Assessment	Dairy Cattle Assignment	Landscape Design Assessment	Sheep Assignment
<b><u>Outcomes</u></b>	5.13	5.3.4 5.4.3 5.5.2 5.6.1 5.6.2	5.1.1 5.1.2 5.3.1 5.3.3 5.5.1	5.1.1a 5.1.1b
<b><u>Date</u></b>	<b>Term 1 Week 6-10</b>	<b>Term 2 Week 6-10</b>	<b>Term 3 Week 6-10</b>	<b>Term 4 Week 1-5</b>

## Child Studies : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Growth and development	Play and the developing child	Health and safety in childhood	Family interactions/the diverse needs of childhood
<b><u>Description of task</u></b>	Day Care centre playroom	Art/craft folio	Create a checklist of resources for a baby or toddler. Safety legislation analysis	Design a game that a family can play together and analyse its appropriateness for a person with special needs
<b><u>Outcomes</u></b>	2.2, 3.2, 4.2	1.2, 2.1, 2.2, 3.3	1.2, 2.1, 4.2, 2.3	3.3, 4.3
<b><u>Date</u></b>	<b>Week 1, Term 1</b>	<b>Week 10, Term 2</b>	<b>Week 10, Term 3</b>	<b>Week 6, Term 4</b>

## Commerce : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Employment Issues	Towards Independence	Law in Society	Law in Action
<b><u>Description of task</u></b>	Employment Table and Short Answer Questions, Media File and Essay	Independence Plan: Accommodation, Budget and Insurance	Research Task Media Presentation	Topic Test
<b><u>Outcomes</u></b>	5.1, 5.7, 5.8	5.2, 5.4, 5.6, 5.7, 5.8	5.1, 5.3, 5.5, 5.7, 5.9	5.1, 5.2, 5.3, 5.5,
<b><u>Date</u></b>	Week 10	Week 5	Week 8	Week 5

## Dance : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	<b><u>The Study of Jazz</u></b> <i>(Theory &amp; Prac)</i>	<b><u>Composition- Stimulus &amp; Motif Development</u></b> <i>(Theory &amp; Prac)</i>	<b><u>Film in Dance</u></b> <i>(Theory &amp; Prac)</i>	<b><u>Drawing Links</u></b> <i>(Theory &amp; Prac)</i>
<b><u>Description of task</u></b>	<p><b><u>In Class- Film Review</u></b> <i>Students write a film review of “The Cell Block Tango” scene in the film Chicago, using their 1 page of research notes.</i></p> <p><b><u>Practical Participation and Performance – In Class</u></b> <i>Students perform their theatrical Jazz composition to be assessed on their technique, safe dance practice and performance skills.</i></p>	<p><b><u>Theory- Ongoing</u></b> <i>Students complete journals questions to document their compositional choices and process.</i></p> <p><b><u>Practical Participation and Performance – In Class</u></b> <i>Performance of group composition showing exploration of the elements of dance in response to a Shakespearian play and communicate ideas through the generation of movement.</i></p>	<p><b><u>Submission Task –Journal questions</u></b> <i>Students individually submit journal questions outlining their use of film and editing techniques.</i></p> <p><b><u>Multimedia presentation – In Class -</u></b> <i>In groups or individually, students create a film composition. This involves developing movement to communicate an intent, filming and editing movement to enhance meaning.</i></p>	<p><b><u>In class task – Formal Appreciation Examination</u></b> <i>Students will answer short and long answer style questions in relation to a dance work of art.</i></p> <p><b><u>Practical Participation and Performance – In Class</u></b> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit.</i></p>
<b><u>Outcomes</u></b>	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2 & 5.3.1	5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1 & 5.3.2	5.2.1, 5.2.2 & 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2 & 5.3.3
<b><u>Date</u></b>	<b>Week 10 in class and Practical – Wk 10</b>	<b>Theory – Ongoing Wk 7-10</b> <b>Practical – Wk 10</b>	<b>Theory- Wk 10</b> <b>Practical – Wks 8-10</b>	<b>Wk 4 – Formal Examination</b> <b>Practical - Ongoing</b>

## English : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Perspective Theme Character	Literary Value Context Intertextuality	Argument Authority	Style Representation
<u>Description of task</u>	Narrative - Submission <i>Write an original narrative 750 -1000 words that reflects a significant moment which changes the characters perspective of the world.</i>	Portfolio <i>How are Shakespearean texts transformed for a modern world?</i>  <i>Teacher determined</i>	Essay – In class <i>How do texts communicate important ideas about the world?</i>	Portfolio <i>What stylistic features do composers use to represent people and ideas?</i>  <i>Teacher determined</i>
<u>Outcomes</u>	EN5-1A EN5 -3B EN5 -5C	EN5-2A EN5 -4B EN5- 6C	EN5-1A EN5-4B EN5-7D	EN5 -3B EN5 -8D EN5- 9E
<u>Date</u>	<b>Task Notification Week 7 Due Date Week 9</b>	<b>Portfolio</b>  <i>Throughout the term</i>	<b>Task Notification Week 6 Due date Week 8</b>	<b>Portfolio</b>  <i>Throughout the term</i>

## Food Technology : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Food Product Development	Food Trends	Food Equity	Food Service and Catering
<u>Description of task</u>	Research and practical tasks	Half yearly examination	Research task	Practical task and planning folio
<u>Outcomes</u>	<b>Core:</b> 5.1.1, 5.2.1, 5.3.1 <b>Focus:</b> 5.3.2, 5.5.1, 5.5.2, 5.6.1	<b>Core:</b> 5.4.1, 5.4.2, 5.6.2 <b>Focus:</b> 5.3.2, 5.5.1, 5.5.2, 5.6.1	<b>Core:</b> 5.2.2, 5.2.3, 5.4.1 <b>Focus:</b> 5.3.2, 5.5.1, 5.5.2, 5.6.1	<b>Core:</b> 5.6.2, 5.4.1, 5.1.2 <b>Focus:</b> 5.3.2, 5.5.1, 5.5.2, 5.6.1
<u>Date</u>	<b>Term 1, Week 10</b>	<b>Term 2, Week 8</b>	<b>Term 3, Week 9-10</b>	<b>Term 4, Week 5</b>

## HSIE : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	The Holocaust	Rights and Freedoms	Environmental Change and Management	Human Wellbeing
<b><u>Description of task</u></b>	Museum Exhibit and Annotated Bibliography	Freedom Rides Journal Entry	Research Report: International Case Study	In class exam
<b><u>Outcomes</u></b>	HT5-5, HT5-7, HT5-9, HT5-10	HT5-3, HT5-6, HT5-7, HT5-9	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	GE5-2, GE5-5, GE5-8
<b><u>Date</u></b>	<b>Week 9</b>	<b>Week 6</b>	<b>Week 9</b>	<b>Week 3</b>



## Industrial Technology : Building and Construction : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<ul style="list-style-type: none"> <li>Safety review</li> <li>Tradesman's Timber Toolbox</li> </ul>	<ul style="list-style-type: none"> <li>Tradesman's Timber Toolbox</li> </ul>	<ul style="list-style-type: none"> <li>Tradies Tools                             <ul style="list-style-type: none"> <li>Cement Float</li> <li>Timber Mallet</li> <li>Mite Box</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Portable Display Board</li> </ul>
<u>Description of task</u>	<ul style="list-style-type: none"> <li>Complete safety review</li> <li>Design &amp; construct a Tradesman's Timber Toolbox with Storage Trays</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Construct a Tradesman's Timber Toolbox with Storage Trays</li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Construct a Range of Common Tradesman's Tools                             <ul style="list-style-type: none"> <li>Cement Float</li> <li>Timber Mallet</li> <li>Mite Box</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Design &amp; Construct a Portable Display Board (Chalk Board and/or White Board)</li> </ul>
<u>Outcomes</u>	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1
<u>Date</u>	<ul style="list-style-type: none"> <li><b>Safety review Week 1&amp;2</b></li> <li><b>Tradesman's Timber Toolbox T1, Week 3 - T2, Week 10</b></li> </ul>	<ul style="list-style-type: none"> <li><b>T1 Week 3 - T2 Week 10</b></li> </ul>	<b>Week 1 - Week 10</b>	<b>Week 1 - Week 8</b>

## Industrial Technology : Metal : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Sash Clamp	BBQ	G Clamp	Can Crusher
<b><u>Description of task</u></b>	Construct a Sash Clamp using techniques including filing, drilling, cutting, marking out, turning.	Construct a BBQ using techniques including filing, drilling, cutting, marking out, turning.	Construct a G Clamp using techniques including filing, drilling, cutting, marking out, turning.	Construct a Can Crusher using techniques including filing, drilling, cutting, marking out, turning.
<b><u>Outcomes</u></b>	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.7.1
<b><u>Date</u></b>	<b>5/4/2019</b>	<b>2/7/2019</b>	<b>23/9/2019</b>	<b>11/12/2019</b>

## Industrial Technology : Timber : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Trinket box Continued from year 9	Major project Bedside cabinet		
<u>Description of task</u>	- Design and construct a small trinket box Combination of joints	<ul style="list-style-type: none"> <li>- Design and construct a bedside cabinet</li> <li>- Develop a design portfolio for the major project</li> </ul> Sustainable forest research task		
<u>Outcomes</u>	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.7.1, 5.7.2	5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1		
<u>Date</u>	<b>Term 4, Week 8 (year 9) to Term 1, Week 5</b>	<b>Term 2, Week 6 to Term 4, Week 6</b>		

## Mathematics 5.1 : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Algebra and Indices	Surface area and volume	Trigonometry	Probability
<u>Description of task</u>	In class test	In class test	Investigation task	In class test
<u>Outcomes</u>	MA5.1-1WM MA5.1-3WM MA5.1-5NA	MA5.1-1WM MA5.1-2WM MA5.1-8MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-10MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-13SP
<u>Date</u>	Term 1 week 6	Term 2 week 4	Term 3 week 4	Term 4 week 3

## Mathematics 5.2 – Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Algebra and Indices	Surface area and volume	Trigonometry	Probability
<u>Description of task</u>	In class test	Investigation task	In class test	In class test
<u>Outcomes</u>	MA5.1-1WM MA5.1-3WM MA5.1-5NA	MA5.1-1WM MA5.1-2WM MA5.1-8MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-10MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-13SP
<u>Date</u>	Term 1 week 6	Term 2 week 4	Term 3 week 4	Term 4 week 3

## Mathematics 5.2/5.3 – Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	<b>Algebra &amp; Indices</b>	<b>Surface area &amp; volume</b>	<b>Trigonometry</b>	<b>Investigating Data</b>
<b><u>Description of task</u></b>	In class test	In class test	In class test	Investigation task
<b><u>Outcomes</u></b>	MA5.1-1WM MA5.1-3WM MA5.1-5NA	MA5.1-1WM MA5.1-2WM MA5.1-8MG	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-10MG	MA5.3-1WM MA5.3-3WM MA5.3-5NA MA5.3-18SP
<b><u>Date</u></b>	<b>Term 1 week 5</b>	<b>Term 2 week 4</b>	<b>Term 3 week 4</b>	<b>Term 4 week 3</b>

## Mathematics 5.3 – Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Surface Area and Volume & Surds	Products and factors & Investigating data	Graphs & Trigonometry	Probability & Geometry
<b><u>Description of task</u></b>	In class test	In class test	In class test	Investigation task
<b><u>Outcomes</u></b>	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-8MG MA5.3-14MG MA5.3-6NA	MA5.3-1WM MA5.3-3WM MA5.3-5NA MA5.3-18SP	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-10MG MA5.3-9NA	MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-13SP MA5.3-16MG
<b><u>Date</u></b>	Term 1 week 6	Term 2 week 6	Term 3 week 7	Term 4 week 4

## Music : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Baroque Music What is Baroque Music and where does it fit in history?	Theatre Music Theatre music today.	Rock/Popular Music The Beatles and Case Study on Rock band of students' choice	Rock/Popular Music continued & preparation of performances for Graduation Ceremony
<b><u>Description of task</u></b>	Assessment Task 1 – Composition Using online notation program MuseScore, students arrange a piece of popular music into a Baroque style using imitation, sequences and polyphonic texture.	<b><u>No Formal Assessment Tasks</u></b>	Assessment Task 2 - Performance Students will perform a piece of their choice either as a soloist or in an ensemble.	Assessment Task 3 – Listening Students will listen to an excerpt of music and identify and describe the use of the concepts of music – using appropriate metalanguage and graphic notation.
<b><u>Outcomes</u></b>	5.4, 5.5, 5.6, 5.12		5.1, 5.2, 5.3, 5.10, 5.12	5.7, 5.8, 5.9, 5.10, 5.12
<b><u>Date</u></b>	<b>Term 1, Week 11</b>	<b>Ongoing skill development</b>	<b>Term 3, Week 7 – in class</b>	<b>Term 4, Week 3 – in class</b>



## PASS : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Issues in Sport (Theory) Enhancing Performance(Prac)	Participating with Safety (Theory & Prac)	Anatomy of a Super Coach (Theory & Prac)	Opportunities and Pathways in Physical Activity & Sport (Theory & Prac)
<b><u>Description of task</u></b>	<u>Submission Task – Research Task – Multi Media presentation</u> <i>Research a contemporary issue in sport with the provided question guide and present the information to the class in a multi-media presentation.</i> <u>Practical Participation and Performance – In Class - Ongoing</u> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit</i>	<u>In-Class Task – First Aid practical Scenario assessment</u> <i>Students will be provided in pairs with a practical first aid scenario, they are to complete the assessment and management of the scenario.</i> <u>Practical Participation and Performance – In Class - Ongoing</u> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit.</i>	<u>In-Class Task – Coaching</u> <i>Students (in pairs) will be design 2 sequential coaching sessions for a sport of their choice. This will be prepared as 2 lesson plans and will be implemented to the class in a practical coaching session..</i> <i>Students assessed on lesson plan and practical coaching.</i> <u>Practical Participation and Performance – In Class - Ongoing</u> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit</i>	<u>In class task – Yearly Exam – Formal Examination</u> <i>Final Exam covering all topics/units(Prac and Theory) from 2019 – Issues in sport, enhancing performance, strategies &amp; techniques, participating with safety, Coaching, and Opportunities and Pathways in Physical activity and sport.</i> <u>Practical Participation and Performance – In Class - Ongoing</u> <i>Informal assessment of application to skill development, teamwork and skill performance in the practical lessons throughout this unit</i>
<b><u>Outcomes</u></b>	2.1, 2.2, 4.2 & 4.4  3.1, 4.1 & 4.3	1.1, 4.1 & 4.2  3.1, 4.1 & 4.3	3.1, 4.1 & 4.2	1.1, 1.2, 2.1, 2.1, 3.1, 3.2 & 4.4  3.1, 4.1 & 4.3
<b><u>Date</u></b>	<b>Week 5-7 in class and Submission Week 8 Practical - Ongoing</b>	<b>First Aid – Week 9 Practical - Ongoing</b>	<b>Coaching Weeks 6 – 10 Practical - Ongoing</b>	<b>Wk 2 – Formal Examination Practical - Ongoing</b>

**PD/H/PE (Health ) : Year 10**

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Exploring my Health	On the Road Again	Drug Use in Society	What Happens Next
<b><u>Description of task</u></b>	<b><u>Submission Task – Disordered Eating/Eating Disorder Creative Writing &amp; Research Task</u></b> <i>Research eating disorders/ disordered patterns of eating in class and utilise knowledge learnt and its impact on the health of young people to create TWO pieces of creative writing (Narrative and Persuasive letter).</i>	<b><u>In-Class Task – Media Analysis Task</u></b> <i>Students will watch a media clip and answer questions related to this clip and the work completed in class.</i>	No Formal Task this term	<b><u>In class task – Yearly Exam – Formal Examination</u></b> <i>Final Exam covering all topics/units(Prac and Theory) from 2019 – Nutrition, Body Image, Road Safety, Drugs, Harm Minimisation, Goal Setting, Games, Fitness.</i>
<b><u>Outcomes</u></b>	5.1, 5.6 & 5.7	5.6 & 5.7		5.6, 5.7, 5.9, 5.11 & 5.15
<b><u>Date</u></b>	<b>Week 7-9 in class and Submission Week9/10 – In your health class</b>	<b>Week 9/10 – In your health class</b>		<b>Week 2 – IN THE HALL – Formal Examination</b>

## PD/H/PE ( PE ) : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>	<b><u>Term 2</u></b>	<b><u>Term 3</u></b>	<b><u>Term 4</u></b>
<b><u>Topic</u></b>	Net Court Games Weeks 1-6 <u>Fitness</u> Weeks 7-11	Social Dance Weeks 1-5 <u>Target Games</u> Weeks 6-10	Striking/Fielding Games Weeks 1-5 <u>Invasion Games</u> Weeks 6-10	Traditional & Non-Traditional Games Weeks 1-10
<b><u>Description of task</u></b>	Net Court Games – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the NET COURT GAME studied in this unit.</i> Fitness– In Class - Ongoing <i>Informal assessment of application to various fitness tests and activities throughout the unit.</i>	Social Dance Performance – In Class <i>Performance of 3 Latin American Dances learnt throughout the unit.</i> Target Games – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the TARGET GAMES studied in this unit.</i>	Striking/Fielding Games – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the STRIKING/ FIELDING GAMES studied in this unit.</i> Invasion – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the INVASION GAMES studied in this unit.</i>	Team Games – In Class - Ongoing <i>Informal assessment of application to skill development, teamwork and skill performance in the THREE Different GAMES studied in this unit.</i>
<b><u>Outcomes</u></b>	5.4, 5.9 & 5.14	5.4, 5.5, 5.9, 5.10, 5.13 & 5.14	5.4, 5.9 & 5.14	5.4, 5.9, 5.10 & 5.14
<b><u>Date</u></b>	Ongoing throughout the term	Dance Performance – Week 4/5 Ongoing throughout the term	Ongoing throughout the term Dance performance Week 9/10.	Ongoing throughout the term

## Science : Year 10

<b><u>Term</u></b>	<b><u>Term 1</u></b>		<b><u>Term 2</u></b>		<b><u>Term 3</u></b>		<b><u>Term 4</u></b>	
<b><u>Topic</u></b>	Investigating Science – SRP (Student Research Project)	Chemistry - <i>Chemical Reactions</i>	Biology – <i>Genetics</i>	Earth & Environmental Science – <i>The Universe</i>	Earth & Environmental Science – <i>Early Earth and Evolution</i>	Chemistry – <i>Chemical energy</i>	Physics - <i>Motion</i>	STEM
<b><u>Description of task</u></b>	Student Research Project	Semester Test 1	Genetics Communication Task		Early Earth and Evolution Communication Task	Chemical energy Practical Task  Semester Test 2		Yearly Exam
<b><u>Outcomes</u></b>	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS	SC5-17CW (CW3)	SC5-15LW (LW3)	SC5-13ES (ES1)	SC5-12ES SC5-14LW (ES2, LW4)	SC5-17CW (CW4)	SC5-10PW (PW2)	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS
<b><u>Date</u></b>	<b>Term 1 Week 1-5</b>	<b>Term 2 Week 6-10</b>	<b>Term 2 Week 1-5</b>		<b>Term 3 Week 1-5</b>	<b>Term 3 Week 6-10</b>		

## Visual Arts : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>"Evidence Of The Now"</u>	<u>"Modernist Portraits"</u>		<u>"Imaginative Organic World"</u>
<u>Description of task</u>	Series of lino prints of place integrating perspective and watercolour + VAPD + Preston Essay	Canvas painting of significant individual + VAPD + Procedural presentation + Van Gogh Essay		B/W illustration appropriated from Ernst Haeckel
<u>Outcomes</u>	5.1,5.4,5.5,5.6,5.7,5.9	5.1,5.3,5.5,5.6,5.7,5.9		5.1,5.4,5.5,5.6,5.8
<u>Date</u>	<b>Week 3, Term 2</b>	<b>Week 9, Term 3</b>		<b>Week 9, Term 4</b>





# Year 10, 2019

## Assessment Booklet

**I have received the Year 10 Assessment Booklet and understand my responsibilities as a student in regards to assessment procedures at Dapto High School.**

Student's Name: (Please print) ..... Roll:.....

Student's Signature: .....

Date: .....

**I have sighted the Year 10 Assessment Booklet including the Assessment Calendar overview.**

Parent/Carer's Signature: .....

Date: .....

**Please sign and return this page to  
Mr Inness (Year 10 Deputy Principal)**