

**Year 10**

**Assessment Information**

**2024**

**Camden High School**

*Tradition Opportunity Innovation Success*

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| YEAR 10 SUBJECTS |
| Child Studies |
| Commerce |
| English |
| Food Technology |
| Human Society and its Environment (HSIE) - History |
| Human Society and its Environment (HSIE) - Geography |
| Industrial Technology – Timber |
| Mathematics |
| Physical Activity and Sports Studies |
| Personal Development, Health and Physical Education |
| Photographic and Digital Media |
| Science |
| Visual Arts |
| Visual Design |
| VET Agrifood Operations - at Camden High School |

**CAMDEN HIGH SCHOOL**

**ASSESSMENT PROCEDURES**

**What is assessment?**

Assessments represent an integral part of the teaching and learning process and as such all assessments that are set must be completed. Assessment is a process which is used to measure the achievement of students in attaining course outcomes. A range of formal and informal assessments will be used to determine satisfactory student progress.

Informal tasks and class work not included in the formal assessment schedule are of significance as they:

* assist in skill and knowledge development.
* identify areas for extension or remediation for the teacher and student.
* provide opportunities for students to consolidate conceptual understanding.
* provide evidence of sustained and diligent effort.

**Why is there school assessment?**

* It allows the student to be given credit for developing skills and knowledge over a period of time.
* It allows for evaluation of student achievement in those parts of courses, such as field and practical work, which are difficult to examine formally.
* It increases the accuracy of a student’s final mark by using multiple assessment tasks, rather than a single examination to determine an appropriate result.

**What will assessment tasks look like?**

Some or all of the following, may form the assessment program:

* Oral/aural tests
* Reports
* Essays
* Assignments
* Research
* Submitted practical work
* Field work
* Oral presentations
* Practical performance
* Formal examinations

**How often will assessment tasks occur?**

Assessment tasks will occur regularly throughout each Year 10 course. The schedule of assessment tasks is set out in this booklet

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**Senior Assessment Procedures**(for students in Years 10, 11 & 12)

**Rationale:** Camden High School ensures that the Year 10 ROSA, Year 11 ROSA and Year 12 Higher School Certificate assessments meet NSW Educational Standards Authority (NESA) requirements.

October 2019

**Aim:** To ensure students are aware of the NESA and school requirements for the Year 10 ROSA, Year 11 ROSA and Year 12 HSC Assessment.

**Procedures:**

* Each subject will include an Assessment Schedule in the Assessment Booklet, containing an outline of all assessment tasks for that year, weightings of tasks (in ascending order), assessed outcomes and estimated timing within the school calendar.
* Students will receive a written notification of an Assessment Task for all tasks (including exams) typically 3 weeks prior to the submission date. Assessment tasks should also be published on the school’s website, and all components of the task will be due on the same date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting.
* Upon submission of a task, a student will sign for proof of submission, or a time stamp will be taken in the case of a digital submission.
* An assessment task not submitted on time will be given a zero mark, along with an N Warning Notification and a phone call home.
* Students are to attend school and all timetabled lessons on the day of an assessment task. All in-class assessment tasks must be completed on the designated day. Failure to do so will result in a zero mark being awarded.
* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or misadventure. If a student cannot attend an exam or submit a task on time, that student needs to obtain documentation such as a medical certificate, a subpoena from a court or a death certificate, and submit that documentation, along with the Illness and Misadventure Form to the supervising senior executive immediately upon returning to school. The senior executive, in consultation with the faculty HT will review the documentation to determine if the misadventure will be approved, then advise the student of the outcome.
* Technological issues, sporting events, work placement, 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 exam; and will receive a zero mark.
* Students who are deemed to make a non-serious attemptat an assessment task will be receive a zero mark. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
* When a student fails to submit an assessment task by the due date, an **official warning 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.
* If a student fails to submit a 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-** must successfully satisfy all assessment requirements. Students who are presented with 2 or more official warning letters in any one subject, will be deemed as ‘causing concern’ and may not achieve a ROSA or progress into preliminary courses.
* **Year 11 students-** need to successfully satisfy all of the assessment requirements for all preliminary courses (a total of 12 units of study). Students who are presented with 2 or more official warning letters in any one subject, will be deemed as ‘causing concern’ and may not be eligible for a Year 11 ROSA, which will prevent them from progressing into the HSC course.
* **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, or receive 2 or more official warning letters in a single subject, could be issued with an ‘N’ determination in that subject in the HSC. This could deem a student ineligible to receive a HSC.
* Work submitted must be only that of the student. If malpractice is suspected, students will be required to provide evidence that the submitted work is entirely their own. If assessment malpractice takes place in part or all of a task then the student will be given a zero mark for the plagiarised component of the task, an N warning letter will be issued, the task will need to be re-submitted and the incident will be recorded on the malpractice register on the NESA site. Any student who has assisted in the malpractice of another may also be given a zero mark for the task, and an N Warning letter issued.
* If a student is concerned with the result following the marking of a task, they have a right of appeal. The student must submit the task to the Principal on the same day that they receive it back from the teacher, to ensure tampering does not occur. The student must include a clear explanation of the grounds for appeal with attached evidence. The appeal with then be submitted to an Appeal Review Panel within 48 hours (ARP includes a member of the senior executive, a Head Teacher and another member of staff, all not involved in the marking or implementation of the task). The appeal will take into consideration assessment process and calculations, with a decision within 5 school days.
* All tasks should be marked and written feedback must be provided to the students within 3 weeks of the submission date. Consistency of marking and feedback should typically be ensured and results recorded on Sentral Markbook.
* Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.
* Final Year 10 grades are based on the Course Performance Descriptors and Final Year 11 grades are based on the Preliminary Common Grade Scale. The allocation of grades to these two qualifications are determined by a series of formal and informal assessments that occur throughout each course.
* Final Year 12 assessment ranks are determined by the accumulation of marks issued for each formal assessment task completed in the HSC course. Each task has a weighting, which will equal 100%. This accumulative mark will not be given to the student at the completion of the course, as per NESA regulations.
* Year 12 English Studies and Mathematics Standard 1 courses will submit grades and work samples to Schools Online as part of their assessment validation at the end of the course.

**May 2023**

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**Student Drafts Procedures**

**Rationale:**

October 2019

These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

**Aim:**

To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

**Procedures:**

* Drafting is encouraged, but not compulsory.
* When students want feedback on a draft, they must submit to their teacher digitally with a clear indication of what area of feedback is required (Option 1/2/3).
* Any individualised feedback required for written drafts should occur outside of class time.
* As per the Senior Assessment Procedures, “Students can submit a maximum of ONE draft per assessment task to their teacher for feedback. The cut-off date for draft submission is 7 calendar days before the task is due, so if a task is due on a Friday then the latest day for a draft submission is the previous Friday evening.”
* When requesting feedback in the draft, Students will select 2 of 3 options. Each option will guide the student and teacher in understanding what feedback is to be given. The student will therefore have received feedback for up to 2/3 of the assessment task.
  + **Option 1 - Structure**
    - Does the work follow the required format? What elements are missing?
    - Are there issues of spelling/grammar/punctuation?
    - Are the introduction/opening paragraph, topic sentences and link sentences strong and compelling?
    - Is there effective use of subject-specific terminology?
  + **Option 2 - Answering the Question**
    - Is every component of the question being answered?
    - Is the argument lacking in some of the ‘steps’ required to effectively communicate the point?
    - Is there sufficient depth (not too much or too little) to effectively answer the question?
  + **Option 3 - Use of Examples**
    - Are there enough examples?
    - Is the type/quality of the examples sufficient to successfully answer the question?
    - Is there a better example that should be used? (This also relates to quotes/techniques and sources/legislation)
    - Is there appropriate use of referencing (where applicable)?
* A teacher may identify issues of plagiarism, but it remains the responsibility of the student to ensure that their work is not plagiarised in any way (in accordance with the HSC: All My Own Work program completed at the start of senior studies).

**SEPTEMBER 2022**

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**Senior Examination Procedures  
(for Students in Years 10, 11 & 12)**

**Rationale:**

October 2019

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.

**Aim:**

* To ensure that all examinations meet the requirements of the NESA and 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.
* Mobile phones and electronic devices, including apple watches must be switched off and left in bags in designated areas.
* According to the NESA guidelines, students must remove wrist watches 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 to be used throughout the examination.
* 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. They will receive a mark of zero for that particular examination.
* Students may not leave (finish) the exam until the designated finish time.
* 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 cannot occur within the first 30 minutes or the last 30 minutes of the examination.
* If a student cannot attend an examination due to illness or misadventure, the student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court or a death notice. This documentation must be attached to a completed Illness and Misadventure Form and submitted to the supervising Deputy Principal, on their return to school, so that an alternate exam time 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 N Warning Notification.
* 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 the Trial HSC exams and the Year 11 Yearly 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.
* Students should expect to receive their marks and written feedback about their performance in the exam within 3 weeks of the examination being completed.
* If a student is concerned with the result following the marking of an exam, they have a right of appeal by submitting the exam to the Deputy Principal, along with an Appeal Form, on the same day they receive their exam back from the teacher (to ensure tampering does not occur).

**Evaluation:**

This document will be reviewed as part of the school’s three year review cycle.****

**JUNE 2023**

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**Illness and Misadventure Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: |  | | |
| Subject: |  | | |
| Task: |  | | |
| Due Date of Task: |  | Teacher: |  |
|  | | | |
| **Summary of Reason for Illness or Misadventure** | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Student Signature: Date: | | | |
|  | | | |
| **Outcome of Illness or Misadventure** | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Staff Signature: Date: | | | |

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**Appeal Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: |  | | |
| Subject: |  | | |
| Task: |  | | |
| Due Date of Task: |  | Teacher: |  |
|  | | | |
| **Summary of Reason for Appeal** | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Student Signature: Date: | | | |
|  | | | |
| **Outcome of Appeal** | | | |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |
| Staff Signature: Date: | | | |

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(Year of study and Subject Name)

(Topic) Assessment Task 2024

|  |  |
| --- | --- |
| **TOPIC**: Task Name | **MARKS:** / |
| **SUBMISSION REQUIREMENTS:** Day, date, week and method for task submission e.g. email, a specific time | **WEIGHTING:**  % |
| **OUTCOMES TO BE ASSESSED:**  Syllabus outcomes listed with number/code and description, with directional verb included in bold type. | |
| **DIRECTIONAL VERBS:**  For example:  **Explain** – show cause and effect or how and why | |
| **TASK DESCRIPTION:**  This will explain what the student is expected to do. All directional verbs being assessed will be used in the task description.  *For example: You are to write a report that* ***describes****…* | |
| **ASSESSMENT CRITERIA:**  This will include a breakdown of marks for each part of the task e.g. Part A out of 10, Part B out of 20. This is where students will receive instruction in plain language exactly what is expected of them to complete the task.  *For instance, you need to interview 10 people and represent this interview in both graphical form and a written analysis of the interviews findings.* | |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT MARKING CRITERIA** | | |
| Detailed, levels of achievement breakdown of marking benchmarks which deals specifically with each task component and syllabus outcome being assessed.  Includes rubric for assessment (e.g. you will be assessed on how well you...)  Provides a mechanism for giving constructive feedback to students. | **Mark** | **Grade** |

**YEAR 10 – Term 1 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B | WEEK  11A |
| CHILD STUDIES |  |  |  |  |  |  |  |  |  |  | **X** |
| COMMERCE |  |  |  |  |  |  | **X** |  |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  |  |  | **X** |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  | **X** |  |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  | **X** |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  | **X** |  |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  |  |  |  | **X** |  |  |
| MATHEMATICS STAGE 5.2 |  |  |  |  |  |  |  |  | **X** |  |  |
| MATHEMATICS STAGE 5.3 |  |  |  |  |  |  |  |  | **X** |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  |  | **X** |  |  |
| PDHPE |  |  |  |  |  |  | **X** |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  | **X** |  |  |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  |  |  |  |
| VISUAL DESIGN |  |  |  |  |  |  |  |  |  |  |  |
| VET - AGRIFOOD OPERATIONS |  |  |  |  |  |  |  |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 – Term 2 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| CHILD STUDIES |  |  |  |  |  |  |  |  |  |  |
| COMMERCE |  |  |  |  |  |  |  | **X** |  |  |
| ENGLISH |  |  |  |  |  |  |  | **X** |  |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  |  |  |  |
| HSIE - HISTORY |  |  |  |  | **X** |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  | **X** |  |  |  |  |  |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  |  | **X** |  |  |  |
| MATHEMATICS STAGE 5.2 |  |  |  |  |  |  | **X** |  |  |  |
| MATHEMATICS STAGE 5.3 |  |  |  |  |  |  | **X** |  |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  | **X** |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  | **X** |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  | **X** |  |  |  |
| VISUAL ARTS |  | **X** |  |  |  |  |  |  |  |  |
| VISUAL DESIGN |  | **X** |  |  |  |  |  |  |  |  |
| VET - AGRIFODD OPERATIONS | **X** |  |  |  |  |  |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 – Term 3 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| CHILD STUDIES |  |  | **X** |  |  |  |  | **XX** |  |  |
| COMMERCE |  |  |  |  |  |  |  | **XX** |  |  |
| ENGLISH |  |  |  |  |  |  |  | **XX** |  |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  | **XX** |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  | **XX** |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  | **X** |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  |  |  | **XX** |  |  |
| MATHEMATICS STAGE 5.2 |  |  |  |  |  |  |  | **XX** |  |  |
| MATHEMATICS STAGE 5.3 |  |  |  |  |  |  |  | **XX** |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  |  | **X** |  |
| PDHPE |  |  |  |  |  |  |  | **XX** |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  | **X** |  |  |  | **XX** |  |  |
| SCIENCE |  |  |  |  |  |  |  | **XX** |  |  |
| VISUAL ARTS |  |  |  | **X** |  |  |  | **XX** |  |  |
| VISUAL DESIGN |  |  | **X** |  |  |  |  |  |  |  |
| VET - AGRIFOOD OPERATIONS |  |  |  |  |  |  |  |  |  | **X** |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 – Term 4 Assessment Due Dates (2024)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| CHILD STUDIES |  |  |  |  |  |  |  |  |  |  |
| COMMERCE |  |  |  |  |  |  |  |  |  |  |
| ENGLISH |  |  |  |  |  |  |  |  |  |  |
| FOOD TECHNOLOGY |  |  | **X** |  |  |  |  |  |  |  |
| HSIE - HISTORY |  |  | **X** |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS STAGE 5.1 |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS STAGE 5.2 |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS STAGE 5.3 |  |  |  |  |  |  |  |  |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  |  |  |
| VISUAL DESIGN |  |  | **X** |  |  |  |  |  |  |  |
| VET - AGRIFOOD OPERATIONS |  |  |  | **X** |  |  |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **YEAR 10 ASSESSMENT TASK GRID**  **CHILD STUDIES** | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | **DUE DATE** |
| CS5-1 | CS5-2 | CS5-3 | CS5-4 | CS5-5 | CS5-6 | CS5-7 | CS5-8 | CS5-9 | CS5-10 | CS5-11 | CS5-12 |
| Childcare Diary Entry Task | **ASSESSED IN YEAR 9** |  |  | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** |  | **OUTCOME ASSESSED DURING CLASSROOOM TEACHING AND LEARNING ACTIVITIES** |  | **X** |  | **ASSESSED IN YEAR 9** | Term 1  Week 11 |
| Multimedia Presentation |  |  |  | **X** |  | **X** | Term 3  Week 3 |
| Formal Examination | **X** | **X** | **X** |  |  |  | Term 3  Week 8 |
|  | | | | | | | | | | | | | | |
| CS5-1 | Identifies the characteristics of a child at each stage of growth and development | | | | | | | | | | | | |
| CS5-2 | Describes the factors that affect the health and wellbeing of the child | | | | | | | | | | | | |
| CS5-3 | Analyses the evolution of childhood experiences and parenting roles over time | | | | | | | | | | | | |
| CS5-4 | Plans and implements engaging activities when educating and caring for young children within a safe environment | | | | | | | | | | | | |
| CS5-5 | Evaluates strategies that promote the growth and development of children | | | | | | | | | | | | |
| CS5-6 | Describes a range of appropriate parenting practices for optimal growth and development | | | | | | | | | | | | |
| CS5-7 | Discusses the importance of positive relationships on the growth and development of children | | | | | | | | | | | | |
| CS5-8 | Evaluates the role of community resources that promote and support the wellbeing of children and families | | | | | | | | | | | | |
| CS5-9 | Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing | | | | | | | | | | | | |
| CS5-10 | Demonstrates a capacity to care for children in a positive, understanding and tolerant manner in a variety of settings and contexts | | | | | | | | | | | | |
| CS5-11 | Analyses and compares information from a variety of sources to develop an understanding of child growth and development | | | | | | | | | | | | |
| CS5-12 | Applies evaluation techniques when creating, discussing and assessing information related to child growth and development | | | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **COMMERCE** | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **DUE DATE** |
| COM5.1 | COM5.2 | COM5.3 | COM5.4 | COM5.5 | COM5.6 | COM5.7 | COM5.8 | COM5.9 |
| Law Society & Political Involvement Research Task |  |  | **X** | **X** |  |  | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 7 |
| The Economic and Business Environment – Current Economic Issues Presentation |  |  |  |  | **X** | **X** |  |  | Term 2  Week 8 |
| Formal Examination | **X** | **X** |  |  |  |  |  | **X** | Term 3  Week 8 |
|  | | | | | | | | | | |
| COM5-1 | Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts | | | | | | | | | |
| COM5-2 | Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts | | | | | | | | | |
| COM5-3 | Examines the role of law in society | | | | | | | | | |
| COM5-4 | Analyses key factors affecting decisions | | | | | | | | | |
| COM 5-5 | Evaluates options for solving problems and issues | | | | | | | | | |
| COM5-6 | Develops and implements plans designed to achieve goals | | | | | | | | | |
| COM5-7 | Researches and assesses information using a variety of sources | | | | | | | | | |
| COM5-8 | Explains information using a variety of forms | | | | | | | | | |
| COM5-9 | Works independently and collaboratively to meet individual and collective goals within specified timeframes | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **ENGLISH** | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | **DUE DATE** |
| EN5-1A | EN5-2A | EN5-3B | EN5-4B | EN5-5C | EN5-6C | EN5-7D | EN5-8D | EN5-9E |
| Common Module – Conflict Multi Modal Task |  | **X** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **X** |  |  |  | Term 1  Week 11 |
| Dystopias – Imaginative and Reflective Task | **X** |  |  |  |  | **X** | **X** | **X** | Term 2  Week 8 |
| Formal Examination | **X** |  | **X** | **X** |  |  |  |  | Term 3  Week 8 |
|  | | | | | | | | | | |
| EN5-1A | Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critic 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 use 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 | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **FOOD TECHNOLOGY** | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | **DUE DATE** |
| FT5-1 | FT5-2 | FT5-3 | FT5-4 | FT5-5 | FT5-6 | FT5-7 | FT5-8 | FT5-9 | FT5-10 | FT5-11 | FT5-12 | FT5-13 |
| Food Equity Report | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 9** | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES S** | **ASSESSED IN YEAR 9** |  | **X** | **ASSESSED IN YEAR 9** | Term 1  Week 8 |
| Formal Examination | **X** | **X** |  |  |  |  | Term 3  Week 8 |
| Food Development Design folio and food product |  |  |  | **X** | **X** |  | Term 4  Week 3 |
|  | | | | | | | | | | | | | | |
| FT5-1 | Demonstrates hygienic handling of food to ensure a safe and appealing product | | | | | | | | | | | | | |
| FT5-2 | Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food | | | | | | | | | | | | | |
| FT5-3 | Describes the physical and chemical properties of a variety of foods | | | | | | | | | | | | | |
| FT5-4 | Accounts for changes to the properties of food which occur during food processing, preparation and storage | | | | | | | | | | | | | |
| FT5-5 | Applies appropriate methods of food processing, preparation and storage | | | | | | | | | | | | | |
| FT5-6 | Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities | | | | | | | | | | | | | |
| FT5-7 | Justifies food choices by analysing the factors that influence eating habits | | | | | | | | | | | | | |
| FT5-8 | Collects, evaluates and applies information from a variety of sources | | | | | | | | | | | | | |
| FT5-9 | Communicates ideas and information using a range of media and appropriate terminology | | | | | | | | | | | | | |
| FT5-10 | Selects and employs appropriate techniques and equipment for a variety of food-specific purposes | | | | | | | | | | | | | |
| FT5-11 | Plans, prepares, presents and evaluates food solutions for specific purposes | | | | | | | | | | | | | |
| FT5-12 | Examines the relationship between food, technology and society | | | | | | | | | | | | | |
| FT5-13 | Evaluates the impact of activities related to food on the individual, society and the environment | | | | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **HSIE - HISTORY** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| HT5-1 | HT5-2 | HT5-3 | HT5-4 | HT5-5 | HT5-6 | HT5-7 | HT5-8 | HT5-9 | HT5-10 |
| Historical Investigation | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** | **X** | **ASSESSED IN YEAR 9** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** |  | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 10 |
| Half - Yearly Examination |  |  | **X** |  | **X** | Term 2  Week 5 |
|  | | | | | | | | | | | |
| HT5-1 | Explains and assesses the historical forces and factors that shaped the modern world and Australia | | | | | | | | | | |
| HT5-2 | Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia | | | | | | | | | | |
| HT5-3 | Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia | | | | | | | | | | |
| HT5-4 | Explains and analyses the causes and effects of events and developments in the modern world and Australia | | | | | | | | | | |
| HT5-5 | Identifies and evaluates the usefulness of sources in the historical inquiry process | | | | | | | | | | |
| HT5-6 | Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia | | | | | | | | | | |
| HT5-7 | Explains different contexts, perspectives and interpretations of the modern world and Australia | | | | | | | | | | |
| HT5-8 | Selects and analyses a range of historical sources to locate information relevant to an historical inquiry | | | | | | | | | | |
| HT5-9 | Applies a range of relevant historical terms and concepts when communicating an understanding of the past | | | | | | | | | | |
| HT5-10 | Selects and uses appropriate oral, written, visual and digital form to communicate effectively bout the past for different audiences | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **HSIE - GEOGRAPHY** | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | **DUE DATE** |
| GE5-1 | GE5-2 | GE5-3 | GE5-4 | GE5-5 | GE5-6 | GE5-7 | GE5-8 |
| Formal Examination | **ASSESSED IN YEAR 9** | **X** | **ASSESSED IN YEAR 9** | **X** | **ASSESSED IN YEAR 9** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 9** | Term 3  Week 8 |
|  | | | | | | | | | |
| GE5-1 | Explains the diverse features and characteristics of a range of places and environments | | | | | | | | |
| GE5-2 | Explains processes and influences that form and transform places and environments | | | | | | | | |
| GE5-3 | Analyses the effect of interactions and connections between people, places and environments | | | | | | | | |
| GE5-4 | Accounts for perspectives of people and organisations on a range of geographical issues | | | | | | | | |
| GE5-5 | Accesses management strategies for places and environments for their sustainability | | | | | | | | |
| GE5-6 | Analyses differences in human wellbeing and ways to improve human wellbeing | | | | | | | | |
| GE5-7 | Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry | | | | | | | | |
| GE5-8 | Communicates geographical information to a range of audiences using a variety of strategies | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **INDUSTRIAL TECHNOLOGY – TIMBER** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| IND5-1 | IND5-2 | IND5-3 | IND5-4 | IND5-5 | IND5-6 | IND5-7 | IND5-8 | IND5-9 | IND5-10 |
| Upcycled Product Practical Task | **ASSESSED IN YEAR 9** |  | **X** |  |  | **X** | **X** | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** | Term 1  Week 10 |
| Side Table Design Task | **X** |  | **X** | **X** |  |  | Term 2  Week 5 |
| Practical Skills Test |  | **X** |  |  |  | **X** | Term 3  Week 10 |
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| IND5-1 | Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies | | | | | | | | | | |
| IND5-2 | Applies design principles in the modification, development and production of projects | | | | | | | | | | |
| IND5-3 | Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects | | | | | | | | | | |
| IND5-4 | Selects, justifies and uses a range of relevant and associated materials for specific applications | | | | | | | | | | |
| IND5-5 | Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects | | | | | | | | | | |
| IND5-6 | Identifies and participates in collaborative work practices in the learning environment | | | | | | | | | | |
| IND5-7 | Applies and transfers skills, processes and materials to a variety of contexts and projects | | | | | | | | | | |
| IND5-8 | Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction | | | | | | | | | | |
| IND5-9 | Describes, analyses and uses a range of current, new and emerging technologies and their various applications | | | | | | | | | | |
| IND5-10 | Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **MATHEMATICS STAGE 5.1** | | | | | | | | | | | | | | | | | |
| **TASK** | | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | **DUE DATE** |
| MA4-14MG | MA4-19SP | MA5.1-1WM | MA5.1-2WM | MA5.1-3WM | MA5.1-4NA | MA5.1-5NA | MA5.1-6NA | MA5.1-7NA | MA5.1-8MG | MA5.1-9MG | MA5.1-10MG | MA5.1-11MG | MA5.1-12SP | MA5.1-13SP |
| Class Test with Summary Sheet | | **X** |  |  | **X** |  | **X** |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 9 |
| Class Test with Submitted Summary Sheet | |  |  |  |  | **X** |  | **X** |  |  |  | **X** |  | Term 2  Week 7 |
| Formal Examination | | **X** | **X** | **X** |  |  |  |  | **X** |  | **X** |  | **X** | Term 3  Week 8 |
|  |  | | | | | | | | | | | | | | | | |
| MA4-14MG  MA4-19SP  MA5.1-1WM  MA5.1-2WM  MA5.1-3WM  MA5.1-4NA  MA5.1-5NA  MA5.1-6NA  MA5.1-7NA  MA5.1-8MG  MA5.1-9MG  MA5.1-10MG  MA5.1-11MG  MA5.1-12SP  MA5.1-13SP | | Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume  Collects, represents and interprets single sets of data using appropriate statistical displays  Uses appropriate terminology, diagrams and symbols in mathematical contexts  Selects and uses appropriate strategies to solve problems  Provides reasoning to support conclusions that are appropriate to the context  Solves financial problems involving earning, spending and investing money  Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases  Determines the midpoint, gradient and length of an interval, and graphs linear relationships  Graphs simple non-linear relationships  Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms  Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures  Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression  Describes and applies the properties of similar figures and scale drawings  Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media  Calculates relative frequencies to estimate probabilities of simple and compound events | | | | | | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **MATHEMATICS STAGE 5.2** | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | **DUE DATE** |  |
| **MA5.1-4NA** | MA5.2-1WM | MA5.2-2WM | MA5.2-3WM | MA5.2-4NA | MA5.2-5NA | MA5.2-6NA | MA5.2-7NA | | MA5.2-8NA | MA5.2-9NA | MA5.2-10NA | MA5.2-11MG | MA5.2-12MG | MA5.2-13MG | MA5.2-14MG | MA5.2-15SP | MA5.2-16SP | MA5.2-17SP |
| Class Task with Study Guide |  |  | **X** |  |  | **ASSESSED IN YEAR 9** | **X** | **X** | |  |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** |  | Term 1  Week 9 |
| Assignment & Validation Task | **X** |  | **X** | **X** | **X** |  |  | |  |  |  |  |  | Term 2  Week 7 |
| Formal Examination |  | **X** |  |  | **X** |  |  | | **X** | **X** |  |  | **X** | Term 3  Week 8 |
|  | | | | | | | | |
| **MA5.1-4NA**  **MA5.1-9MG**  MA5.1-12SP  MA5.2-1WM  MA5.2-2WM  MA5.2-3WM  MA5.2-4NA  MA5.2-5NA  MA5.2-6NA  MA5.2-7NA  MA5.2-8NA  MA5.2-9NA  MA5.2-10NA  MA5.2-11MG  MA5.2-12MG  MA5.2-13MG  MA5.2-14MG  MA5.2-15SP  MA5.2-16SP  MA5.2-17SP | Solves financial problems involving earning, spending and investing money  Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures  Uses statistical displays to compare sets of data and evaluates statistical claims made in the media  Selects appropriate notations and conventions to communicate mathematical ideas and solutions  Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems  Constructs arguments to prove and justify results  Solves financial problems involving compound interest  Recognises direct and indirect proportion, and solves problems involving direct proportion  Simplifies algebraic fractions, and expands and factorises quadratic expressions  Applies index laws to operate with algebraic expressions involving integer indices  Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques  Uses the gradient-intercept form to interpret and graph linear relationships  Corrects algebraic and graphical representations of simple non-linear relationships  Calculates the surface areas of right prisms, cylinders and related composite solids  Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders  Applies trigonometry to solve problems, including problems involving bearings  Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar  Uses quartiles and box plots to compare sets of data, and evaluates sources of data  Investigates relationships between two statistical variables, including their relationship over time  Describes and calculates probabilities in multi-step chance experiments | | | | | | | | | | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **MATHEMATICS STAGE 5.3** | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | **DUE DATE** |
| MA5.2-4NA | MA5.2-17SP | MA5.3-1WM | MA5.3-2WM | MA5.3-3WM | MA5.3-4NA | MA5.3-5NA | MA5.3-6NA | MA5.3-7NA | MA5.3-8NA | MA5.3-9NA | MA5.3-10NA | MA5.3-11NA | MA5.3-12NA | MA5.3-13MG | MA5.3-14MG | MA5.3-15MG | MA5.3-16MG | MA5.3-17MG | MA5.3-18SP | MA5.3-19SP |
| Class Test | **X** |  | **X** | **X** |  | **ASSESSED IN YEAR 9** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 9** |  | **ASSESSED IN YEAR 9** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **ASSESSED IN YEAR 9** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | **X** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** |  |  | Term 1  Week 9 |
| Assignment |  |  |  |  | **X** |  |  |  |  |  | **X** | **X** | Term 2  Week 7 |
| Formal Examination |  | **X** |  |  |  | **X** | **X** |  |  | **X** |  |  | Term 3  Week 8 |
|  | | | | | | | | | | | | | | | | | | | | | | |
| MA5.2-4NA  MA5.2-17SP  MA5.3-1WM  MA5.3-2WM  MA5.3-3WM  MA5.3-4NA  MA5.3-5NA  MA5.3-6NA  MA5.3-7NA  MA5.3-8NA  MA5.3-9NA  MA5.3-10NA  MA5.3-11NA  MA5.3-12NA  MA5.3-13MG  MA5.3-14MG  MA5.3-15MG  MA5.3-16MG  MA5.3-17MG  MA5.3-18SP  MA5.3-19SP | Solves financial problems involving compound interest  Describes and calculates probabilities in multi-step chance experiments  Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures  Generalises mathematical ideas and techniques to analyse and solve problems efficiently  Uses deductive reasoning in presenting arguments and formal proofs  Draws, interprets and analyses graphs of physical phenomena  Selects and applies appropriate algebraic techniques to operate with algebraic expressions  Performs operations with surds and indices  Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations  Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line  Sketches and interprets a variety of non-linear relationships  Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems  Uses the definition of a logarithm to establish and apply the laws of logarithms  Uses function notation to describe and sketch functions  Applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids  Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids  Applies Pythagoras’ theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions  Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals  Applies deductive reasoning to prove circle theorems and to solve related problems  Uses standard deviation to analyse data  Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes | | | | | | | | | | | | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **PHYSICAL ACTIVITY AND SPORTS STUDIES** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| PASS5.1 | PASS5.2 | PASS5.3 | PASS5.4 | PASS5.5 | PASS5.6 | PASS5.7 | PASS5.8 | PASS5.9 | PASS5.10 |
| Body Systems Lab | **X** | **X** | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** |  | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** |  |  |  |  | Term 1  Week 9 |
| Coaching Task |  |  |  | **X** | **X** |  |  | Term 2  Week 4 |
| Event Management Task |  |  |  |  | **X** |  | **X** | Term 3  Week 9 |
| Fundamental Movement Skills II Practical Task |  |  | **X** | **X** |  | **X** |  | Term 3 & 4  Ongoing practical assessment |
|  | | | | | | | | | | | |
| PASS5.1 | Discusses factors that limit and enhance the capacity to move and perform | | | | | | | | | | |
| PASS5.2 | Analyses the benefits of participation and performance in physical activity and sport | | | | | | | | | | |
| PASS5.3 | Discusses the nature and impact of historical and contemporary issues in physical activity and sport | | | | | | | | | | |
| PASS5.4 | Analyses physical activity and sport from personal, social and cultural perspectives | | | | | | | | | | |
| PASS5.5 | Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance | | | | | | | | | | |
| PASS5.6 | Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport | | | | | | | | | | |
| PASS5.7 | Works collaboratively with others to enhance participation, enjoyment and performance | | | | | | | | | | |
| PASS5.8 | Displays management and planning skills to achieve personal and group goals | | | | | | | | | | |
| PASS5.9 | Performs movement skills with increasing proficiency | | | | | | | | | | |
| PASS5.10 | Analyses and appraises information, opinions and observations to inform physical activity and sport decisions | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION** | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | **DUE DATE** |
| PD5.1 | PD5.2 | PD5.3 | PD5.4 | PD5.5 | PD5.6 | PD5.7 | PD5.8 | PD5.9 | PD5.10 | PD5.11 |
| Too Good to be True Research Task |  | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** |  |  |  |  |  |  | **X** |  | Term 1  Week 7 |
| Net/Court Games Practical Task |  | **X** |  |  |  |  |  |  | **X** | Term 1 & 2  Ongoing practical assessment |
| Formal Examination |  |  |  | **X** | **X** |  | **X** |  |  | Term 3  Week 8 |
| Resistance Training Practical Task | **X** |  | **X** |  |  | **X** |  |  |  | Term 3 & 4  Ongoing practical assessment |
|  | | | | | | | | | | | | |
| 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 | | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **PHOTOGRAPHIC AND DIGITAL MEDIA** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 |
| ‘Street Photography’ Collection of Works and Case Study | **X** | **X** |  | **X** |  |  |  | **X** |  |  | Term 2  Week 2 |
| ‘Fantastical Photos’ Body of Works and Photographer Research |  |  | **X** |  | **X** | **X** |  |  |  | **X** | Term 3  Week 4 |
| Formal Examination |  |  |  |  |  |  | **X** |  | **X** |  | Term 3  Week 8 |
|  | | | | | | | | | | | |
| 5.1 | Develops range and autonomy in selecting and applying photographic and digital conventions 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 the 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 | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **SCIENCE** | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | **DUE DATE** |
| 4WS | 5WS | 6WS | 7WS | 8WS | 9WS | 10PW | 11PW | 12ES | 13ES | 14LW | 15LW | 16CW | 17CW |
| First Hand Investigation |  | **X** | **X** |  |  | **X** | **X** | **ASSESSED IN YEAR 9** |  | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** |  | **ASSESSED IN YEAR 9** | Term 1  Week 8 |
| Student Research Project | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  | Term 2  Week 7 |
| Formal Examination |  |  |  |  |  |  | **X** | **X** | **X** | Term 3  Week 8 |
|  | | | | | | | | | | | | | | | |
| 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 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 | | | | | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **VISUAL ARTS** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 |
| Clay Vessel and Artist Research |  | **X** |  | **X** |  | **X** |  | **X** |  |  | Term 2  Week 2 |
| Sculpture and Artist Case Study | **X** |  | **X** |  | **X** |  | **X** |  |  |  | Term 3  Week 4 |
| Formal Examination |  |  |  |  |  |  |  |  | **X** | **X** | Term 3  Week 8 |
|  | | | | | | | | | | | |
| 5.1 | Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks | | | | | | | | | | |
| 5.2 | Makes artworks informed by their understanding of the function of and relationships between 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 meanings in their artworks | | | | | | | | | | |
| 5.6 | Demonstrates developing technical accomplishment 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 | | | | | | | | | | |

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| **YEAR 10 ASSESSMENT TASK GRID**  **VISUAL DESIGN** | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | **DUE DATE** |
| 5.1 | 5.2 | 5.3 | 5.4 | 5.5 | 5.6 | 5.7 | 5.8 | 5.9 | 5.10 |
| Advertising and Analysis Task | **X** |  |  |  | **X** |  |  |  | **X** |  | Term 2  Week 2 |
| Structures and Environments with Critical and Historical Task |  | **X** |  |  |  | **X** |  |  |  | **X** | Term 3  Week 3 |
| Individual Project and Case Study |  |  | **X** | **X** |  |  | **X** | **X** |  |  | Term 4  Week 3 |
|  | | | | | | | | | | | |
| 5.1 | Develops autonomy in selecting and applying visual design conventions and procedures to make visual design artworks | | | | | | | | | | |
| 5.2 | Makes visual design artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience | | | | | | | | | | |
| 5.3 | Makes visual design artworks informed by an understanding of how the frames affect meaning | | | | | | | | | | |
| 5.4 | Investigates and responds to the world as a source of ideas, concepts and subject matter for visual design artworks | | | | | | | | | | |
| 5.5 | Makes informed choices to develop and extend concepts and different meanings in their visual design artworks | | | | | | | | | | |
| 5.6 | Selects appropriate procedures and techniques to make and refine visual design artworks | | | | | | | | | | |
| 5.7 | Applies their understanding of aspects of practice to critically and historically interpret visual design artworks | | | | | | | | | | |
| 5.8 | Uses their understanding of the function of and relationships between artist – artwork –world – audience in critical and historical interpretations of visual design artworks | | | | | | | | | | |
| 5.9 | Uses the frames to make different interpretations of visual design artworks | | | | | | | | | | |
| 5.10 | Constructs different critical and historical accounts of visual design artworks | | | | | | | | | | |



VOCATIONAL EDUCATION AND TRAINING (VET)

# VOCATIONAL EDUCATION AND TRAINING (VET)

**Assessment**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australian as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and Universities and will assist students to move to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirement and include industry specific mandatory work placement (70 hours) or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses do count towards the HSC or RoSA but do not have HSC examinations therefore can’t count in the calculations of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing the competencies achieved for the VET course undertaken.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

**Mandatory Work Placement**

Work placement is a mandatory HSC requirement and failure to attend does not impact on the AQF qualification.

Students who do not complete at least 70 hours of work placement over the two years will not have the course recognised by the NESA. This will mean that students will receive an N Determination for the Preliminary Course if 35 hours has not been completed and for the HSC course if the minimum of 70 hours has not been completed. The N Determination can be overturned by the school once the work placement has been completed.

Work placement requires students to participate in relevant industry placement for up to one week of both years. During work placement students are expected to practise and develop the competencies that are part of the course. Teacher and/or workplace supervisor will assess your performance on the job.

Work Placement is a privilege offered by employers in the community. Employers are under no obligation to assist in work placement.

Some students have gained employment or improved their employment chances due to work placement. It is expected that students will make the most of the opportunity given to you.

Students who do not undertake Work Placement at the prescribed venue as organised the school will receive a Non-Completion of Work Placement warning letter which will jeopardise the satisfactory requirements for work placement.

**Work Placement Organisation for Camden High School**

Students undertaking a VET Course at Camden High School will be participating in their mandatory 35 hours work placement at a venue organised through the school and MWLP. Students wishing to complete mandatory work placement at another workplace venue are to see their teacher as soon as possible. Work placement in a VET course, will be in a one-week block per year. It is the students’ responsibility to catch up on missed class work.

**NB**: It is each **student’s responsibility** to submit assessment tasks on time. Negotiation between student and subject teacher/ Head Teacher will be required for any assessment tasks scheduled during the work placement week. Students will be required to hand in the completed task before you commence Work Placement. Alternate arrangements for any in-class assessment tasks must also be negotiated with your teacher BEFORE Work Placement. **Work Placement is not a reason for non-completion of assessment tasks**

**Work Placement and student responsibilities**

All students going on Work Placement are required to complete **a journal**, which will be available from the VET teacher. These are to be completed and returned to the teacher immediately after work placement. This forms part of the evidence required for completion of mandatory work hours

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# VOCATIONAL EDUCATION AND TRAINING (VET)

# Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) is the acknowledgement of skills and/or knowledge you may have obtained through one or more of the following acceptable methods:

1. **Formal Training** - which has been provided by another training company or educational institution.
2. **Work Experienc**e - skills/knowledge you have gained while actively working in the position.
3. **Life Experience**

Industry Curriculum Framework Courses have units of competency, which are uniform and nationally recognised outcomes. Students who have learned a skill or outcome which are linked to a unit of competency may apply for RPL through the Vocational Education Coordinator at Camden High School.

The RTO RPL process is detailed in the flow chart below. An application form for Recognition of Prior Learning can be obtained from the VET Coordinator.

A student who is applying for RPL must be able to demonstrate that they have already gained the skill or learning outcome for one or more competencies and therefore will not have to redo the relevant module / competency. Acceptable forms of evidence include:

* relevant documentation from a recognised RTO e.g. competency records
* references from previous employers
* work samples
* RPL may also be assisted by the administration of challenge tests which suit the task being considered.

**NOT MORE THAN 70HRS OF A 240HOUR COURSE CAN BE GRANTED RPL**

## See Camden High School’s VET Coordinator if you need a RPL/Credit Transfer Application

## Appeals of Assessment for VET

In line with the NESA policy an assessment appeal or review may be made on the grounds of the decision applied to a student’s work not being consistent with the school’s assessment policy and procedures.

In Vocational Education courses you are able to make 3 attempts in order to prove competency for a module being assessed. If you are deemed “Not Yet Competent” you may:

1. Discuss why this decision was made with the classroom teacher. If necessary, discuss an appropriate alternative assessment with the Vocational Coordinator
2. Arrange further training in the area deemed “Not Yet Competent”
3. Repeat the assessment

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| *From the Public Schools NSW, Ultimo 90072 VET Handbook*  *Students have access to an appeals process if they feel in any way dissatisfied with the assessment process. Students have the right to lodge an appeal against the assessment of their competency on the following grounds:*   * *The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency* * *They were not informed in advance of the conditions and method of assessment* * *The process used was discriminatory in some way* * *They were ill or suffered misadventure at the time of assessment (must be supported by a medical certificate)*   *Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal.*  *Appeals must be lodged within 5 days from the date of assessment. The school must deal with the appeal in ten working days. See flowchart on the following page.* |

**See Camden High School’s VET Coordinator if you need an Appeal Application**

PUBLIC SCHOOLS NSW, ULTIMO 90072 – VOCATIONAL EDUCATION AND TRAINING

**VOCATIONAL EDUCATION AND TRAINING (VET) ASSESSMENT SCHEDULES**

**BY**

**SUBJECTS**

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Description automatically generated

**Directional Verbs**

**Account -** Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions

**Analyse -** Identify components and the relationship between them; draw out and relate implications

**Apply -** Use, utilise, employ in a particular situation

**Appreciate -** Make a judgement about the value of

**Assess -** Make a judgement of value, quality, outcomes, results or size

**Calculate -** Ascertain/determine from given facts, figures or information

**Clarify -** Make clear or plain

**Classify -** Arrange or include in classes/categories

**Compare -** Show how things are similar or different

**Construct -** Make; build; put together items or arguments

**Contrast -** Show how things are different or opposite

**Critically (analyse/evaluate) -** Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)

**Deduce -** Draw conclusions

**Define -** State meaning and identify essential qualities

**Demonstrate -** Show by example

**Describe -** Provide characteristics and features

**Discuss -** Identify issues and provide points for and/or against

**Distinguish -** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate -** Make a judgement based on criteria; determine the value of

**Examine -** Inquire into

**Explain -** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract -** Choose relevant and/or appropriate details

**Extrapolate -** Infer from what is known

**Identify -** Recognise and name

**Interpret -** Draw meaning from

**Investigate -** Plan, inquire into and draw conclusions about

**Justify -** Support an argument or conclusion

**Outline -** Sketch in general terms; indicate the main features of

**Predict -** Suggest what may happen based on available information

**Propose -** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall -** Present remembered ideas, facts or experiences

**Recommend -** Provide reasons in favour

**Recount -** Retell a series of events

**Summarise -** Express, concisely, the relevant details

**Synthesise -** Putting together various elements to make a whole

**Note:** There may be a number of other verbs used in your syllabus that isn’t listed above. If this is the case, then you will need to create a definition for that verb and provide it to the students to provide a shared understanding.