



Inspire. Explore. Create.

Dapto High School

***Assessment
Information***

***Year 10
Stage 5***

2024

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
A	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	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.
C	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.
D	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.
E	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
N Determination	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.

MANAGING ASSESSMENT TASKS

- Be aware of due dates. Keep an up-to-date diary of all assessment tasks and other commitments.
- Use a wall calendar or small whiteboard in an area such as your family room or your kitchen to note due dates if you want others in your household to help you remember deadlines.
- Start tasks early so that you can ask for help if you need it.
- Break tasks into a series of smaller steps and set deadlines for completing each step.
- Record the sources of information you use as you find them so that acknowledgements do not become a major task at the end.
- Frequently save and back up any work completed on a computer. The failure of technology is generally not an acceptable excuse for submitting your work late.
- Keep all your earlier drafts and copies of your resources.
- Keep a copy of any work you submit for marking.

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

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

COURSE ASSESSMENT

ASSESSMENT TASK APPEAL form

Reason for Appeal (please tick)

- absent from task
- late submission
- illness or misadventure on the day of the task
- application for extension of time / exceptional circumstance

Name: _____ Year : _____
(Family Name) (Given Name)

Course Name: _____ Class: _____ Course (circle one): HSC / PRELIM / ROSA

Teacher's Name: _____

Assessment Task: _____

(Due) Date of Task: _____ Date of return to the School (if absent): _____

Date Task was Submitted: _____

Reason(s) supporting application: _____

I have attached a Medical Certificate from Dr: _____

I have attached a supporting letter from my parent/caregiver: _____ Yes / No (please circle)

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

- Determination:
- Zero mark to be awarded
- Task to be accepted with no penalty
- Missed task to be completed on (date)
- Alternative task to be completed on / by (date)
- Estimate to be awarded
- Extension of time granted. Due on/by: (date)

Determination Endorsed: _____ Date: _____
(Faculty Head Teacher)

_____ Date: _____
(Parent Acknowledgement)

Right of Appeal to Deputy Principal

A student has the right to appeal the decision made. The student must present in writing **explicit reasons/any new evidence** for appealing the HT decision and submit this written appeal to the **Deputy Principal** (within 2 school days of the HT decision).

Deputy Principal Decision

Appeal Supported

Appeal Not Supported

Additional comments/reasons: _____

Student/Teacher informed

Head Teacher informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

Right of Appeal to Principal

A student has the right to appeal the decision made in Step 3. The student must present in writing **explicit reasons/any new evidence** for appealing the Deputy Principal decision and submit this written appeal to the **Principal** (within 2 school days of the DP decision).

Principal Decision

Appeal Supported

Appeal Not Supported

Additional comments/reasons: _____

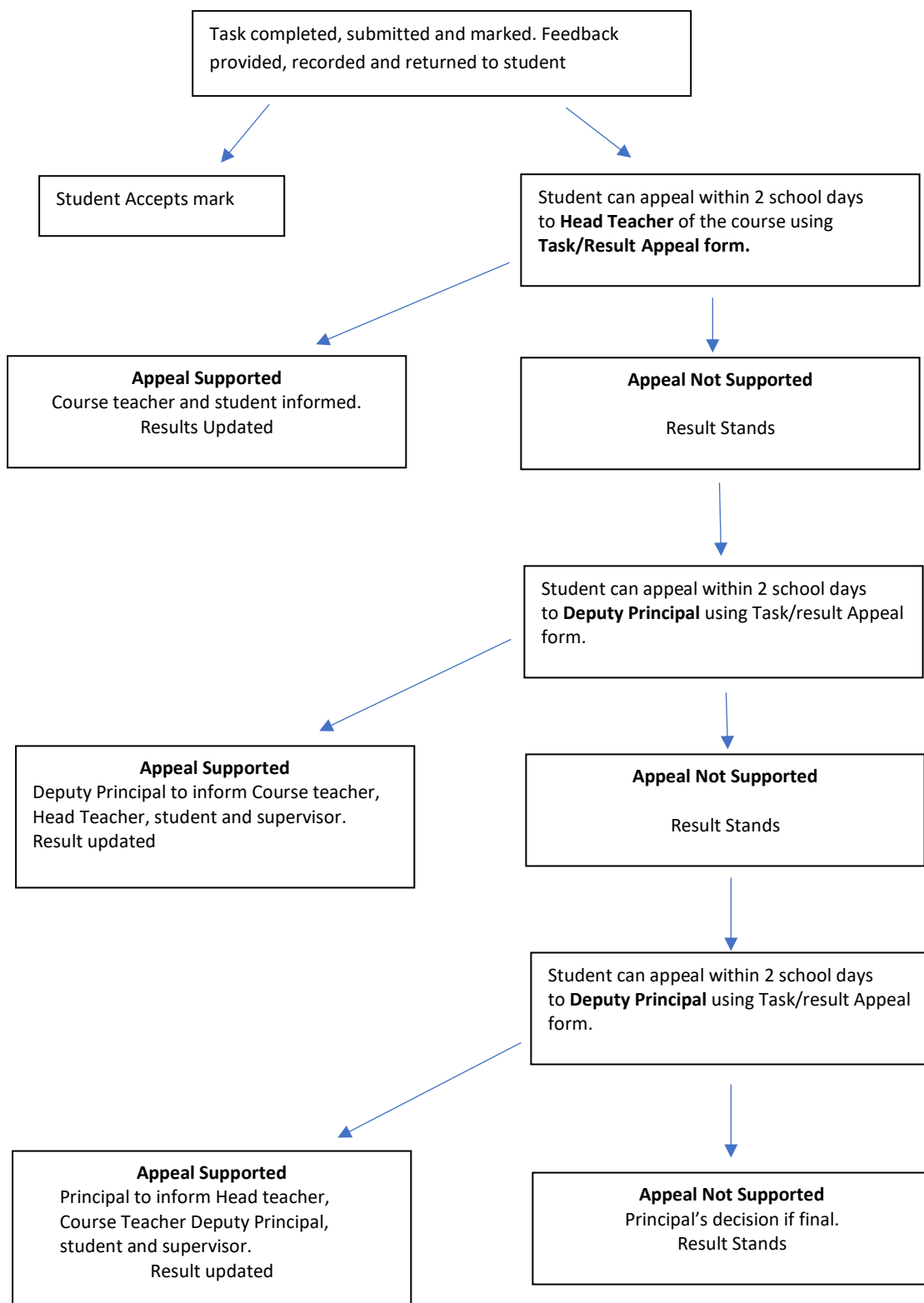
Student informed
informed

Head Teacher informed

Deputy Principal

Signed: _____ (Principal) Date: _____ (Principal)

Assessment Task Result Appeal Process



TASK/RESULT APPEAL form

Please submit within 2 school days of task being returned to you

Student Name: _____ Course: _____

Date: _____ Teacher: _____

Task Name: _____

Step One – Course Teacher contacted: YES/NO **Date of Contact:** _____

Step Two – Appeal to Head Teacher

Reasons for appeal of mark (clear reference to task administration breakdown/marketing guidelines/course outcomes/feedback to be made here):

No change to mark. Reasons: _____

Change to mark. Reasons: _____

New Mark: _____ Updated result recorded

Student/Supervisor informed Teacher informed

Head Teacher Signature: _____ Date: _____

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 2021. 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.

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.

Students can appeal against 'N' determinations in particular courses. In the first instance, students make their appeal directly to the school Principal. If the appeal is not upheld at the school level the student can appeal to the New South Wales Education Standards Authority whose decision is final.



STUDENTS

PROCEDURES FOR NON-COMPLETION OF STAGE 5, PRELIMINARY AND HSC COURSE REQUIREMENTS

Course Completion Criteria:

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

Course Warning Letter Issued

1. Official warning letter is sent. This letter is issued due to concerns with the satisfactory completion of a course. This may include but not limited to:

- Non-serious attempt made in a formal assessment task
- Lack of application in completing course work
- A pattern of unexplained absence impacting on the undertaking of the course

2. Phone call to parent/carer and recorded on Sentral.

Head Teacher/Student Interview

- Areas of concern discussed and support provided
- A plan is devised, outlining steps required in order to resolve the issue.
- A minimum of two weeks is given to redeem the situation.

TWO Course Warning Letters Issued

Senior Board of Review Meeting - Teaching and Learning Mentor Teacher/Student Interview could include:

- A step-by-step plan and direction to address and resolve issues as stipulated in the Course Warning Letters.
- A two-week time frame to complete resolve the issue with a review meeting to confirm progress
- Support with organisational skills
- Outline further school provided support mechanisms (for example: mentoring period)
- Referral to the Deputy Principal if unresolved

THREE Course Warning Letters Issued

Senior Board of Review Meeting - Parent/Carer, Student and Deputy to discuss the letters issued to date, NESA requirements and explain the N-Award process

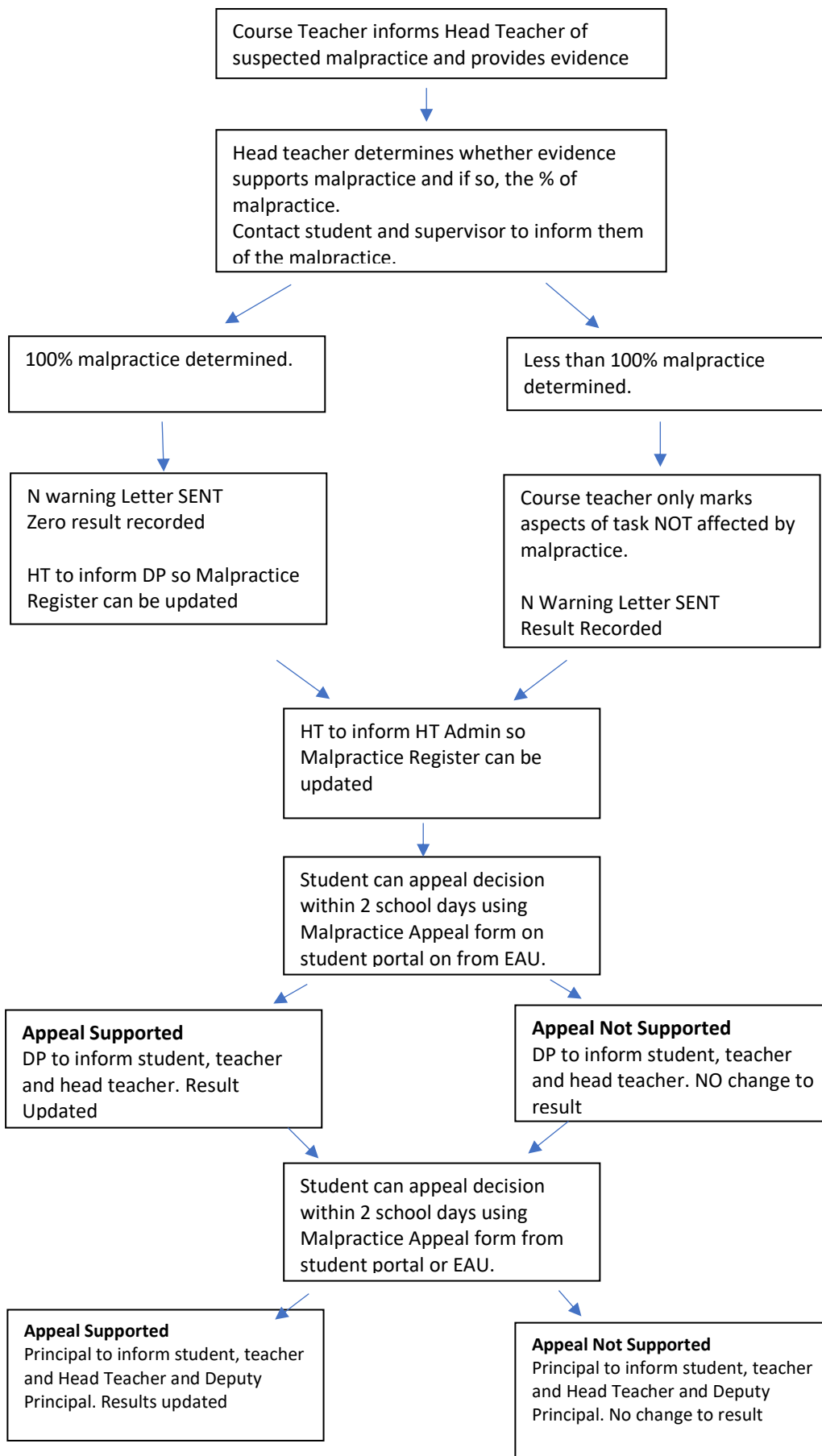
- A formal program of improvement is developed
- The program of improvement is implemented and reviewed at an agreed time.
- Support provided with clear targets/goals and a review meeting time arranged

FOUR Course Warning Letters Issued

Senior Board of Review Meeting - Principal, Parent/Carer, Student and Deputy to review support implemented so far and discuss the N-Award process in detail.

- Negotiated Program of Improvement developed and review date set to follow up progress
- Possible N determination made if work is unresolved
- May issue a formal letter of expulsion for students over 17 years of age

Suspected Malpractice



MALPRACTICE APPEAL form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____

Task Name: _____ Date: _____

Teacher: _____

Reason/s for Appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only:

Deputy Principal Decision

No change to HT decision: Reason/s:

Change to decision: Reason/s and decision outcome: Malpractice Register updated

HT Informed

Student/Supervisor informed

Signed: _____

(Deputy Principal)

Date: _____

(Deputy Principal)

MALPRACTICE APPEAL form

Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only:

Principal Decision

No change to DP decision: Reason/s: _____

Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

DP and HT Informed

Student/Supervisor informed

Principal Signature: _____

Date: _____



Dapto High School

Assessment Schedule Year 10 - 2024

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. Final grades for the Stage 5 ROSA are not solely based on assessment task but also **on** class work.

Assessment Schedule Overview

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

Agriculture : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Plant enterprise 1 (Corn/Tractor skills)	Animal enterprise 1 (Dairy Cattle)	Plant enterprise 2 (Landscape Drawing)	Animal enterprise 2 (Sheep)
<u>Description of task</u>	Tractor Skills Assessment	Dairy Cattle Assignment	Landscape Design Assessment	Sheep Assignment
<u>Outcomes</u>	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
<u>Date</u>	Term 1 Week 6-10	Term 2 Week 6-10	Term 3 Week 6-10	Term 4 Week 1-5

Child Studies: Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Task 1 Food & Nutrition in Childhood	Task 2	Task 3	Task 4 Family Interactions / The diverse needs of children
<u>Description of task</u>	Research task in class and at home	Research task in class and at home	Research task in class and at home	Research task in class and at home
<u>Outcomes</u>	CS5-2, CS5-5, CS5- 11	CS5-1, CS5-2, CS5-6, CS5-8	CS5-2, CS5-4, CS5-5, CS5-9	CS5-3, CS5-6, CS5- 7, CS5-12
<u>Date</u>	Term 1, Week 10. Wednesday, 3rd April	Term 2, Week 9	Term 3, Week 10	Term 4, Week 8

Commerce: Year 10

<u>Term</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Investing	Law, society and political involvement	All Topics
<u>Description of task</u>	Investment Portfolio	Media File	Yearly Exam
<u>Outcomes</u>	COM5-6, COM5-7,	COM5-1, COM5-3	COM5-2, COM5-4, COM5-8
<u>Date</u>	Week 6	Week 7	Week 2
<u>Weighting</u>	40%	30%	30%

Design & 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>	Design Project 1: Material Technology	Design Project 1: Material Technology, continued	Design Project 2: Digital Technologies	Design Project 3: Student negotiated
<u>Description of task</u>	Students will undertake the design process to plan, design and produce a material product that meets a specified need.	Students will undertake the design process to plan, design and produce a material product that meets a specified need.	Students will undertake the design process to plan, design and produce a material product that meets a specified need.	Student led design project that follows the design process and meets a specified need.
<u>Outcomes</u>	DT5-2, DT5-6, DT5-7, DT5-9, DT5-10	DT5-2, DT5-6, DT5-7, DT5-9, DT5-10	DT5-1, DT5-3, DT5-5, DT5-8, DT5-10	DT5-1, DT5-3, DT5-5, DT5-6
<u>Date</u>	Term 1, Week 10 Check in	Term 2, Week 7	Term 3, Week 10	Term 4, Week 6

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>	Journeys	Literary Value Context Intertextuality	Argument Authority	Style Representation
<u>Description of task</u>	<p>a) Write a narrative about a journey. 1200 words</p> <p>b) Write a reflection about the choices you made while writing your story. 400 words</p>	<p>Portfolio</p> <p><i>How are Shakespearean texts transformed for a modern world?</i></p> <p><i>Teacher determined</i></p>	<p>Essay – In class</p> <p><i>How do texts communicate important ideas about the world?</i></p>	<p>Portfolio</p> <p><i>What stylistic features do composers use to represent people and ideas?</i></p> <p><i>Teacher determined</i></p>
<u>Outcomes</u>	EN5-1A EN5 -2A EN5 -3B	EN5-2A EN5 -4B EN5- 6C	EN5 -3B EN5- 5C EN5-7D	EN5 -3B EN5 -8D EN5- 9E
<u>Date</u>	Week 10	Portfolio <i>Throughout the term</i>	Week 10	Portfolio <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 portfolio task and practical in class task Work Health and Safety introduction	In class half yearly examination (multiple choice and short answer questions)	Research task and practical in class task	Research task and practical in class task
<u>Outcomes</u>	FT5-5, FT5-7, FT5-11, FT5-12	FT5-3, FT5-6, FT5-12	FT5-7, FT5-8, FT5-9, FT5-13	FT5-1, FT5-2, FT5-4, FT5-10
<u>Date</u>	Work Health and Safety quiz: Term 1, Week 8	Term 2, Week 8	Term 3, Week 6	Term 4, Week 8

HSIE : Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Changing Places	Sustainable Biomes / Environmental Change and Management	All topics
<u>Description of task</u>	Topic Test	Research Task	Yearly Exam
<u>Outcomes</u>	GE5-3, GE5-7	GE5-1, GE4-4, GE5-5, GE5-8	GE5-2, GE5-4, GE5-7
<u>Date</u>	Week 9	Week 6	Week 2

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>	Work Health and Safety Specialised Module: Building and Construction 2. Practical and research project: 1	Specialised Module: Building and Construction 2. Practical and Research project: 2	Specialised Module: Building and Construction 2 Final course exam Practical and research project: 3	Specialised Module: Building and Construction 2 Practical and research project: 4
<u>Description of task</u>	Work Health and Safety booklet and/or Online. Students to research, design and create practical projects and corresponding design folio.	Students to research, design and create practical projects and corresponding design folio.	Students to research, design and create practical projects and corresponding design folio.	Students to research, design and create practical projects and corresponding design folio.
<u>Outcomes</u>	IND5-1, IND5-3, IND5-4	IND5-1, IND5-3, IND5-4, IND5-7, IND5-9	IND5-1, IND5-3, IND5-7, IND5-8	IND5-3, IND5-4, IND5-5, IND5-6, IND5-7,
<u>Date</u>	Safety review Term 1, wongoing Practical Project and research: Term 1, week 10	Practical project and research: Term 2, week 7-8	Exam: Term 3, week 9-10 Practical project and research folio: Term 3, week 7-8	Practical project and research folio: Term 4, week 3

Industrial Technology: Metal: Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Metal Fabrication 2: Fire Pitt Work Health and Safety introduction	Metal Fabrication 2: Upholstered Garage	Metal Fabrication 3:	Metal Fabrication 3
<u>Description of task</u>	Theory and practical task: Fire Pitt and design folio. Work Health and Safety quiz.	Theory and practical task: Upholstered Garage Stool and folio.	Theory and practical task: Upholstered Garage Stool and design folio	Theory and practical task: Mechanic's Trolley and end of unit online quiz
<u>Outcomes</u>	IND5-1, IND5-2, IND5-5	IND5-3, IND5-10	IND5-1, IND5-9	IND5-4, IND5-6, IND5-7, IND5-8
<u>Date</u>	Work Health and Safety quiz: Term 1, Week 2 Practical project and design folio: Term 1, Week 10	Practical project and mid-year quiz: Term 2, Week 10	Practical project and design folio: Term 3, Week 10	Practical project and end of year quiz: Term 4, Week 4-5
<u>Extension projects</u>	Students will have the opportunity to undertake extension projects where time permits, these include garden hose hanger and F-clamp			

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>	Timber 2: Furniture Item Carcassing	Timber 2: Storage Item Storage Drawer	Timber 2: Storage Item Shelving Solution	Timber 2: Furniture Item Cabinet Assembly and Finishing Products
<u>Description of task</u>	Theory and practical: Online Work Health and Safety and its application on completion of the practical task	Theory and practical: submission of final Storage Drawer and folio.	Theory and practical: Shelving Solution and mid-folio review	Theory and practical: submission of final beside table and folio.
<u>Outcomes</u>	IND5-1, IND5-2, IND5-10	IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-3, IND5-9	IND5-4, IND5-5, IND5-7, IND5-8
<u>Date</u>	Work Health and Safety quiz: Term 1, Week 2 Practical project and design folio: Term 1, Week 10	Practical project and design folio: Term 2, Week 10	Practical project and design folio: Term 3, Week 10	Practical project and design folio: Term 4, Week 4-5

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

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

Mathematics 5.3 – Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Surface Area and Volume & Surds	Products and factors & Investigating data	Graphs & Trigonometry	Probability & Geometry
<u>Description of task</u>	In class test	In class test	In class test	Investigation task
<u>Outcomes</u>	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
<u>Date</u>	Term 1 week 6	Term 2 week 6	Term 3 week 7	Term 4 week 4

Music: Year 10

<u>Term</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	Music of a culture: Irish Culture A focus on traditional Irish dance music	Rock/Pop Music A focus on The Beatles and a rock band of the students choice	Rock/Popular Music Continued and preparation of performance assessment along with preparation of graduation pieces	Theatre Music A focus on theatre music of today
<u>Description of task</u>	<u>Assessment Task 1 – Composition</u> Using online notation program MuseScore, students will compose a Jig or Reel, an Irish dance piece. They will be required to use appropriate time signatures, key and tone colour.	<u>No Formal Assessment Tasks</u> Continuing skill development, aural and theory tasks - learnt through the Rock/Pop topic MADD NIGHT	<u>Assessment Task 2 - Performance</u> Students will perform a piece of their choice either as a soloist or in an ensemble.	<u>Assessment Task 3 – Listening</u> Students will listen to two different excerpts, one of rock/pop music and one of theatre and describe the use of the concepts of music, using appropriate language and graphic notation
<u>Outcomes</u>	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
<u>Date</u>	Term 1, Week 11	Ongoing skill development	Term 3, Week 2/3	Term 4, Week 2

PASS : 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>Anatomy of a Super Coach</u> <i>(Theory & Prac)</i>	<u>Participating and Evaluation</u> <i>(Theory & Prac)</i>	<u>Sports Anatomy</u> <i>(Theory & Prac)</i>	<u>Lifestyle and Leisure</u> <i>(Theory & Prac)</i>
<u>Description of task</u>	<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. Students assessed on lesson plan and practical coaching.</i>	<u>Coaching Evaluation Assessment</u> <i>Students will assess their own and others coaching skills to become more effective coaches, providing written feedback on 3 group presentations</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>Anatomy Lab & Written Response</u> <i>Students complete a written station rotation anatomy lab under timed conditions, followed by an extended response on the roles and contributions of body system to produce efficient movement.</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 2021 –</i> - Coaching, - Sports Anatomy, -Sporting Careers - Lifestyle & Leisure <i>Exam Structure</i> - Multiple Choice - Written Responses - Extended Response
<u>Outcomes</u>	5.5, 5.6, 5.7, 5.8, 5.9	5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10
<u>Date</u>	Coaching Weeks 6 – 10 Practical - Ongoing	Evaluations – Week 3 Practical - Ongoing	Anatomy Lab - Week 6 Practical - Ongoing	Wk 2 – Formal Examination

PD/H/PE (Health) : 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>Me, Media & the World</u>	<u>Becoming a Young Adult</u>	<u>Inequity Unfolded</u>	<u>Sports Down Under & Future Challenges</u>
<u>Description of task</u>	<p><u>Social Media Campaign – Submission Task</u> <i>Students utilise knowledge learnt in class to write a social media campaign targeting adolescence and a drug related issue of choice. Students must write an overview submission of their campaign (1-page written response), discussing the aims of the campaign and reasons for choosing this campaign. They then must produce 3 consecutive “posts” to form the campaign in their social media outlet of choice.</i></p>	<p><u>In-class Formative Assessment Task – Digital Presentation</u> <i>In small groups students research and create a digital presentation on a health issue that young adults face (related to road safety or drug) and present to class.</i></p>	<p><u>In-class Writing Task – Inequity Issue</u> <i>Students will be issued a case study related to an equity issue studied in class. They will have time to research and prepare information at home prior to responding to the question in class</i></p>	<p><u>In class task – Yearly Exam – Formal Examination – Summative Task</u> <i>Final Exam covering all topics/units (Prac and Theory) from 2021</i></p>
<u>Outcomes</u>	PD 5-1, PD 5-2 and PD 5-6	PD 5-2, PD 5-7 and PD 5-9	PD5-1, PD 5.2, PD 5-3, and PD 5-10	PD 5-1, PD 5-2, PD 5.5 PD 5.6, PD 5.9 and PD 5-10
<u>Date</u>	Wk9/10 – In students health class	Wks 9 -10 – Presentations in students health class	Week 9 – Completion in Health Class	Wks 3/4 formal examination

PD/H/PE (PE) : 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>Team Challenges</u> <i>Weeks 1-11</i>	<u>Invasion Games</u> <i>Weeks 1-10</i>	<u>Listen to the Bell</u> <i>Weeks 1-5</i> <u>Dancing with the Stars</u> <i>Weeks 6-10</i>	<u>Kids in Charge</u> <i>Weeks1-10</i>
<u>Description of task</u>	Team Challenges – In Class - Presentations <i>Group presentations of designed challenge for the class, participation in the challenges presented by other groups</i>	Invasion Games – In Class – Formative Assessment <i>Assessment of application to skill development, positional play, teamwork and skill performance in the INVASION GAMES studied in this unit</i>	Listen to the Bell – In Class - Ongoing <i>Informal assessment of application to a variety of physical activities inclusive of equitable participation. A focus on value movement and engage in ethical & fair play.</i> Social Dance Performance – In Class <i>Formative assessment Performance of 3 Latin American Dances learnt throughout the unit.</i>	Game Implementation – In Class – Presentations Ongoing <i>In small groups, students work in teams to create a variety of round robin challenges throughout the term. Groups will prepare to run and officiated their chosen challenge and are assessed on teamwork, leadership, participation; independent officiating / applying rules</i>
<u>Outcomes</u>	PD 5-4, PD 5.5, PD 5.10 & PD 5-11	PD 5-4, PD 5.5 & PD 5-11	PD 5-4 and PD 5-5	PD 5-4, PD 5-5 & PD 5-11
<u>Date</u>	Presentations ongoing throughout weeks 6 - 10	Ongoing throughout Weeks 7-10 in class	Ongoing throughout the term	Presentations weeks 3-9 in class

Science : Year 10

<u>Term</u>	<u>Term 1</u>		<u>Term 2</u>		<u>Term 3</u>		<u>Term 4</u>	
<u>Topic</u>	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
<u>Description of task</u>	Student Research Project	Semester Test 1			Early Earth and Evolution Communication Task	Chemical energy Practical Task Semester Test 2		
<u>Outcomes</u>	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
<u>Date</u>	Term 1 Week 1-5	Term 2 Week 6-10	Term 2 Week 1-5		Term 3 Week 1-5	Term 3 Week 6-10		

Visual Arts : Year 10

<u>Term</u>	<u>Term 2</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>
<u>Topic</u>	<u>Art & Science</u>	<u>Art & Science</u>	<u>Body of Work</u>	<u>"Body of Work"</u>
<u>Description of task</u>	Extended Response (Persuasive text)	Collection of Works and VAPD	Research Task	Artworks and VAPD submission
<u>Outcomes</u>	5.8, 5.9	5.4, 5.6	5.9, 5.10	5.1, 5.5, 5.7
<u>Date</u>	<u>Week 2, Term 2</u>	<u>Week 5, Term 2</u>	<u>Week 3 Term 2</u>	<u>Week 9, Term 3</u>

Visual Design : Year 10

Task	Task 1	Task 2	Task 3
Topic	Pop Culture Pots	Stained Glass Portraits	Designer/ Artist Research Project
Description of Task	Series of ceramic vessels inspired by popular culture + submission of VDPD	A3 stained glass window portrait + submission of VDPD	Independent research task focusing on traditional and contemporary designers
Outcomes	5.1, 5.4, 5.5, 5.6	5.2, 5.3, 5.5, 5.6	5.7, 5.9
Date	Term 2, Week 4	Term 3, Week 9	Term 4, Week 3