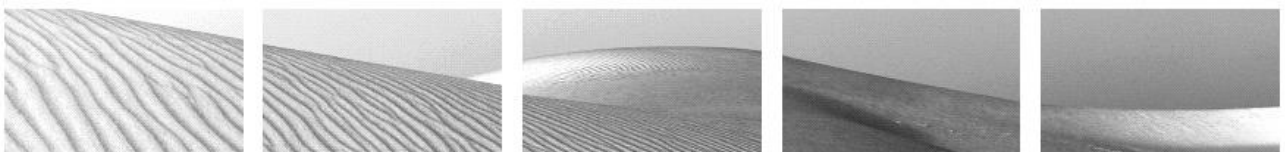


CRONULLA HIGH SCHOOL

YEAR 10

2018

ASSESSMENT BOOKLET



Raising expectations ■ Communicating with parents ■ Recognising achievement

TABLE OF CONTENTS

PRINCIPAL'S INTRODUCTION	2
ASSESSMENT PROCEDURES IN YEAR 10	3
GRADES FOR SCHOOL REPORTS	6
ILLNESS OR MISADVENTURE CLAIM PROCEDURES	7
BIBLIOGRAPHY CHECKLIST	11
YEAR 10 ENGLISH 2018	12
YEAR 10 ENGLISH EXTENSION ASSESSMENT SCHEDULE 2018	13
YEAR 10 MATHEMATICS 2018	14
YEAR 10 MATHEMATICS EXTENSION 2018.....	15
YEAR 10 SCIENCE 2018	16
YEAR 10 SCIENCE EXTENSION 2018	17
YEAR 10 GEOGRAPHY 2018	18
YEAR 10 GEOGRAPHY EXTENSION 2018	19
YEAR 10 HISTORY 2018.....	20
YEAR 10 HISTORY EXTENSION 2018.....	21
YEAR 10 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION ...	22
YEAR 10 CHILD STUDIES 2018	23
YEAR 10 COMMERCE 2018.....	24
YEAR 10 DANCE 2018	25
YEAR 10 DRAMA 2018	26
YEAR 10 FOOD TECHNOLOGY 2018	27
YEAR 10 GRAPHICS TECHNOLOGY 2018.....	28
YEAR 10 INDUSTRIAL TECHNOLOGY – TIMBER 2018	29
YEAR 10 INFORMATION & SOFTWARE TECHNOLOGY 2018.....	30
YEAR 10 JAPANESE 2018	31
YEAR 10 MARINE AND AQUACULTURE STUDIES 2018	32
YEAR 10 MUSIC 2018.....	33
YEAR 10 PHYSICAL ACTIVITY AND SPORTS STUDIES 2018.....	34
YEAR 10 TEXTILES TECHNOLOGY 2018	35
YEAR 10 VISUAL ARTS 2018.....	36

PRINCIPAL'S INTRODUCTION

Your child is entering a new phase of compulsory schooling. In 2011 the School Certificate examinations and credentialing were abolished. Despite this students will continue to undergo a formalised phase of assessment processes as they work towards earning a school exiting credential. Students who leave school prior to achieving their HSC will be eligible for a record of school achievement (ROSA) based upon student's achievements in assessments over stage 5. This ROSA will be issued upon request after successful completion of Year 10 in respect of achievements across Stage 5 ie Years 9 and 10 or at the end of the Preliminary Course (Year 11) depending upon when a student leaves school. Note however that a ROSA is only issued where a student is successful in meeting minimum course requirements in ALL mandatory courses. Students completing the HSC continue to receive the HSC testamur and Record of Achievement at this point.

To receive the RoSA 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. Students are to have studied courses in Languages, Technological and Applied Studies, and Creative Arts in Years 7 and 8 as well as two 200-hour elective courses in Years 9 and 10.

Eligible students will be issued with an A-E grade that reflects levels of achievement indicated by course performance descriptors. A-E grades will be determined by a combination of formal assessment tasks and informal teacher assessment of learning. In Mathematics grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2) to reflect different achievement in different levels of courses.

Despite these changes eligibility for these exit credentials remains unchanged. Students must follow the course approved by the NSW Education Standards Authority (NESA) and taught by the school and demonstrate sustained and diligent effort as well as achievement of some or all course outcomes in each subject. There are now significant ramifications for students who do not meet these academic minimum standards.

Indicators of possible failure to demonstrate 'diligent and sustained effort' or possible failure to fulfill course requirements to the school's satisfaction include:

- An excessive number of absences or lateness to school, particularly if these are unexplained. An attendance rate of 85% is the minimum expected.
- Poor achievement in class tests, assignments etc *caused by lack of application*.
- Failure to submit assessment items and comply with assessment policies.
- Failure to complete classwork and homework.
- Proven cases of copying, plagiarism or cheating.

'N' determination letters detail the problem and, where appropriate, indicate how the students can redeem themselves. As a guide, two course warning letters from any single subject that remain unresolved across the stage of learning can result in the student receiving an 'N' determination in that subject as evidence of a lack of sustained and diligent effort. In addition, all students must satisfactorily participate in sport. Before an 'N' determination is issued, parents and students will have received appropriate warning letters from the school and the student will have been interviewed by the Head Teacher, Deputy Principal or Principal.

The self-discipline and self-management learned in Years 9 and 10 form excellent preparation for the Higher School Certificate or for entering the work force. We are committed to helping all our students achieve their potential and we all look forward to a successful and productive year.

Tony Ibrahim
Principal

ASSESSMENT PROCEDURES IN YEAR 10

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about students learning. The central purpose of assessment is to provide information on student achievement as well as to set the direction for ongoing learning programs. **Formal** assessment tasks are used across all subjects so as to provide a basis for comparing evidence of a student's achievements both against other students and predetermined levels of achievement.

WHEN WILL I BE ASSESSED?

- Assessment can commence from the beginning of the school year.
- You will be given a program of dates to be followed, which will outline the **approximate dates** when assessment tasks are due. The school calendar (refer website) is an additional means of knowing when tasks are scheduled.
- At least 10 days' notice will be given of the **specific date** that a formal assessable task is to be either submitted for marking or will take place. Circumstances may arise that will lead to a change in the due date for an assessment task. In this case, teachers would give students appropriate notice of any change in date.
- **Assessment Week** – During predetermined Assessment Weeks for each year, you may sit a number of exams or assessment tasks. Assessment Week dates are published in the school diary and school calendar every year.

TO WHOM AND WHEN DO I SUBMIT MY FORMAL ASSESSMENT TASK?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. Students are urged to check e-diary daily, see their teachers immediately upon their return to be advised of missed work and to implement a buddy system so as to be informed of tasks issued in absentia.

WHAT HAPPENS IF I AM ABSENT WHEN THE FORMAL ASSESSMENT TASK IS SET?

It is **your responsibility** to find out if a task has been set during your absence. **No variation to the due date will apply** to students who were away on the date the assignment was set. Students are urged to check e-diary daily, see their teachers immediately upon their return to be advised of missed work and to implement a buddy system so as to be informed of tasks issued in absentia.

WHAT IF I DO NOT COMPLETE FORMAL ASSESSMENT TASKS?

The school expects that all students will **complete all formal assessment tasks** and that they will **complete them on time**. Where this does not happen the student should advise the subject teacher and Head Teacher as a matter of urgency.

In Year 10, if a formal assessment task is not submitted by the due date and stated time, zero marks may be awarded for that task. Students seeking consideration should collect and complete an **“Illness or Misadventure Claim”** form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website.

Please note it is not automatic that the student will receive any concession for their absence. These rules apply as well for students who are absent for in class assessment

WHAT HAPPENS IF I AM ABSENT WHEN AN ASSESSMENT TASK IS ON OR DUE?

The school must be contacted on the day of the task (Ph: 9523 4017) to inform the subject teacher of the student’s absence. Any student who is absent without an acceptable reason **will be** given zero for that task. If the absence was unavoidable and the student believes that they should still receive credit for the assessment task then they should submit an **Illness or Misadventure Claim form, with supporting evidence**. A general note from home is unlikely to be considered sufficient. For an illness a medical certificate is required. For misadventure, evidence of the misadventure that prevented attendance is required.

The Illness or Misadventure claim form must be submitted to the Head Teacher within 3 school days of the date the task falls due or within 3 school days from when the student first returns to school. In the event the Head Teacher is absent, the form must be submitted to the front office for placement in the Head Teacher’s pigeon hole.

In the case of a prolonged unavoidable absence, where an illness or misadventure claim is upheld, a substitute task may need to be set to ensure fairness to all concerned.

Other circumstances that need to be noted include:

- Where a student has **prior knowledge of an absence** (e.g. due to a family holiday, scheduled medical reasons) **the student must submit a written application (Illness or Misadventure Claim form) before the absence**, to the Head Teacher of the relevant subject. It is not automatic that any concession will be given. Each application will be judged entirely on its own merit. A substitute assessment task may be arranged.
- It is expected that students will attend all timetabled lessons, including study periods, on the day of an assessment task whether it be an in class task or a hand in task. Where a student is absent **during periods prior to the task** and on the same day as the task, a 20% penalty of the maximum task marks available will be applied to marks received.
- Any student arriving to school late on the day of the task will be considered to be seeking to gain an unfair advantage and in the absence of substantiated and justified reasons, a 20% penalty of the maximum task marks available will be imposed.
- A student who truants from a class while at school on the day an assessment task is being undertaken or submitted will be considered in the same manner and a 20% penalty of the maximum task marks available will be imposed.
- Any student found to be preparing for an assessment task in another class while at school on the day an assessment task is being undertaken or submitted will be considered to be seeking an unfair advantage and a 20% penalty of the maximum task marks available will be imposed.

- If a student is absent from school on the due date of an assessment task because of a legitimate school activity (eg a sporting carnival, an excursion) the student must first notify the relevant Head Teacher and in the case of a hand in task negotiate an appropriate time for submission of the task **before the student attends the event**. In the case of an **in class task**, arrangements for the completion of the task must be made with the relevant Head Teacher **before** attending the event.

If circumstances exist where the student feels they have been unfairly disadvantaged in some way by this rule they may appeal to the Principal in writing.

Students can expect to sit for any missed 'in class' assessment task on their first timetabled lesson back, or at a time negotiated between the class teacher and the student.

Where a student **has failed to complete an assessment task, made a non-serious attempt at an assessment task and/or incurred any loss of marks due to late submitting of the task**, an N Award Course Warning letter or a Parent Advice letter will be sent home by the class teacher.

GRADES FOR SCHOOL REPORTS

GRADES FOR MID-YEAR SCHOOL REPORTS

The table below indicates the assessment mark required for the allocation of grades for mid-year school reports, consistent with school reporting procedures in Years 7, 8 and 9.

Final Grade
A – 100 to 85
B – 84 to 70
C – 69 to 50
D – 49 to 30
E – 29 to 0

GRADES FOR YEAR END SCHOOL REPORTS

Teachers will collect assessment information from formal and informal assessment of learning about student achievement and relate it to the specific descriptors. The grade the student receives will relate to the best overall description of a student's achievement given in the Course Performance Descriptors. It is essentially a "snapshot" of each student at the end of Year 10.

The grade that a student receives will be based on the teachers' assessment of a student's achievement at the end of Year 10 against Course Performance descriptors for that particular course. Individual course performance descriptors of achievement have been developed from the NESAs general performance descriptors as set out below.

GRADE	PERFORMANCE LEVEL
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	Failed to meet minimum course requirements.

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

ILLNESS OR MISADVENTURE CLAIM PROCEDURES

Collect and complete an “**Illness or Misadventure Claim**” form from the front office and submit it to the **Head Teacher** of the subject concerned.

Forms are also available online on the school’s website. **For an in class task students may be required to sit for the task on their first day back at school, or at a time that has been previously arranged with the class teacher.**

Any claim due to:

1. **Illness should be supported by a medical certificate (failure to provide a doctor’s certificate may result in rejection of the claim) and submitted within 3 school days of when the student first returns to school.** The school should be contacted on or prior to the date of the task so the relevant Head Teacher can be informed. The medical certificate should specifically relate to the task and how the students’ performance has or will be affected.
2. **Misadventure must be supported by appropriate and detailed documentation in support of the claim.**

N-determination letters will be sent out if the above illness and misadventure claim procedures have not been followed.

- Any claim against a zero mark or procedural arrangements associated with an assessment task must be completed within **three school days** of the return of the task.
- Appeals must be submitted to the Head Teacher of the KLA concerned. The Principal, or nominee, will co-ordinate a committee to consider all aspects of the appeal.
- If an appeal is upheld, the committee may determine that an alternate task be sat or may authorise the use of an estimate based on other appropriate evidence.

Any dissatisfaction with the process should be referred to the Principal.

In **exceptional circumstances** where the completion of a substitute task is not reasonably possible, the Principal in consultation with the teacher and relevant Head Teacher may authorise the use of an estimate mark. The estimate mark will be **based on other appropriate evidence.**

The Head Teacher must notify the student and class teacher of the outcome when an illness and misadventure form is presented for due consideration.

TECHNOLOGICAL FAILURE

Computer/printer/storage device failure is not an excuse for inability to complete tasks by the due date. It is the student’s responsibility to back-up and keep a hard copy of any work in progress. This can be called upon for marking.

Good Advice to all students – implement a buddy system

It is important that you “buddy-up” with one or more students so that any time you are absent from school, your “Buddy” collects any handouts or assignments for you. Whilst many teachers will do so out of good will, it is not the teacher’s responsibility to contact you after your absence. It is your responsibility to pursue any missed work, handouts or assignments

CRNULLA HIGH SCHOOL ILLNESS OR MISADVENTURE CLAIM FORM

Student's Name:..... Year: Roll Class:

Parent's name:..... Daytime parent contact number:

Exam or Assessment task affected:.....

..... Due date of task: / /

Subject:..... Class Teacher's name:.....

Type of claim Illness Misadventure

Describe your reasons for submitting this claim:

(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached. This substantiates that you were prevented from satisfying assessment requirements due to an illness or unforeseeable misadventure)

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

State what outcome you hope to achieve by submitting this claim:

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

Parent or Guardian's Signature:..... Date: / /

INSTRUCTIONS:

- This claim form, along with any supporting evidence, such as a doctor's certificate, should be submitted to the Head Teacher of the subject area concerned.
- This claim form should be submitted **within three school days** after the examination or assessment task in question has occurred. (It is to be submitted before the task is due in the case of a known absence)
- Failure to comply with these instructions may result in a zero assessment being recorded.

Office use only

Day & Date claim received by Head Teacher: Mo Tu We Th Fr / /

Head Teacher's name:..... Signature:.....

Forms are available from school reception or school website.

WHAT IS PLAGIARISM?

Plagiarism is a form of theft. Plagiarism is the taking or imitation of another person's ideas and manner of expressing them and presenting them as one's own. That is, plagiarism is copying other people's work or taking another's ideas and using them without appropriate acknowledgement.

What is NOT acceptable

- Copying parts (phrases, sentences, paragraphs etc) out of books, short stories, newspapers, encyclopedias, internet sites, and other students' work.
- Using other people's ideas without correct acknowledgement (see below).
- Quoting without providing acknowledgement (see below).
- Submitting work that has been written by someone else, such as a tutor, parent or friend, or which has had more than reasonable input from someone else.

What IS acceptable

- Using published texts – short stories, essays, poems, and media items etc – as MODELS for your own writing. A model shows you the structure and type of language that is appropriate for a particular form of writing. You make use of the model to show you HOW something is done; the content and expression must be your own.
- Borrowing ideas for creative writing – you must acknowledge your source which has inspired you. This is often what writers do at the beginning of novels to show where their inspiration came from.
- Editing assistance – all good writers have good editors who suggest ways of making their writing better. This advice can be about ideas, expression, structure etc. However, an editor does NOT make these changes – the writer does if he or she agrees with them. You are welcome to use parents, friends, teachers as editors to ADVISE you but they must NOT do the work for you.

How do I avoid it?

Always cite the following; Internet and CD ROMs, Magazines and Newspapers, Books, Music, TV programs and films, Interviews, Maps, Summaries, other student's work, other people's ideas.

You must include a list of resources used in research assignments, essays etc. The bibliography appears at the end of the essay or assignment. List sources in alphabetical order according to the author's last name. Use a bibliography sheet to write down all sources as you research. An example of the sheet is on page 12 of this booklet and is also available on the Cronulla High School Intranet site.

Example of a Bibliography entry:

Marsden, John. Tomorrow When the War Began, Melbourne: Penguin, 1995.

Book titles can be underlined or italicized. For the purposes of a hand-written exam response, it is important to underline a book title. Titles of poems, media items, short stories, journal articles, and other shorter texts, are usually italicized or placed in inverted commas.

How do I prevent it? – Use a Bibliography

How do I acknowledge quotations and ideas in my work?

Quotations must have “quotation marks” [1] around them and a footnote (a number should appear straight after the quotation) which states where the quotation came from.

At times it is necessary to acknowledge an author’s quote in your own essay without a footnote. This situation would occur during exam essays. In this situation you must use quotation marks around the quote or idea and immediately follow with the surname and year of the source and if possible, a page number. eg.a “positive school environment” (Jarvis 2004, p1)

When you use someone else’s idea or borrow a form of expression, insert a footnote in the same way as for a quotation. You must acknowledge ideas even if you do not copy the idea word for word.

If you relied heavily on a particular critic for your interpretation of a text you must say so in a footnote, for example [2] (see below).

Examples of footnoting: [1] John Marsden, Tomorrow When the War Began, Melbourne:

Penguin, 1995, p’5 [2] I am indebted to Fred Nerks for my understanding of this poem. See Nerks, Fred, Poetry for Humans, Sydney: Longmans, 1999.

What happens if I Plagiarise in an Assessment Task?

Penalties for plagiarism will depend on the amount of plagiarised material contained within the task. For example, if an entire essay has been plagiarised then zero will be awarded for that task. However, if only a certain section of the task has been plagiarised then only that part of the task will get zero. You will be only marked on the work that is your own and not taken from someone else. For example, if it is proven that you have plagiarised 50% of a task then you will only be marked on the 50% that you did yourself.

WHAT IS MALPRACTICE?

Any failure to comply with the rules as set out in this policy will be judged to be malpractice.

If you are found to have engaged in malpractice you will be awarded a zero.

Examples of malpractice include:

- Copying someone else’s work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source. Refer to the appendix for more information.
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person’s work and presenting it as your own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice eg notifying them of details of common tasks

BIBLIOGRAPHY CHECKLIST

Books and references used

Author's Name (surname, initial)	Year of publication	Title of Book	Place published	Publisher

Internet Resources

(note: search engines such as Yahoo! And Google are NOT websites)

Author	Year published	Name of site	Web Address	Creator of site	Date accessed by you

YEAR 10 ENGLISH 2018

Outcomes	Task	Due	Description	Weight%
5.1A, 5.2A	1	Term 1 Week 7	Conflict: viewing and listening	25
5.1A, 5.8D	2	Term 2 Week 3	Human Rights writing a feature article	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
5.1A, 5.5C	3	Term 3 Week 9	Shakespeare Project: Representing, Speaking & Written Porfolio	25
5.1A, 5.3B	4	Term 4 Week 5	Area of Study speech	25
Yearly Assessment			Total	100

Assessment Tasks may vary depending on student/class ability.

YEAR 10 ENGLISH EXTENSION SCHEDULE 2018

Outcomes	Task	Due	Description	Weight%
5.1A, 5.2A, 5.3B	1	Term 1 Week 7	Conflict: viewing and listening	25
1.1, 1.3, 6.1, 6.2, 6.3 5.1A, 5.3B, 5.8D	2	Term 2 Week 3	Human Rights Writing a feature article	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
5.1A, 5.3B, 5.4B, 5.4C	3	Term 3 Week 9	Shakespeare Group Project: Representing, Speaking & Written Portfolio	25
5.1A, 5.3B, 5.6C	4	Term 4 Week 5	Area of Study speech	25
Yearly Assessment			Total	100

***Please note that all Extension tasks will differ from those issued to the other classes.**

Outcomes	Task	Due	Description	Weight%
NS:5.1.1, 5.2.1, 5.3.1, MS:5.2.2, 5.3.1	1	Term 1 Week 7	Test 1	15
SG:5.2.1, 5.2.2, 5.3.1, 5.3.3;PAS 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2	2	Term 2 Week 3	Half Yearly Examination	25
Mark out of 40 converted to a percentage for reporting purposes				40
NS:5.1.2, 5.2.2, 5.1.3, 5.3.2, MS:5.1.2, 5.2.3, DS:5.1.1, 5.2.1	3	Term 3 Week 5-6	Test 3	25
T.B.C.	4	Term 4 Week 5	Yearly Examination	35
Yearly Assessment				60
Totals				100

YEAR 10 MATHEMATICS EXTENSION 2018

Outcomes	Task	Due	Description	Weight%
NS:5.1.1, 5.2.1, 5.3.1, MS:5.2.2, 5.3.1	1	Term 1 Week 7	Test 1	15
SG:5.2.1, 5.2.2, 5.3.1, 5.3.3;PAS 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2	2	Term 2 Week 3	Half Yearly Examination	25
Mark out of 40 converted to a percentage for reporting purposes				40
NS:5.1.2, 5.2.2, 5.1.3, 5.3.2, MS:5.1.2, 5.2.3, DS:5.1.1, 5.2.1	3	Term 3 Weeks 5-6	Test 3	25
T.B.C.	4	Term 4 Week 5	Yearly Examination	35
Yearly Assessment				60
Totals				100

YEAR 10 SCIENCE 2018

Outcomes	Task	Due	Description	Weight %
WS 6, WS 9 PW 1, PW 2	1	Term 1 Week 8	Literacy and Numeracy Test	15
WS 5.1, 5.2, 5.3 WS 7.1,7.2 WS 8 CW 2, CW 4	2	Term 2 Week 3	Skills	15
Half Yearly Assessment 30 % (Half Yearly expressed as a percentage for reporting purposes)				
WS 4 WS 5.1, 5.2, 5.3 WS 6 WS 7.1, 7.2 WS8, WS9	3	Term 3 Week 1	Student Research Project	30
WS 1,2,3,4,5,6,7,8,9 LW 1,2,3,4 CW 1,2,3,4 ES 1,2,3 PW 1,2,3,4	4	Term 3 Week 8	VALID	20
WS 7.2 WS 9 LWI, LW3	5	Term 3 Week 10	Research Task	10
ES 2, ES 3 WS 7-1, 7.2, WS8, WS9	6	Term 4 Week 5	Moodle Exam	10
Yearly Assessment Totals				100

YEAR 10 SCIENCE EXTENSION 2018

Assessment in Science covers a range of tasks designed to determine student achievement in outcomes based on knowledge and understanding, problem solving and critical thinking as well as scientific skills and communication.

Outcomes	Task	Due	Description	Weight %
WS6, WS 9 PW1, PW2	1	Term 1 Week 8	Literacy and Numeracy Test	15
WS 5.1, 5.2, 5.3 WS7.1, 7.2 WS8 CW2, CW4	2	Term 2 Week 3	Skills	15
Extension Activities			Grade A - E	
Half Yearly Assessment 30 % (Half Yearly expressed as a percentage for reporting purposes)				
WS4 WS5.1, 5.2, 5.3 WS6 WS7.1, 7.2 WS8, WS9	3	Term 3 Week 1	Student Research Project	30
WS1, 2, 3, 4, 5, 6, 7, 8, 9 LW1, 2, 3, 4 CW1, 2, 3, 4 ES1, 2, 3 PW1, 2, 3, 4	4	Term 3 Week	VALID	15
ES2, ES3 LW1, LW3 WS7.1, 7.2 WS8, WS9	5	Term 4 Week 5	Yearly Examination	25
Extension Activities			Grade A - E	
Yearly Assessment Totals				100

YEAR 10 GEOGRAPHY 2018

Outcomes	Task	Due	Description	Weight %
GE5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 5.8	1	Term 1 Week 10	Environmental	20
GE5.2, 5.3, 5.4, 5.5, 5.7	2	Term 2 Week 3	Half Yearly Exam	20
Half Yearly Assessment			Sub-Total	40
(Half Yearly Assessment/40 expressed as percentage for reporting purposes)				
GE5.2, 5.3, 5.5, 5.7, 5.8	3	Term 3 Week 9	Changing Places: Class based Assessment	25
GE5.2, 5.3, 5.5, 5.7, 5.8	4	Term 4 Week 5	Yearly Exam	35
Yearly Assessment			Totals	60
				100

YEAR 10 GEOGRAPHY EXTENSION 2018

Outcomes	Task	Due	Description	Weight %
GE5.2, 5.3, 5.5, 5.7, 5.8	1	Term 1 Week 10	Environmental Change and Management	20
GE5.2, 5.3, 5.4, 5.5, 5.7	2	Term 2 Week 3	Half Yearly Exam	20
GE5.2, 5.3, 5.4, 5.5, 5.7, 5.8	3	Cross-Curricular Extension Challenge (Geography/History)		Grade A-E
Half Yearly Assessment			Sub-Total	40
(Half Yearly Assessment/40 expressed as percentage for reporting purposes)				
GE5.2, 5.3, 5.5, 5.7, 5.8	4	Term 3 Week 9	Changing Places Class based Assessment	25
GE5.2, 5.3, 5.5, 5.7, 5.8	5	Term 4 Week 5	Yearly Exam	35
Yearly Assessment				60
Totals				100

The extension activity set for Year 10 will run over the course of Term 1 and will allow students to demonstrate and develop their historical/geographical knowledge and skills. Students will be allocated some class time, however students are expected to undertake the majority of the task challenge at home.

Outcomes	Task	Due	Description	Weight%
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	1	Term 1 Week 8	Class based Assessment	20
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	2	Term 2 Week 3	Half Yearly Exam	30
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment 50% expressed as percentage for reporting purposes)				
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	3	Term 3 Week 7	Class based Assessment	20
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	4	Term 4 Week 5	Yearly Exam	30
Yearly Assessment				50
				Totals
				100

YEAR 10 HISTORY EXTENSION 2018

Outcomes	Task	Due	Description	Weight%
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	1	Term 1 Week 8	Class based Assessment	20
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	2	Term 2 Week 3	Half Yearly Exam	30
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment 50% expressed as percentage for reporting purposes)				
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	4	Term 3 Week 7	Class based Assessment	20
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5	Term 4 Week 5	Yearly Exam	30
5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10		Cross-Curricular Extension Challenge (History) Term 3		Grade A-E
Yearly Assessment				50
Totals				100

The extension activity set for Year 10 will run over the course of Term 3 and will allow students to demonstrate and develop their historical/geographical knowledge and skills. Students will be allocated some class time, however students are expected to undertake the majority of the task challenge at home.

YEAR 10 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2018

Outcomes	Task	Due	Description	Weight %
5.4, 5.5, 5.11, 5.13, 5.14, 5.15	Investigating Performance	Term 1 Set Week 3 Due Week 10	Volleyball Practical	20
5.1, 5.2, 5.3, 5.12, 5.16	Examination	Term 2 Week 3	Sexual Sanity/Negotiating Consent Examination	20
Half Yearly Assessment			Sub-Total	40
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
5.9, 5.10, 5.11, 5.13, 5.14	Skills Assessment	Term 3 Set Week 1 Due Weeks 6-7	Team Sports Practical Assessment	20
5.6, 5.7, 5.8, 5.12, 5.15, 5.16	Driver Survivor	Term 3 Set Week 6 Due Week 9	Report on Current laws/statistics	20
5.1, 5.3, 5.6, 5.7, 5.8, 5.12, 5.15, 5.16	Yearly Examination	Term 4 Week 5	Examination	20
Yearly Assessment			Totals	100

YEAR 10 CHILD STUDIES 2018

Outcomes	Task	Due	Description	Weight%
1.3, 2.1, 2.2, 3.3	Media and Technology in Childhood	Term 1 Set Week 6 Due Week 10	ICT Task and Presentation	25
1.2, 3.2, 3.3, 4.2	Children and Culture	Term 2 Set Week 2 Due Week 7	Research Task	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
1.2, 2.2, 3.2, 4.3	Food and Nutrition	Term 3 Set Week 2 Due Week 6	Plan and Prepare Food	25
1.1, 2.2, 3.1, 3.2,3.3, 4.2	Yearly Examination	Term 4 Week 5	Yearly Examination	25
Yearly Assessment			Totals	100

Outcomes	Task	Due	Description	Weight %
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	1	Term 1 Week 8	Focus Area: Law & Society Report & Oral Presentation	20
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	2	Term 2 Week 3	Focus area: Law & Society/Running a Business Mid-Course Exam	20
Half Yearly Assessment			Sub-Total	40
(Half Yearly Assessment/ 40 expressed as percentage for reporting purposes)				
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	3	Term 3 Week 7	Focus Area: Promoting and Selling. Writing Research & Report	30
5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	4	Term 4 Week 5	Focus Area: Law and Society, Running a Business, Promoting and Selling, Employment Issues Yearly Exam	30
Yearly Assessment				60
Total				100

YEAR 10 DANCE 2018

Outcomes	Task	Due	Description	Weight %
5.1.1, 5.1.2	1	Term 1 Week 9	Focus Area – Fitness and Nutrition	25
5.1.3, 5.2.2, 5.3.3	2	Term 2 Week 3	Focus Area – Generating, Adding and Manipulating	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
5.1.3, 5.3.1, 5.3.2	3	Term 3 Week 9	Focus area – Dance Analysis	25
5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.3,	4	Term 4 Week 5	Yearly Examination and Dance Technology in Pairs	15 10
Yearly Assessment			Total	100

YEAR 10 DRAMA 2018

Outcomes	Task	Due	Description	Weight %
5.1. 5.1.2, 5.2.1	1A	Term 1 Week 8	Site Specify Theatre Research and Performance Task	20
5.3.1, 5.3.2, 5.3.3	1B	Term 1 Week 9	Log Book	5
5.1.2, 5.1.4, 5.2.3, 5.3.1, 5.3.2	2A	Term 2 Week 4	Dramatic Forms and Styles Presentation & Written Report	20
5.3., 5.3.2, 5.3.3	2B	Term 2 Week 4	Logbook	5
Total Half Yearly Assessment To be converted to a percentage mark for reporting purposes				50
5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.3	3A	Term 3 Week 9	13/9/2018 Scripted Drama – Devised Script	20
5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.1, 5.3.2, 5.3.3	3B	Term 3 Week 10	Logbook	5
5.1.3, 5.1.4, 5.2.3, 5.3.1, 5.3.2	4	Term 4 Week 5	Yearly Examination Performance Essay-Commedia Dell'arte	25
Yearly Assessment			Total	100

YEAR 10 FOOD TECHNOLOGY 2018

Assessment components are divided into two main groups; Theory work (T) and Practical work (P).

TASK		WHEN	WEIGHT %
1	Research Assignment and Practical task Food in Australia 5.3.2, 5.52	Term 1 Week 8	30 (T-15%; P-15%)
2	Half Yearly Examination 4.1.2, 4.2.1, 4.3.1	Term 2 Week 3	10 (T-10%)
Half Yearly Assessment		Sub Total	40
Half Yearly Assessment /40 expressed as a percentage /100 for reporting			
3	Research Assignment and Practical task Food for Special Needs 5.32, 5.51, 5.52, 5.61	Term 2 Week 9	20 (T-15%; P-5%)
4	Research Assignment and Practical task Food Trends 5.32, 5.51, 5.52, 5.61	Term 3 Week 8	30 (T-20%; P-10%)
5	Yearly Examination 4.1.2, 4.2.1, 4.3.1, 4.3.2	Term 4 Week 5	10 (T-10%)
Yearly Assessment		Total	100

CLASS WORK COMPONENT:

Every exercise completed by the class counts toward a student's Half Yearly and Yearly assessment mark. Students who fail to hand in class sheets for marking, without acceptable reason, will be given zero (0) marks for the missing sheet. All class work sheets are due for submission by the end of the Unit.

Each unit of class work consists of a variety of learning tasks including: class sheets, CAD, tests, presentations and homework.

Total marks for all units completed by the end of the week before the assessment period will be averaged to derive a half yearly and a yearly class-work assessment component worth 50% of the total assessment.

EXAMINATION COMPONENT:

A formal examination will be set for Yearly assessment period only. The examination mark will account for 30% of the Yearly assessment.

Outcomes	Task	Due	Description	Weight%
All outcomes assessed	1	Ongoing, Terms 1 and 2	Average of assessed class work to date (inc tests)	20
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, 5.6.1, 5.6.2	2	Term 1, Week 6	Assignment #1(a) Individual FI CAD task	50
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, 5.6.1, 5.6.2	3	Term 2, Week 2	Assignment # 1(b) Group FI CAD task	30
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
All outcomes assessed	4	Ongoing, Terms 1 to 4	Average of assessed class work to date for whole year (inc tests)	50
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, 5.6.1, 5.6.2	5	Term 3, Week 9	Assignment #2	20
5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.6.1, 6.6.2	6	Assessment period	Yearly Examination	30
Yearly Assessment Totals				100

YEAR 10 INDUSTRIAL TECHNOLOGY – TIMBER 2018

- Industrial Technology Wood is predominantly competency based and assessment is ongoing.
- An assessment report will be provided following both the Half Yearly Examination period as well as the Yearly Examination period.

Outcomes	Task	Due	Description	Weight %
5.1.1, 5.2.2, 5.2.3	1	Term 1 Week 4	Practical Exercise	10
5.1.1, 5.2.2, 5.3.1, 5.4.1, 5.6.1, 5.7.1	2	Term 1 Week 10	Assignment 1	10
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.2, 5.5.1	3	Term 2 Week 2	Practical Project 1 (Progress)	20
5.4.1, 5.5.1, 5.6.1, 5.7.1	4	Term 2 Week 3	Half Yearly Examination	10
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
5.7.2	5	Term 3 Week 5	Assignment 2	10
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.4.2, 5.5.1	6	Term 4 Week 4	Practical Work & Folio	30
5.4.1, 5.5.1, 5.6.1, 5.7.1	7	Term 4 Week 5	Yearly Examination	10
Yearly Assessment			Totals	100

YEAR 10 INFORMATION & SOFTWARE TECHNOLOGY 2018

Outcomes	Task	Due	Description	Weight %
5.3.1, 5.3.2	1	Term 1 Week 7	Video Editing	25%
5.4.1	2	Term 2 Week 4	Animating	25%
Half Yearly Assessment			Sub-Total	50%
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
5.2.1, 5.2.2, 5.2.3	3	Term 3 Week 4	Internet & Website Development	20%
5.2.1, 5.2.2, 5.2.3	4	Term 4 Week 5	Minor Project	20%
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3.	5	Term 4 Week 6	Yearly Examination	10%
Yearly Assessment			Totals	100%

Outcomes	Task	Due	Description	Weight %
5.UL.2, 5UL.4	1	On-going	Homework & Quizzes	5
5.UL.4	2	Term 1 Week 8	Unit Test	10
5.UL.4, 5MBC.1, 5.MBC.2	3	Term 2 Week 3	Video Assignment	10
5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4	4	Term 2 Week 3	Exam	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/50% expressed as percentage for reporting purposes)				
5.UL.2, 5UL.4	5	On going	Homework & Quizzes	5
5.UL.2, 5.UL.4	6	Term 3 Week 7	Unit Test Reading & Writing Task	10
5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4	7	Term 4 Week 5		35
Yearly Assessment 50%			Totals	100

YEAR 10 MARINE AND AQUACULTURE STUDIES 2018

Marine and Aquaculture is to develop in students a capacity to design, produce, evaluate, sustain, use and manage marine and water related environments.

Outcomes	Task	Due	Description	Weight%
5.1.1, 5.7.1,5.7.2	1	Term 1 Week 8	Assignment 1	10
5.5.1, 5.5.2, 5.6.1, 5.7.2	2	Term 2 Week 2	Practical Task	30
5.6.2, 5.4.2, 5.4.1	3	Term 2 Week 3	Half Yearly Examination	10
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
5.3.1.5.2.2, 5.2.1, 5.1.2	4	Term 3 Week 8	Assignment 2	10
5.4.1, 5.3.2	5	Term 4 Week 4	Practical Task	20
5.6.2, 5.4.2, 5.4.1	6	Term 4 Week 5	Yearly Examination	20
Yearly Assessment			Totals	100

COMPONENT/DOMAIN		Weight%
C1	Performance	25
C2	Composition	25
C3	Aural	25
C4	Musicology	25
Total		100

Outcomes	Task	Due	Description	C1	C2	C3	C4	Weight %
5.4, 5.5, 5.6	1	Term 1 Week 7	Composition Assessment representing Topic 1		25			25
5.7, 5.8, 5.9	2	Term 2 Week 3	Aural Assessment			25		25
Half Yearly Assessment (Half Yearly Assessment /50 expressed as percentage for reporting purposes)								50
5.7, 5.8, 5.9, 5.10	3	Term 3 Week 8	Musicology ICT Assessment – Viva Voce representing Topic 3				25	25
5.1, 5.2, 5.3	4	Term 4 Week 5	Performance Assessment representing Topics 3 and/or 4	25				25
Yearly Assessment Totals				25	25	25	25	100

YEAR 10 PHYSICAL ACTIVITY AND SPORTS STUDIES 2018

Outcomes	Task	Due	Description	Weight %
3.1, 3.2, 4.1, 4.2, 4.3	Event Management	Term 1 Set Week 2 Term 1 Event to run in Weeks 8-10	Students are to organise a whole school sporting event as a class. Each member of the class will have a roll and have to perform duties to ensure the event is a success.	25
2.1, 2.2, 4.4	Issues in Sport Presentation	Term 1 Set Week 11 Term 2 Week 3	Students complete an oral presentation using PowerPoint, focusing on the issue of drug use in sport.	25
Half Yearly Assessment			Sub-Total	50
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
1.1, 1.2, 4.1, 4.2, 4.3	Group Fitness Assessment	Term 2 Set Week 8 Term 3 Weeks 8-9	Students are to design a group training program and take the class through an example session, writing a reflection on completion.	25
3.1, 3.2, 4.4	Technology, Participation & Performance	Term 3 Set Week 10 Term 4 Due Weeks 3-4	Students are to complete an assignment surrounding technology and its application in modern sport.	25
Yearly Assessment			Totals	100

YEAR 10 TEXTILES TECHNOLOGY COURSE 2018

Outcomes	Task	Due	Description	Weight %
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1	1	Term 1 Last Week	Fashion Forecasting Apparel Folio/documentation	25 P – 20% T- 5%
5.2.1, 5.3.1, 5.3.2	2	Week 1 Term 2	Research Assignment Australian Designers.	5 T – 5%
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3	3	Term 2 Week 3	Half Yearly Exam	10 T – 10%
Half Yearly Assessment			Sub-Total	40
(Half Yearly Assessment/ expressed as percentage for reporting purposes)				
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.5.5, 5.6.1	4	Term 3 Week 4	Patchwork Plus Furnishings Folio/documentation	25 P – 20% T – 5%
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.5.5, 5.6.1	5	Term 4 Week 5	World As A Stage Costume	25 P – 20% T – 5%
5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.2	6	Term 4 Week 5	Yearly Exam	10 T – 10%
Yearly Assessment			Totals	100

YEAR 10 VISUAL ARTS 2018

Core Units		Weighting
C1	Artmaking <ul style="list-style-type: none"> • Visual Arts Process Diary • Body of Work 	60
C2	Art Criticism and Art History <ul style="list-style-type: none"> • Broad investigation of 'Portraiture' across Pre- Modern, Modern and Post Modern Art movements 	40
Total		100

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Visual Arts Process Diary	Open Book Assessment	Yearly Exam	Body of Work	
	Term 1 Week 10	Term 2 Week 3	Exam Period	Term 4 Week 3	
	5.1, 5.2, 5.4	5.7, 5.9, 5.10	5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	
Art making <ul style="list-style-type: none"> • Visual Arts Process Diary • Body of Work 	25			35	60
Art Criticism and Art History		20	20		40
Marks	25	20	20	35	100