

**Year 10**

**Assessment Information**

**2025**

**Camden High School**

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| CONTENTS | |
| Year 10 Subjects | 4 |
| Camden High School Assessment Procedures | 5 |
| Senior Assessment Procedure | 6 |
| Student Draft Procedure | 7 |
| Senior Examination Procedure | 8 |
| Illness and Misadventure Form | 9 |
| Student Appeal Against Assessment Procedures | 10 |
| Assessment Task Notification Template | 12 |
| Additional Information | 14 |
| Disability Provisions | 15 |
| Year 10 Assessment Calendar | 16 |
| Assessment Schedules by Subjects | 20 |
| Vocational Education and Training | 36 |
| Directional Verbs | 43 |

|  |
| --- |
| 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 - Core and PathWAY |
| Music |
| Physical Activity and Sports Studies |
| Personal Development, Health and Physical Education |
| Photographic and Digital Media |
| Science |
| Visual Arts |
| VET - Certificate 1 Agriculture - 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**(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

**Notifications and Marking**

* Each course will include an Assessment Schedule in the Assessment Booklet, containing an outline of all assessment tasks for that year, components and weightings of tasks, 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. This will align with the assessment schedule and will include the type of task(s), syllabus outcomes being assessed, components and weightings, the scheduled date and time for attempting/submitting the task and marking criteria (where appropriate).
* Exam notifications will include the topics being assessed, parts of the exam, timing, 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.
* 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.
* All tasks should be marked and written feedback will be provided to the students within 3 weeks of the submission date. Students will receive clear feedback on their performance relative to the outcomes being assessed, a mark / grade and where they ranked in the cohort for the task (Year 12 only).

**Submission requirements**

* Students are expected to attempt all assessment tasks.
* An assessment task not submitted on time, and without a valid reason, will be given a zero mark. An **official N warning letter** will be sent home, and a phone call made, 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 on time, 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.
* Students who are deemed to make a non-serious attemptat an assessment task may 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.
* **Year 10 students-** must successfully satisfy all assessment requirements. Students who are presented with 2 or more official warning letters in any one course, will be deemed as ‘causing concern’ and may not achieve a ROSA or progress into preliminary courses.
* **Year 11 students-** must successfully satisfy all 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 course, could be issued with an ‘N’ determination in that course. This could deem a student ineligible 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 course, without a valid reason, or receive 2 or more official warning letters in any one course, could be issued with an ‘N’ determination in that course. This could deem a student ineligible to receive an HSC.
* If a student requires disability provisions then they are required to discuss this with the class teacher prior to task submission.

**Illness/Misadventure**

* Students are to attend school and all timetabled lessons on the due date of an assessment task. All in-class assessment tasks must be completed on the designated day. Failure to do so without a valid reason will result in a zero mark being awarded.
* Early submission of a task may be negotiated in extenuating circumstances.
* Acceptable reasons for the late submission or absence from an assessment task include illness, accident or misadventure suffered immediately before or during an assessment task. 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 Application,

to the supervising senior executive immediately upon returning to school. The senior executive, in consultation with the faculty Head Teacher, will review the documentation to determine if the misadventure will be upheld, then advise the student of the outcome.

* Students with a valid reason for not completing an assessment task by the due date, will be provided an opportunity to attempt the task by either providing an extension of time OR providing a substitute task.
* Technological issues, sporting events, work placement, family holidays and other non-emergencies are not valid reasons for submitting an assessment task late; or for being absent from an exam; and may receive a zero mark.
* If applying for official leave via the principal, all course completion and assessment requirements and exam attendance requirements continue to apply, irrespective of whether the leave request is granted or not.

**Malpractice**

**What constitutes malpractice?**

* Work submitted must be only that of the student. Malpractice is any attempt to gain an unfair advantage over other students and may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.
* Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable.

**Procedures for investigating malpractice**

* If malpractice is suspected, students will be required to provide evidence that the submitted work is entirely their own. This evidence must be submitted to the Head Teacher within 3 days of being asked for. The Head Teacher, with the Deputy Principal, will determine the outcome.
* If malpractice is found to have occurred, the impacted part of the task will receive zero marks, and an official N warning letter will be sent home and a phone call made, informing the student and parents. The task will need to be re-submitted.

**Appeals Process**

A student may appeal the following in terms of school procedures:

1. Individual assessment task
2. Final assessment rank order
3. Final grades
4. Illness/Misadventure decision
5. Malpractice decision
6. N Determination

**Note:** implementation of draft feedback is **NOT** a valid reason for appeal.

* The student must submit the appeal to the Deputy Principal on the same day it is returned to the student. The student must include a clear explanation of the grounds for appeal with attached evidence.
* The appeal will then be submitted to an Appeal Review Panel within 48 hours (ARP includes a Deputy Principal, a Head Teacher and another member of staff, not involved in the marking or implementation of the task).
* The appeal will take into consideration assessment process and calculations, with a decision returned to the student within 5 school days.
* A final appeal can be made to the Principal who will lead an independent panel. This decision will be final.

**Final Assessment Determination for NESA**

* 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. This accumulative mark will not be given to the student at the completion of the course, as per NESA regulations. Students will be provided with their final course rank only.

**Appendix**

* For assessment procedures and appeal processes relating to vocational education and training (VET) courses, refer to the VET section of assessment books and the Training and Assessment Schedules (TAS) for each VET course, or discuss with the school’s VET Coordinator.
* For Life skills achievement and outcomes negotiate with the Deputy Principal Inclusion and Support.

**To be reviewed October 2026**

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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 / Misadventure Application**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | Year: |
| Subject: | | | |
| Task: | | | |
| Due Date of Task: | | Teacher: | |
| **Summary of Reason for Illness / Misadventure Application** | | | |
| Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation attached to support application: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Signature: Date: | | | |
| **SCHOOL USE ONLY** | | | |
| **Outcome of Illness / Misadventure Application** | | | |
| * **Upheld** | * **Declined** | | |
| Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Staff Signature: Date: | | | |
| Sentral No: | | | |

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**Assessment Appeal Form**

|  |  |  |  |
| --- | --- | --- | --- |
| Student’s Name: | | | Year: |
| Subject: | | | |
| Task: | | | |
| Due Date of Task: | | Teacher: | |
| **Summary of Reason for Appeal** | | | |
| Type of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details of Appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Documentation attached to support appeal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student Signature: Date: | | | |
| **SCHOOL USE ONLY** | | | |
| **Outcome of Appeal** | | | |
| * **Upheld** | * **Declined** | | |
| Appeal Panel Members: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Details: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Staff Signature: Date: | | | |
| Sentral No: | | | |

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(Senior Year of study and subject name)

(Topic) Assessment Task (Year)

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|  |  |  |
| --- | --- | --- |
| **TOPIC**: Task Name | **MARKS:** / | |
| **SUBMISSION REQUIREMENTS:**  Day, date, week and method for task submission e.g. email (include email address) a specific time? | **WEIGHTING:**  % | **COMPONENTS:** |
| **TASK DESCRIPTION:**  Clearly explain what it is you want the students to do. Make sure that all directional verbs being assessed are used in the task description (OR use a similar word from the definition if necessary). If your task has multiple parts then list under headings such as Part A, Part B etc. Include a breakdown of the marks for each part of the task e.g. Part A out of 10, Part B out of 20. DO NOT turn multiple unrelated tasks into one multi-part task.  Make your instructions in this section clear and simple.  *For example: You are to write a report that* ***describes*** *. . . .*  Please note that ONLY syllabus outcomes can be assessed and marks cannot be awarded for things like page limits, spelling, presentation and bibliography if there is not a syllabus outcome that links to it.  Tell the students in plain language exactly what is expected of them to complete the task.  *For example: You need to interview 10 people and place these interview responses into a graph of your choosing (eg pie graph, bar graph, etc). You must also explain what each graph tells us by describing your interview findings.*  Suggestions can be provided like page limits, presentation requirements, etc.  This where you provide a scaffold for the task.eg. double bubble map, template to be completed, etc. | | |
| **OUTCOMES TO BE ASSESSED:**  Syllabus outcomes listed with number/code and description. You must also include the directional verb in bold type that you will be assessing (this is not always the ‘verb’ of the sentence, but the action within the outcome that you want completed) | | |
| **DIRECTIONAL VERBS:**  Include the used directional verbs with a definition of each one that is relevant to your subject area (sometimes it aligns with NESA’s definitions, sometimes it doesn’t) | | |

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT MARKING CRITERIA** | | |
| **Parts or Sections listed as a heading here…e.g. Part A (outcomes in brackets)** | **Mark** | **Grade** |
| Take a portion of the outcome and link to the directional verb using the standard marking descriptor (again BOLD the directional verb). Then make very clear the components of the task that are required to successfully achieve at this grade (in italics below the opening sentence). Examples below:  Presents an outstanding **description** of the functional properties of a formal dress through the inclusion of:  *A minimum of 4-5 construction techniques, comparison of suitable fabrics, burn and abrasion tests.*  *OR*  Extensive presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a clear focus on events that have had a significant impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, as well as interconnections throughout their career.* | 5 | A |
| Same form as above, with a lower-level marking descriptor. Ensure that the component lists allows for a variation in response (some may do lots at a lower level, others may do less at a greater level). Examples below:  Presents an above average **description** of the functional properties of a formal dress through the inclusion of:  *Up to 5 construction techniques, comparison of suitable fabrics, burn and / or abrasion tests. Some components of the description may be inaccurate or incomplete.*  *OR*  Thorough presentation that ***analyses*** the selected athlete’s impact on sport in Australian society and their contribution to sport in the community:  *Student identifies and describes key events within the life of the chosen athlete, with a focus on events that have had an impact on the sport and community at large. The athlete’s achievements and their impact on the sport/community is clearly demonstrated, although some connections or assertions may be incorrect/irrelevant.* | 4 | B |
|  | 3 | C |
|  | 2 | D |
|  | 1 | E |

**FEEDBACK: MARK: RANK:**

**ADDITIONAL INFORMATION**

Further to the Senior Examination Policy and Senior Assessment Policy detailed above, the following information is provided:

**Satisfactory Completion of Courses**

A Course has been satisfactorily completed, when the student has:-

* followed the course developed/endorsed by NESA
* applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course.
* achieved some or all of the course outcomes.

Students must satisfactorily complete the Preliminary component of a Course to be eligible to proceed into the HSC component in Year 12. Where a student is at risk of a Non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded a zero in an assessment task, this warning and advice will be given.

Students whose **attendance** is poor may not satisfy course completion criteria. The Principal is the final arbiter on any matters that arise regarding the final assessments.

**N Determinations**

Such determinations will be made by the Principal on advice from the Deputy Principal and relevant Head Teacher.

All staff are expected to follow the appropriate warning procedures as outlined below. This process typically involves considerable documentation reflecting lack of academic progress.

An example of this process is as follows

* Student academic report reflect non-achievement of course outcomes
* N Warning Letter 1 and follow up phone call
* N Warning Letter 2 and follow up phone call
* N Warning Letter 3 and follow up phone call
* Offers of support from teachers to catch up on missed work
* Discussions with student about progress concerns
* Senior Review Meeting
* N Determination- Interview with Senior Executive, Student, and Parent

**DISABILITY PROVISIONS**

Practical Support for Higher School Certificate Examinations

Information for Students and Parents

NESA has a program to help students with practical support in their Higher School Certificate examinations. This practical support, known as provisions, assists students to read examination questions and to write their answers. Provisions include rest breaks and extra time.

The use of any provision is not written on the student’s results.

Students may need provisions for:

* a permanent condition, such as diabetes, anxiety or reading difficulty
* a temporary condition, such as a broken arm, or
* an intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 5000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

To apply for provisions, the school submits an online application to the NESA. This application tells us which provisions the student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments.

Much of the evidence can be collected by the school, but the parents’ role is welcome and needed. Parents help by talking with the school, describing the student’s needs, and providing the school with medical or other reports.

Applications for provisions should be submitted by the school to NESA by the end of Term 1. Late applications are accepted for an emergency, such as a broken arm, until the time of the examinations.

Once NESA has made a decision about which provisions are approved or declined, a decision letter is provided to the school. The school will provide the student with a copy of the letter.

If you or the school are not satisfied with the NESA’s decision, it is possible for the school to lodge an appeal. Appeals must state why NESA’s decision is unsuitable and must include new evidence to support the appeal.

If you think that you or your child may require support in completing the Higher School Certificate examinations, please discuss the matter with the HT Wellbeing, Learning and Support Teacher, Year Adviser, School Counsellor or teacher.

Additional information on HSC Disability Provisions is available at

<https://ace.nesa.nsw.edu.au/disability-provisions>

**YEAR 10 – Term 1 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 CORE and PATHWAY |  |  |  |  |  |  |  |  | **X** |  |  |
| MUSIC |  |  |  |  |  |  |  |  |  |  | **X** |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  |  | **X** |  |  |
| PDHPE |  |  |  |  |  |  | **X** |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  | **X** |  |  |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  |  |  |  |
| VET – Certificate 1 Agriculture |  |  |  |  |  |  |  |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 – Term 2 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |
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| SUBJECT | WEEK 1A | WEEK 2B | WEEK 3A | WEEK 4B | WEEK 5A | WEEK 6B | WEEK 7A | WEEK 8B | WEEK 9A | WEEK 10B |
| CHILD STUDIES |  |  |  |  |  | **COWRA WEEK** |  |  |  |  |
| COMMERCE |  |  |  |  |  |  | **X** |  |  |
| ENGLISH |  |  |  |  |  |  | **X** |  |  |
| FOOD TECHNOLOGY |  |  |  |  |  |  |  |  |  |
| HSIE - HISTORY |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  | **X** |  |  |  |  |
| MATHEMATICS CORE and PATHWAY |  |  |  |  |  | **X** |  |  |  |
| MUSIC |  |  |  |  |  |  |  | **X** |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  | **X** |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  | **X** |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  | **X** |  |  |  |
| VISUAL ARTS |  | **X** |  |  |  |  |  |  |  |
| VET – Certificate 1 Agriculture | **X** |  |  |  |  |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 – Term 3 Assessment Due Dates (2025)**

|  |  |  |  |  |  |  |  |  |  |  |
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| 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 CORE and PATHWAY |  |  |  |  |  |  |  | **XX** |  |  |
| MUSIC |  |  |  |  |  |  |  | **XX** |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  |  | **X** |  |
| PDHPE |  |  |  |  |  |  |  | **XX** |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  | **X** |  |  |  | **XX** |  |  |
| SCIENCE |  |  |  |  |  |  |  | **XX** |  |  |
| VISUAL ARTS |  |  |  | **X** |  |  |  | **XX** |  |  |
| VET – Certificate 1 Agriculture |  |  |  |  |  | **X** |  |  |  |  |

X = FORMAL ASSESSMENTS, XX = FORMAL EXAMINATION

**YEAR 10 – Term 4 Assessment Due Dates (2025)**

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| 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 |  |  |  |  |  |  |  |  |  |  |
| HSIE - GEOGRAPHY |  |  |  |  |  |  |  |  |  |  |
| INDUSTRIAL TECHNOLOGY - TIMBER |  |  |  |  |  |  |  |  |  |  |
| MATHEMATICS CORE and PATHWAY |  |  |  |  |  |  |  |  |  |  |
| MUSIC |  |  |  |  |  |  |  |  |  |  |
| PHYSICAL ACTIVITY AND SPORTS STUDIES |  |  |  |  |  |  |  |  |  |  |
| PDHPE |  |  |  |  |  |  |  |  |  |  |
| PHOTOGRAPHIC AND DIGITAL MEDIA |  |  |  |  |  |  |  |  |  |  |
| SCIENCE |  |  |  |  |  |  |  |  |  |  |
| VISUAL ARTS |  |  |  |  |  |  |  |  |  |  |
| VET – Certificate 1 Agriculture |  |  |  | **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 |
| Newborn Care 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-RVL-01 | EN5-URA-01 | EN5-URB-01 | EN5-URC-01 | EN5-ECA-01 | EN5-ECB-01 |
| Fighting the Good Fight – Multimodal Task |  |  | **X** | **X** | **X** |  | Term 1  Week 10 |
| Future Worlds – Reflective Task |  |  |  |  | **X** | **X** | Term 2  Week 8 |
| Yearly Examination | **X** | **X** |  |  | **X** |  | Term 3  Week 8 |
|  | | | | | | | |
| EN5-RVL-01 | Uses a range of personal, creative and critical strategies to interpret complex texts | | | | | | |
| EN5-URA-01 | Analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures | | | | | | |
| EN5-URB-01 | Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes | | | | | | |
| EN5-URC-01 | Investigates and explains ways of valuing texts and the relationships between them | | | | | | |
| EN5-ECA-01 | Crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning | | | | | | |
| EN5-ECB-01 | Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts | | | | | | |

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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 2 |
|  | | | | | | | | | | | | | | |
| 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** | **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 10 |
|  | | | | | | | | | | | |
| 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** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **X** | **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 |  |  |  |  |  | **X** | **X** | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** | Term 1  Week 11 |
| Side Table Design Task |  | **X** |  | **X** | **X** |  |  | Term 2  Week 5 |
| Practical Skills Test | **X** | **X** | **X** |  |  |  |  | Term 3  Week 10 |
|  | | | | | | | | | | | |
| 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 - CORE and PATH** | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **TASK** | **SYLLABUS OUTCOMES** | | | | | | | | | | | | | | | | | | | | | | | | | **DUE DATE** |
| MAO | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 | MA5 |
| WM | FIN  C | FIN  C | ALG  C | IND  C | EQU  C | LIN  C | LIN  C | NLI  C | NLI  C | MAG  C | TRG  C | TRG  C | ARE  C | VOL  C | GEO  C | DAT  C | DAT  C | PRO  C | RAT  P | RAT  P | ALG  P | ALG  P | NLI  P | DAT  P |
| 01 | 01 | 02 | 01 | 01 | 01 | 01 | 02 | 01 | 02 | 01 | 01 | 02 | 01 | 01 | 01 | 01 | 02 | 01 | 01 | 02 | 01 | 02 | 01 | 01 |
| Exam with Summary Sheet | **X** | **ASSESSED IN YEAR 9** | **X** |  |  |  |  |  |  |  |  | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** |  | **ASSESSED IN YEAR 9** |  |  | **X** |  |  |  |  |  |  | **X** | Term 1  Week 9 |
| In Class Task | **X** |  | **X** |  |  |  |  | **X** | **X** |  |  |  |  |  |  | **X** | **X** | **X** | **X** | **X** |  | Term 2  Week 7 |
| Formal  Exam | **X** |  |  | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |  |  | Term 3 Week 8 |
| Please see next page for all Stage 5 Syllabus Outcomes | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All outcomes marked with \* are Pathway Outcomes which cover optional content that MAY be covered where appropriate throughout the course | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| **MAO-WM-01** | Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly |
| **MA5-FIN-C-01** | Solves financial problems involving simple interest, earning money and spending money |
| **MA5-FIN-C-02** | Solves financial problems involving compound interest and depreciation |
| **MA5-ALG-C-01** | Simplifies algebraic fractions with numerical denominators and expands algebraic expressions |
| **MA5-RAT-P-01\*** | Identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv) |
| **MA5-RAT-P-02\*** | Analyses and constructs graphs relating to rates of change *(Path: Stn, Adv)* |
| **MA5-ALG-P-01\*** | Simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions *(Path: Adv)* |
| **MA5-ALG-P-02\*** | Selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions *(Path: Adv)* |
| **MA5-IND-C-01** | Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases |
| **MA5-IND-P-01\*** | Applies the index laws to operate with algebraic expressions involving negative-integer indices *(Path: Adv)* |
| **MA5-IND-P-02\*** | Describes and performs operations with surds and fractional indices (Path: Adv) |
| **MA5-EQU-C-01** | Solves linear equations of up to 3 steps, limited to one algebraic fraction |
| **MA5-EQU-P-01\*** | Solves monic quadratic equations, linear inequalities and cubic equations of the form k  *(Path: Adv)* |
| **MA5-EQU-P-02\*** | Solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv) |
| **MA5-LIN-C-01** | Determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools |
| **MA5-LIN-C-02** | Graphs and interprets linear relationships using the gradient/slope-intercept form |
| **MA5-LIN-P-01\*** | Describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems *(Path: Adv)* |
| **MA5-NLI-C-01** | Identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts |
| **MA5-NLI-C-02** | Identifies and compares features of parabolas and exponential curves in various contexts |
| **MA5-NLI-P-01\*** | Interprets and compares non-linear relationships and their transformations, both algebraically and graphically *(Path: Adv)* |
| **MA5-POL-P-01\*** | Defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems *(Path: Adv, Ext)* |
| **MA5-LOG-P-01\*** | Establishes and applies the laws of logarithms to solve problems *(Path: Adv)* |
| **MA5-FNC-P-01\*** | Uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables *(Path: Adv)* |
| **MA5-MAG-C-01** | Solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures |
| **MA5-TRG-C-01** | Applies trigonometric ratios to solve right-angled triangle problems |
| **MA5-TRG-C-02** | Applies trigonometry to solve problems, including bearings and angles of elevation and depression |
| **MA5-TRG-P-01\*** | Applies Pythagoras’ theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings *(Path: Stn, Adv)* |
| **MA5-TRG-P-02\*** | Establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations *(Path: Adv)* |
| **MA5-ARE-C-01** | Solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids |
| **MA5-ARE-P-01\*** | Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems *(Path: Stn, Adv)* |
| **MA5-VOL-C-01** | Solves problems involving the volume of composite solids consisting of right prisms and cylinders |
| **MA5-VOL-P-01\*** | Applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids *(Path: Stn, Adv)* |
| **MA5-GEO-C-01** | Identifies and applies the properties of similar figures and scale drawings to solve problems |
| **MA5-GEO-P-01\*** | Establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes *(Path: Ext)* |
| **MA5-GEO-P-02\*** | Constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes *(Path: Ext)* |
| **MA5-CIR-P-01\*** | Applies deductive reasoning to prove circle theorems and solve related problems *(Path: Ext)* |
| **MA5-NET-P-01\*** | Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits *(Path: Stn)* |
| **MA5-DAT-C-01** | Compares and analyses datasets using summary statistics and graphical representations |
| **MA5-DAT-C-02** | Displays and interprets datasets involving bivariate data |
| **MA5-DAT-P-01\*** | Plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv) |
| **MA5-PRO-C-01** | Solves problems involving probabilities in multistage chance experiments and simulations |
| **MA5-PRO-P-01\*** | Solves problems involving Venn diagrams, 2-way tables and conditional probability (Path: Adv) |

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| **YEAR 10 ASSESSMENT TASK GRID**  **MUSIC** | | | | | | | | | | | | | |
| **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 | 5.11 | 5.12 |
| Task 1  Composition |  |  |  | **X** | **X** | **X** |  |  |  | **X** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING AND LEARNING ACTIVITIES** | Term 1  Week 11 |
| Task 2  Performance | **X** | **X** | **X** |  |  |  |  |  | **X** |  | Term 2  Week 9 |
| Task 3  Listening Exam |  |  |  | **X** |  |  | **X** | **X** |  |  | Term 3  Week 8 |
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| 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 artform | | | | | | | | | | | | |
| 5.12 | Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences | | | | | | | | | | | | |

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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 |
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| 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 |
| Scientific Investigation |  | **X** | **X** |  |  | **X** | **X** | **ASSESSED IN YEAR 9** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** | **ASSESSED IN YEAR 9** | **ASSESSED IN YEAR 9** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** | **OUTCOME ASSESSED DURING CLASSROOM TEACHING & LEARNING ACTIVITIES** | **ASSESSED IN YEAR 9** | Term 1  Week 8 |
| Student Research Project | **X** | **X** | **X** | **X** | **X** |  |  | Term 2  Week 7 |
| Formal Examination | **X** | **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 |
| Printmaking 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 | | | | | | | | | | |



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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**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.