Assessment Information
Year 10
2020

PICTON HIGH SCHOOL

Creating Opportunities - Achieving Success

Picton High School Values Platform

At Picton High School, we value:

Staff who are committed to the learning and achievement of every student in an environment where success is celebrated.

A culture of respect, tolerance and inclusivity where students strive to achieve their personal best.

A safe and healthy school that fosters mutually respectful partnerships with the community.

Year 10 Subjects 2020

Mandatory:

English
Mathematics (Pathways 5.1-5.2 & 5.2-5.3)
Science
HSIE
Personal Development, Health & Physical Education

Electives:

Agriculture
Child Studies
Elective History
Food Technology
Industrial Technology Electronics
Industrial Technology Metals
Industrial Technology Timber
Information Software and Technology
Music
Photography and Digital Imaging
Physical Activity and Sports Studies (PASS)
Textiles Technology
Visual Arts

FAQs

What do I need to have done to achieve a ROSA (Record of School Achievement)?
To achieve a ROSA you must have:
· Satisfactorily completed the courses and mandatory hours as set out by NESA (NSW Education Standards Authority)
· Applied yourself with diligence and sustained effort to the tasks and experiences provided by the school
· Achieved some or all of the course outcomes

What happens if I don't satisfactorily complete a course?
If you are in danger of not meeting the requirements in a course, you will be warned in writing. An official warning letter/s will be sent home informing the student and parents of the missing task and what needs to be completed to resolve the issue. Receiving two or more warning letters indicates serious concern. Please refer to the 'Picton High School Senior Assessment Policy' in this booklet for detailed information on assessment processes and procedures.

Can I appeal a decision made by the school?
· Appeals for individual assessment tasks should be completed on the 'Assessment Appeal' form and submitted to the supervising Deputy Principal of the year group for review within 3 days of the task being returned.
· Appeals regarding 'N Determinations' will be made through the Senior Review and NESA Processes.

What will be assessed and when in Year 10?
· Each subject area has different types of tasks and due dates. These are set out in this booklet.
· Students will be provided with written notification giving two weeks notice of each assessment task.
· Students may receive their results in the form of either marks or grades.
· The final grade a student receives is allocated by the school and is measured against the NESA Course Performance Descriptors.

What happens if I miss an assessment task?
· Assessment task due dates are extremely important for equity. Tasks not submitted by the due date will be awarded a zero. If there is a school organised activity that cannot be changed such as work placement (*not work experience*) or representative sport, the Head Teacher of the affected faculty must be informed by the student/parent **in writing at least one week prior to the due date.**
· If there is an unexpected absence due to illness a doctor's certificate MUST be provided, a note from parents is not acceptable.
· If the absence is due to other exceptional circumstances, written documentation must be provided to the faculty Head Teacher to be deemed whether or not it is justifiable. If the absence is considered justified then the Head Teacher will negotiate the completion of the task with the student and what form it will take.

FAQs continued

What happens if I have technological difficulties?
If students choose or are required to use computer technology to produce their work, they should ensure that they print off regular hard copies and back up their work so they can show 'work in progress'. Software compatibility can also prove a potential problem. Computer, printing and other technological malfunctions are not acceptable reasons for late submission of assessment tasks.

What is plagiarism?
Plagiarism is where you claim another person's work as your own without acknowledgement. Plagiarism can include copying from the internet, copying others work from a published book or copying another student's work. Any form of cheating in assessment tasks is a very serious issue and will be reviewed by the Deputy Principal in charge of your year group.

Can I enrol in a TVET course in Year 10?
There are a limited number of places available for Year 10 students in TVET courses as priority goes to Year 11 students, however, it is possible. TVET courses generally run on one afternoon a week from 2pm—6pm. It is the student's responsibility to get to TAFE and back home. See the Careers Adviser for further information.

Can I do an SBAT (School Based Apprenticeship or Traineeship) in Year 10?
Yes you can. This involves three days at school, one day at the workplace and one day at TAFE. Students find SBATs challenging as they are required to catch up with the work they miss from school in their own time. Students and their families are responsible for finding an appropriate apprenticeship. See the Careers Adviser for rules and procedures regarding SBATs.

Senior assessment policy

Rationale:
Picton High School ensures that the Year 10 Qualification, Preliminary Course Qualification and Higher School Certificate assessments meet the **NSW Education Standards Authority (NESA)** requirements.

Aims:
Every student will be made fully aware of NESA, School and KLA requirements for the Year 10 Qualification, Preliminary Course Qualification and Higher School Certificate Assessment.

Procedures:

- Every student is expected to submit all assessment tasks by the due date. An assessment task not submitted on time will be given a zero mark along with an 'Official Warning – Non-Completion' letter.
- The final time for submission of an externally completed assessment task (e.g. assignment completed at home) will be 3.20pm on the day the assessment task is due. All internal assessment tasks (e.g. within class tests) must be completed on the designated day.
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or misadventure. If a student cannot attend an examination or submit an assessment on time, due to illness or misadventure, that student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Faculty Head Teacher for all assessment tasks and/or the Head Teacher Secondary Studies for any missed examinations.
- The Head Teacher will determine if the reason is acceptable and will advise the student of the appropriate opportunities to re-sit or resubmit the assessment. A technological issue is not an acceptable reason for late submission.
- Please Note: Family holidays and other non-emergencies are not justifiable reasons for submitting an assessment task after the due date; or for being absent from an examination; and will result in a zero mark being recorded along with an 'Official Warning – Non-Completion' letter.
- When a student fails to submit an assessment task by the due date, the student and their parents will be advised in writing. An **official N warning notification letter** will be sent home informing the student and parents of the missing task and the impact of non-completion of this task on the course completion.
- Even though a student fails to submit an assessment task by the due date, that task must still be submitted. Failure to complete a task may be used as evidence that a student has not applied themselves with diligence and sustained effort and may have ramifications for course eligibility.
- **Year 10 students-** need to successfully satisfy all assessment requirements for all courses. Students who are presented with 2 or more official N warning notification letters in any one subject, will be deemed as 'causing concern' and appropriate interventions with the senior review panel may be applied.
- **Year 11 students**- need to successfully satisfy all of the assessment requirements for all preliminary courses (a total of 12 units of study) to be eligible to move on to the HSC course work (even if you intend to drop that subject in the HSC you must first successfully complete it). Students who are presented with 2 or more 'Official Warning – Non-Completion' letters in any one subject, will be deemed as 'causing concern' and appropriate interventions with the senior review panel may be applied.
- **Year 12 students-** that fail to complete tasks whose weightings total more than 50% of the total assessment mark in a particular subject, without a valid reason, could be issued with an 'N' determination in that subject in the HSC. This could deem a student ineligible to receive a HSC.
- When a student fails to complete an assessment task due to a valid reason then the student could be given a substitute task. If this is not possible then an estimate mark may be given.
- Work submitted must be only that of the student. If a child plagiarises part or all of a task then they will be given a zero mark, an 'Official Warning – Non-Completion' letter will be issued and the task will need to be re- submitted.
- If a student is concerned with the result following the marking of a task, then they have a right of appeal. An appeal must be lodged as soon as possible after the return of the task using the appropriate appeal form and submitted to the Head Teacher of the appropriate subject for review.

Evaluation This policy will be reviewed as part of the school's three-year review cycle.

Senior examination policy

Rationale

Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education to establish acceptable codes of conduct for these examinations.

Aims:

- To ensure that all examinations meet the requirements of the NESA.
- To provide examinations that are fair and meaningful for all students.
- To ensure the examination environment is conducive to high student achievement.

Procedures:

- All students must wear full school uniform when sitting for an examination.
- Students should not talk once they enter the examination room.
- All mobile phones and electronic devices must be switched off and left in bags in the designated area.
- According to the NESA guidelines, students must remove wristwatches at the start of an examination and leave the watch on their desk in full view of the examination supervisors.
- Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no white out is allowed to be brought into the exam room.
- Students are permitted to bring a bottle containing water into the exam room, however the bottle must be completely clear – no labels or non-transparent containers.
- Students who talk or disrupt others during an examination will have their names and the nature of the incident recorded by the examination supervisor and may potentially receive a mark of zero for the examination.
- Any student who creates a major disturbance during an exam will be removed from the exam room and sent to a Deputy for disciplinary action. Then they will receive a mark of zero for that particular examination.
- If a student needs to use the toilet they must raise their hand and obtain permission from the examination supervisors before leaving their seat. This is permitted only after the first 30 minutes and before the last 30 minutes of the examination.
- Students in Years 11 & 12 are only permitted to leave the examination room after the first 30 minutes and before the last 30 minutes of the examination.
- If a student cannot attend an examination due to illness or misadventure, that student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Head Teacher Secondary Studies who coordinates the exams so that a re-scheduled examination can be arranged.
- Please Note: Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with an 'Official Warning – Non-Completion' letter.
- There should be an interruption free period prior to every structured senior exam session. This interruption free period will be placed on the school timetable for the week prior to both the half yearly exams and the yearly exams (or Trial HSC exams). No assessment tasks should be handed out or be expected to be completed during this interruption free time. No student should be expected to attend excursions, out of class events, complete work placement or work experience during this interruption free period.

Evaluation This policy will be reviewed as part of the school's three-year review cycle.

Examination instructions

Absent
If you are absent on the day of an examination you need to notify the Head Teacher Secondary Studies or Student Central at school within 24 hours. A doctor's certificate then needs to be provided to the Head Teacher Secondary Studies upon your ***immediate*** return to school.

Unable to sit an exam due to a clash
If for whatever reason there is a clash with the examination timetable due to TAFE or another examination clash, you must notify the Head Teacher Secondary Studies in person, at least 48 hours prior to the scheduled examination.

Important examination tips to remember

- Make sure you turn up to your scheduled exam at least 20 minutes prior to the commencement time.
- All examinations are in the school hall unless you are notified otherwise.
- No phones or electronic devices are allowed on you or at your desk. They must be switched off and in your bag.
- All bags are to be left at the back of the hall during the examinations.
- Only water bottles with no labels are allowed at your desk and must be clear.
- No examination book or writing book is allowed to leave the room.

.....

Change of examination date:

Student Name: _____

Examination Subject	Original Date	New Date	Reason	Subject HT Signature

Head Teacher Secondary Studies Signature:_____

Note that this form must be completed and submitted in person to The Head Teacher Secondary Studies a minimum of 48 hours prior to the start of the scheduled examination period.

Request for change of due date for assessment task

(This form is to be submitted a minimum of 1 week before the due date of the task)

Student's Name:_____ Year: _____

Subject:_____

Description of Task: _____

Due Date (As advertised): _____

REASON – For change from due date of assessment task: _____

_____

_____

_____

SUPPORTING DOCUMENTS – Please identify and attach if applicable

_____

Student's Signature: _____

Parent's Signature: _____

To be completed by TEACHER:-

Name: _____ Faculty: _____

Alternative Arrangements:

_____

_____

Teacher Signature: _____Date: _____

Assessment appeal form

Student's Name: _____

Date: _____

Subject: _____

Teacher's Name: _____

Please give details of the reason for the appeal:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Action Taken:

_____

_____

_____

_____

_____

_____

_____

Name: _____

Signed: _____ **Date:** _____

YEAR 10 ASSESSMENT DUE DATES 2020 Terms 1 & 2		English	Mathematics 5.1/5.2	Mathematics 5.2/5.3	Science	HSIE	PDHPE	Agriculture	Child Studies	Elective History	Food Technology	Industrial Technology - Electronics	Industrial Technology – Metals	Industrial Technology – Timber	Information Software & Technology	Music	Photography & Digital Media	PASS	Textiles Technology	Visual Arts
TERM 1 2020																				
Week 1	Tue 28/1-31/1																			
Week 2	3/2-7/2																			
Week 3	10/2-14/2																			
Week 4	17/2-21/2																			
Week 5	24/2-28/2																			
Week 6	2/3-6/3																			
Week 7	9/3-13/3											X								
Week 8	16/3-20/3						X		X		X									
Week 9	23/3-27/3	X				X				X						X				
Week 10	30/3-3/4						X	X					X	X					X	
Week 11	6/4-Thur 9/4				XX													X		
TERM 2 2020																				
Week 1	27/4-1/5																X			X
Week 2	4/5-8/5																			
Week 3	10/2-14/2				XX															
Week 4	18/5-22/5		X	X		X					X						X			X
Week 5	25/5-29/5							XX	X			XX	XX	XX						
Week 6	1/6-5/6														X					
Week 7	8/6-12/6																	X		
Week 8	15/6-19/6									X						XX				
Week 9	22/6-26/6	X																	X	
Week 10	29/6-3/7																			

Please note exams XX

YEAR 10 ASSESSMENT DUE DATES 2020 Terms 3 & 4		English	Mathematics 5.1/5.2	Mathematics 5.2/5.3	Science	HSIE	PDHPE	Agriculture	Child Studies	Elective History	Food Technology	Industrial Technology - Electronics	Industrial Technology – Metals	Industrial Technology – Timber	Information Software & Technology	Music	Photography & Digital Media	PASS	Textiles Technology	Visual Arts
TERM 3 2020																				
Week 1	**20/7-24/7**																			
Week 2	**27/7-31/7**																			
Week 3	**3/8-7/8**																			
Week 4	**10/8-14/8**																			
Week 5	**17/8—21/8**		X	X																
Week 6	**24/8-28/8**																			
Week 7	**31/8-4/9**					X					X							X		
Week 8	**7/9-11/9**							X		X								X		
Week 9	**14/9-18/9**	X							X									X		
Week 10	**21/9-25/9**				X		X								X					
TERM 4 2020																				
Week 1	**12/10-16/10**																			
Week 2	**19/10-23/10**		X	X	XX	X		XX			XX	X	X	X		X	XX		X	XX
Week 3	**26/10-30/10**																X			
Week 4	**2/11-6/11**									XX					XX					X
Week 5	**9/11-13/11**																			
Week 6	**16/11-20/11**																			
Week 7	**23/11-27/11**																			
Week 8	**30/11-4/12**																			
Week 9	**7/12-11/12**																			
Week 10	**14/12-18/12**																			

Please note exams XX

YEAR 10 ASSESSMENT TASK GRID 2020														SUBJECT: *AGRICULTURE*	
TASK	**SYLLABUS OUTCOMES**														
COURSE	**5.1.1**	**5.1.2**	**5.2.1**	**5.3.1**	**5.3.2**	**5.3.3**	**5.3.4**	**5.4.1**	**5.4.2**	**5.4.3**	**5.5.1**	**5.5.2**	**5.6.1**	**5.6.2**	**WEIGHTING**	**DUE DATE**
Assignment (Research, Data Collection and Analysis)				X					X			X	X	X	15%	Term 1 Week 10
Half Yearly Exam	X	X	X			X					X	X		X	25%	Term 2 Week 5
Animal Welfare Pamphlet	X	X	X				X			X					30%	Term 3 Week 8
Yearly Exam					X		X	X	X	X			X		30%	Term 4 Week 2

Outcomes: A Student

5.1.1	explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.
5.1.2	explains the interactions within and between agricultural enterprises and systems.
5.2.1	explains the interactions within and between the agricultural sector and Australia's economy, culture and society.
5.3.1	investigates and implements responsible production systems for plant and animal enterprises.
5.3.2	investigates and applies responsible marketing principles and processes.
5.3.3	explains and evaluates the impact of management decisions on plant production enterprises.
5.3.4	explains and evaluates the impact of management decisions on animal production enterprises.
5.4.1	evaluates the impact of past and current agricultural practices on agricultural sustainability.
5.4.2	evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.
5.4.3	implements and justifies the application of animal welfare guidelines to agricultural practices.
5.5.1	designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.
5.5.2	collects and analyses agricultural data and communicates results using a range of technologies.
5.6.1	applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery.
5.6.2	performs plant and animal management practices safely and in cooperation with others.

YEAR 10 ASSESSMENT TASK GRID 2020									SUBJECT: *CHILD STUDIES*	
TASK	**SYLLABUS OUTCOMES**									
COURSE	**1.2**	**1.3**	**2.1**	**2.2**	**3.2**	**3.3**	**4.2**	**4.3**	**WEIGHTING**	**DUE DATE**
Health and Safety in Childhood Assignment			X				X		30%	Term 1 Week 8
Food and Nutrition Assignment	X	X	X			X			30%	Term 2 Week 5
Media and Technology				X	X			X	40%	Term 3 Week 9

Outcomes: A Student

1.2	Describes the factors that affect the health and wellbeing of the child
1.3	Analyses the evolution of childhood experiences and parenting roles over time
2.1	Plans and implements engaging activities when educating and caring for young children within a safe environment
2.2	Evaluates strategies that promote the growth and development of children
3.2	Evaluates the role of community resources that promote and support the wellbeing of children and families
3.3	Analyses the interrelated factors that contribute to creating supportive environment for optimal child development and wellbeing
4.2	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
4.3	Applies appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

YEAR 10 ASSESSMENT TASK GRID – 2020										SUBJECT: *ENGLISH*	
TASK	**SYLLABUS OUTCOMES**										
COURSE	**EN5-1A**	**EN5-2A**	**EN5-3B**	**EN5-4B**	**EN5-5C**	**EN5-6C**	**EN5-7D**	**EN5-8D**	**EN5-9E**	**WEIGHTING**	**DUE DATE**
Courage					X	X			X	40%	Term 1 Week 9
Shakespeare		X	X				X			30%	Term 2 Week 9
Close Study of Text	X			X				X		30%	Term 3 Week 9

Outcomes – A student:

EN5-1A	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	investigates the relationships between and among texts
EN5-7D	understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

YEAR 10 ASSESSMENT TASK GRID 2020														SUBJECT: *FOOD TECHNOLOGY*	
TASK	**SYLLABUS OUTCOMES**														
COURSE	**FT-1**	**FT-2**	**FT-3**	**FT-4**	**FT-5**	**FT-6**	**FT-7**	**FT-8**	**FT-9**	**FT-10**	**FT-11**	**FT-12**	**FT-13**	**WEIGHTING**	**DUE DATE**
Food Product and Development	X							X		X	X		X	25%	Term 1 Week 8
Food Equity		X			X	X			X		X		X	25%	Term 2 Week 4
Food Service and Catering	X	X			X					X				25%	Term 3 Week 7
Yearly Exam (All topics)			X	X		X	X					X		25%	Term 4 Week 2

Outcomes: A Student

FT-1	Demonstrates hygienic handling of food to ensure a safe and appealing product
FT-2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
FT-3	Describes the physical and chemical properties of a variety of foods
FT-4	Accounts for changes to the properties of food which occur during food processing, preparation and storage
FT-5	Applies appropriate methods of food processing, preparation and storage
FT-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT-7	Justifies food choices by analysing the factors that influence eating habits
FT-8	Collects, evaluates and applies information using a range of media and appropriate terminology
FT-9	Communicates ideas and information using a range of media and appropriate terminology
FT-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
FT-11	Plans, prepares, presents and evaluates food solutions for specific purposes
FT-12	Examines the relationship between food, technology and society
FT13	Evaluates the impact of activities related to food on the individual, society and the environment

YEAR 10 ASSESSMENT TASK GRID 2020											SUBJECT: *HSIE*	
TASK	**SYLLABUS OUTCOMES**											
COURSE	**GE5.2**	**GE5.4**	**GE5.5**	**GE5.6**	**GE5.8**	**HT5.3**	**HT5.5**	**HT5.7**	**HT5.8**	**HT5.10**	**WEIGHTING**	**DUE DATE**
Environmental Change and Management Task	X		X		X						25%	Term 1 Week 9
Human Wellbeing Task		X		X	X						25%	Term 2 Week 4
Holocaust Task						X		X		X	25%	Term 3 Week 7
Changing Rights and Freedoms Task						X	X		X	X	25%	Term 4 Week 2

Outcomes – A student:

GE5.2	explains processes and influences that form and transform places and environments.
GE5.4	accounts for perspectives of people and organisations on a range of geographical issues.
GE5.5	assesses management strategies for places and environments for their sustainability.
GE5.6	analyses differences in human wellbeing and ways to improve human wellbeing.
GE5.8	communicates geographical information to a range of audiences using a variety of strategies.
HT5.3	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
HT5.5	identifies and evaluates the usefulness of sources in the historical inquiry process.
HT5.7	explains different contexts, perspectives and interpretations of the modern world and Australia
HT5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HT5.10	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audience

YEAR 10 ASSESSMENT TASK GRID 2020											SUBJECT: *ELECTIVE HISTORY*	
TASK	**SYLLABUS OUTCOMES**										**WEIGHTINGS**	**DUE DATE**
COURSE	**HTE 5-1**	**HTE 5-2**	**HTE 5-3**	**HTE 5-4**	**HTE 5-5**	**HTE 5-6**	**HTE 5-7**	**HTE 5-8**	**HTE 5-9**	**HTE 5-10**		
1. Source Based Task	X	X				X		X			20%	Term 1 Week 9
2. Written Response	X				X	X			X		25%	Term 2 Week 8
3. Showcase			X	X				X		X	30%	Term 3 Week 8
4. Yearly Examination	X					X		X	X		25%	Term 4 Week 4

Outcomes – A student:

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

YEAR 10 ASSESSMENT TASK GRID 2020													SUBJECT: *INDUSTRIAL TECHNOLOGY – ELECTRONICS*	
TASK	**SYLLABUS OUTCOMES**													
COURSE	**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**	**5.7.1**	**5.7.2**	**WEIGHTING**	**DUE DATE**
Coding Skills Project	X	X		X				X					20%	Term 1 Week 7
Half Yearly Exam	X		X		X		X		X	X	X	X	30%	Term 2 Week 5
Practical Project & Folio: Major Project - 4x4x4 LED Cube		X	X	X	X	X				X			50%	Term 4 Week 2

Outcomes: A Student

5.1.1	identifies, assesses and manages the risks and WHS issues associated with the uses of a range of materials, hand tools, machine tools and processes.
5.1.2	applies WHS practises to hand tools, machine tools, equipment and processes.
5.2.1	applies design principles in the modification, development and production of projects.
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
5.3.1	justifies the use of a range of relevant and associated materials.
5.3.2	selects and uses appropriate materials for specific applications.
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
5.4.2	works cooperatively with others in the achievement of common goals.
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

YEAR 10 ASSESSMENT TASK GRID 2020													SUBJECT: *INDUSTRIAL TECHNOLOGY METAL*	
TASK	**SYLLABUS OUTCOMES**													
COURSE	**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**	**5.7.1**	**5.7.2**	**WEIGHTING**	**DUE DATE**
Practical Skills Project	X	X		X				X					20%	Term 1 Week 10
Half Yearly Exam	X		X		X		X		X	X	X	X	30%	Term 2 Week 5
Practical Project & Folio: Major Project		X	X	X	X	X				X			50%	Term 4 Week 2

Outcomes: A Student

5.1.1	identifies, assesses and manages the risks and WHS issues associated with the uses of a range of materials, hand tools, machine tools and processes.
5.1.2	applies WHS practises to hand tools, machine tools, equipment and processes.
5.2.1	applies design principles in the modification, development and production of projects.
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
5.3.1	justifies the use of a range of relevant and associated materials.
5.3.2	selects and uses appropriate materials for specific applications.
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
5.4.2	works cooperatively with others in the achievement of common goals.
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects.
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

YEAR 10 ASSESSMENT TASK GRID 2020													SUBJECT: *INDUSTRIAL TECHNOLOGY TIMBER*	
TASK	**SYLLABUS OUTCOMES**													
COURSE	**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**	**5.7.1**	**5.7.2**	**WEIGHTING**	**DUE DATE**
Practical Joints Exercise	X	X		X				X					20%	Term 1 Week 10
Half Yearly Exam	X		X		X		X		X	X	X	X	30%	Term 2 Week 5
Practical Project & Folio: Major Project		X	X	X	X	X				X			50%	Term 4 Week 2

Outcomes: A Student

5.1.1	identifies, assesses and manages the risks and WHS issues associated with the uses of a range of materials, hand tools, machine tools and processes.
5.1.2	applies WHS practises to hand tools, machine tools, equipment and processes.
5.2.1	applies design principles in the modification, development and production of projects.
5.2.2	identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects.
5.3.1	justifies the use of a range of relevant and associated materials.
5.3.2	selects and uses appropriate materials for specific applications.
5.4.1	selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects.
5.4.2	works cooperatively with others in the achievement of common goals.
5.5.1	applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts andprojects.
5.6.1	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction.
5.7.1	describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2	describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

YEAR 10 ASSESSMENT TASK GRID 2020												SUBJECT: *INFORMATION & SOFTWARE TECHNOLOGY*	
TASK	**SYLLABUS OUTCOMES**												
COURSE	**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**	**WEIGHTING**	**DUE DATE**
Project 1	X	X	X	X			X			X		30%	Term 2 Week 6
Final Project	X	X	X	X	X		X	X		X		30%	Term 3 Week 10
Yearly Exam	X	X	X		X	X		X	X		X	40%	Term 4 Week 4

Outcomes: A Student

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

YEAR 10 ASSESSMENT TASK GRID 2020

SUBJECT:
MATHEMATICS
5.1-5.2 PATHWAY

TASK	SYLLABUS OUTCOMES												
COURSE	MA5.2-6NA	MA5.1-5NA MA5.2-7NA	MA5.2-8NA	MA5.1-7NA MA5.2-10NA	MA5.1-8MG MA5.2-11MG	MA5.1-9MG	MA5.1-10MG MA5.2-13MG	MA5.2-16SP	MA5.1-1WM MA5.2-1WM	MA5.1-2WM MA5.2-2WM	MA5.1-3WM MA5.2-3WM	**WEIGHTING**	**DUE DATE**
Assessment 1	X	X			X	X		X	X	X	X	30%	Term 2 Week 4
Assessment 2			X				X		X	X	X	30%	Term 3 Week 5
Assessment 3				X					X	X	X	40%	Term 4 Week 2

Outcomes - A student:	
MA5.1-1WM	uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	selects and uses appropriate strategies to solve problems
MA5.1-3WM	provides reasoning to support conclusions that are appropriate to the context
MA5.1-5NA	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-7NA	graphs simple non-linear relationships
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time

YEAR 10 ASSESSMENT TASK GRID 2020

SUBJECT:
MATHEMATICS
5.2-5.3 PATHWAY

TASK	SYLLABUS OUTCOMES												
COURSE	**MA5.2-6NA MA5.3-5NA**	**MA5.2-7NA MA5.3-6NA**	**MA5.2-8NA MA5.3-7NA**	**MA5.2-10NA MA5.3-9NA**	**MA5.2-11MG MA5.3-13MG**	**MA5.1-9MG**	**MA5.2-13MG MA5.3-15MG**	**MA5.2-16SP MA5.3-19SP**	**MA5.2-1WM MA5.3-1WM**	**MA5.2-2WM MA5.3-2WM**	**MA5.2-3WM MA5.3-3WM**	**WEIGHTING**	**DUE DATE**
Assessment 1	X	X			X	X		X	X	X	X	30%	Term 2 Week 4
Assessment 2			X				X		X	X	X	30%	Term 3 Week 5
Assessment 3				X					X	X	X	40%	Term 4 Week 2

Outcomes - A student:	
MA5.1-9MG	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

YEAR 10 ASSESSMENT TASK GRID 2020													SUBJECT: *MUSIC*	
TASK	**SYLLABUS OUTCOMES**													
COURSE	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.7**	**5.8**	**5.9**	**5.10**	**5.11**	**5.12**	**WEIGHTING**	**DUE DATE**
Viva Voca							X	X		X	X		30%	Term 1 Week 9
Half Yearly Exam	X	X	X						X				40%	Term 2 Week 8
Composition				X	X	X						X	30%	Term 4 Week 2

Outcomes: A Student

5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology.
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study.
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study.
5.6	uses different forms of technology in the composition process.
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study.
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study.
5.10	demonstrates an understanding of the influence and impact of technology on music.
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form.
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.

YEAR 10 ASSESSMENT TASK GRID - 2020

SUBJECT:
PERSONAL DEVELOPMENT HEALTH AND PHYSICAL EDUCATION

TASK		SYLLABUS OUTCOMES											50%	50%	DUE DATE
COURSE		PD5.1	PD5.2	PD5.3	PD5.4	PD5.5	PD5.6	PD5.7	PD5.8	PD5.9	PD5.10	PD5.11	KNOWLEDGE AND UNDERSTANDING	SKILLS	
Semester 1	Creative Dance				X	X	X					X	15	15	Term 1 Week 8
	It Couldn't Happen to me	X							X	X			15	15	Term 1 Week 10
Semester 2	Road Safety		X					X					20	20	Term 3 Week 10

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2 researches and appraises the effectiveness of health information and support services available in the community
PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5 appraises and justifies choices of actions when solving complex movement challenges
PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9 assesses and applies self-management skills to effectively manage complex situations
PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

YEAR 10 ASSESSMENT TASK GRID 2020											SUBJECT: *PHOTOGRAPHY & DIGITAL MEDIA*	
TASK	**SYLLABUS OUTCOMES**											
COURSE	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.7**	**5.8**	**5.9**	**5.10**	**WEIGHTING**	**DUE DATE**
Photographer Practice Task							X	X			20%	Term 2 Week 1
Practical 1 and VAPD	X		X	X							30%	Term 2 Week 4
Yearly Exam									X	X	20%	Term 4 Week 2
Portfolio/Exhibit and VAPD		X			X	X					30%	Term 4 Week 3

Outcomes: A Student

5.1	develops range and autonomy in selecting and applying photographic and digital conversations and procedures to make photographic and digital works.
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist-artwork-world-audience.
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning.
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works.
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works.
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works.
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works.
5.8	uses their understanding of the function of and relationships between artist-artwork-world-audience in critical and historical interpretations of photographic and digital works.
5.9	uses the frames to make different interpretations of photographic and digital works.
5.10	constructs different critical and historical accounts of photographic and digital works.

YEAR 10 ASSESSMENT TASK GRID - 2020												SUBJECT: *PHYSICAL ACTIVITY AND SPORT STUDIES PASS*		
TASK		**SYLLABUS OUTCOMES**										**50%**	**50%**	**DUE DATE**
COURSE		**S5.1**	**S5.2**	**S5.3**	**S5.4**	**S5.5**	**S5.6**	**S5.7**	**S5.8**	**S5.9**	**S5.10**	**KNOWLEDGE AND UNDERSTANDING**	**SKILLS**	
Semester 1	Technology, Participation and Performance						X	X			X	20	20	Term 1 Week 11
	Nutrition and Physical Activity	X	X						X		X	15	15	Term 2 Week 7
Semester 2	Issues in Physical Activity and Sport			X	X						X	15	15	Term 3 Week 7,8,9

PASS 5-1 discusses factors that limit and enhance the capacity to move and perform
PASS 5-2 analyses the benefits of participation and performance in physical activity and sport
PASS 5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS 5-4 analyses physical activity and sport from personal, social and cultural perspectives
PASS 5-5demonstrates actions and strategies that contribute to active participation and skilful performance
PASS 5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
PASS 5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS 5-8displays management and planning skills to achieve personal and group goals
PASS 5-9 performs movement skills with increasing proficiency
PASS 5-10analyses and appraises information, opinions and observations to inform physical activity and sport decisions

YEAR 10 ASSESSMENT TASK GRID 2020															SUBJECT: *SCIENCE*	
TASK	**SYLLABUS OUTCOMES**															
COURSE	**SC5- 4WS**	**SC5- 5WS**	**SC5- 6WS**	**SC5- 7WS**	**SC5- 8WS**	**SC5- 9WS**	**SC5-10PW**	**SC5- 11PW**	**SC5- 12ES**	**SC5- 13ES**	**SC5-14LW**	**SC5- 15LW**	**SC5-16CW**	**SC5-17CW**	**WEIGHTING**	**DUE DATE**
Chemistry Practical Exam		X		X									X	X	20%	Term 1 Week11
Half Yearly Exam					X	X					X	X			20%	Term 2 Week 3
Independent Research Task	X	X	X	X		X									30%	Term 3 Week 10
Yearly Exam					X		X	X	X	X	X	X	X	X	30%	Term 4 Week 2

Outcomes: A Student

SC5-4WS	develops questions or hypotheses to be investigated scientifically.
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively.
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively.
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems.
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations.
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion.
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.
SC5-14LW	analyses interactions between components and processes within biological systems.
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society.
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials.

YEAR 10 ASSESSMENT TASK GRID 2020													SUBJECT: *TEXTILES TECHNOLOGY*	
TASK	**SYLLABUS OUTCOMES**													
COURSE	**TEX 5-1**	**TEX 5-2**	**TEX 5-3**	**TEX 5-4**	**TEX 5-5**	**TEX 5-6**	**TEX 5-7**	**TEX 5-8**	**TEX 5-9**	**TEX 5-10**	**TEX 5-11**	**TEX 5-12**	**WEIGHTING**	**DUE DATE**
"Junk Kouture" Upcycling (Case Study)		X	X				X						30%	Term 1 Week 10
"Inspired Décor" Furnishings/Textile Art (Practical & Portfolio)	X			X	X			X	X			X	30%	Term 2 Week 9
"Centre Stage" Costume Design (Practical & Portfolio)				X		X		X		X	X		40%	Term 4 Week 2

Outcomes: A Student

TEX 5-1	Explains the properties and performance of a range of textile items
TEX 5-2	Justifies the selection of textile materials for specific end uses
TEX 5-3	Explains the creative process of design used in the work of textile designers
TEX 5-4	Generates and develops textile design ideas
TEX 5-5	Investigates and applies methods of colouration and decoration for a range of textile items
TEX 5-6	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
TEX 5-7	Evaluates the impact of textile production and use on the individual consumer and society
TEX 5-8	Selects and uses appropriate technology to creatively document, communicate and present design and project work
TEX 5-9	Critically selects and creatively manipulates a range of textile materials to produce quality textile items
TEX 5-10	Selects appropriate techniques and uses equipment safely in the production of textile projects
TEX 5-11	Demonstrates competence in the production of textile projects to completion
TEX 5-12	Evaluates textile items to determine quality in their design and construction

YEAR 10 ASSESSMENT TASK GRID 2020											SUBJECT: *VISUAL ARTS*	
TASK	**SYLLABUS OUTCOMES**											
COURSE	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	**5.7**	**5.8**	**5.9**	**5.10**	**WEIGHTING**	**DUE DATE**
Research Task							X	X			20%	Term 2 Week 1
Art Making 1 and VAPD	X			X		X					30%	Term 2 Week 4
Yearly Exam									X	X	20%	Term 4 Week 2
Art Making 2 and VAPD		X	X		X						30%	Term 4 Week 4

Outcomes: A Student

5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artwork.
5.2	makes artworks informed by their understanding of the function of and relationships between the artist-artwork-world-audience.
5.3	makes artworks informed by an understanding of how the frames affect meaning.
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts.
5.5	makes informed choices to develop and extend concepts and different meaning in their artworks.
5.6	demonstrates developing technical accomplishments and refinement in making artworks.
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art.
5.8	uses their understanding of the function of and relationships between artist-artwork-world-audience in critical and historical interpretations of art.
5.9	demonstrates how the frames provide different interpretations of art.
5.10	demonstrates how art criticism and art history construct meanings.