



Year 10

Assessment Procedures and Assessment Schedules

Bankstown Girls High School
6 February 2020



LEARNING FOR A CHANGING FUTURE

We are committed to the provision of effective learning in a caring, supportive, co-operative environment. We value the individuality and talents of each student. We seek to develop self-esteem and positive attitudes towards being female, and to ensure that each student is empowered to reach her potential.

We encourage tolerance and harmony through an understanding of other cultures. This will be enhanced by the involvement of the school community as a whole and the preparation of our students for responsible citizenship.

OUR BELIEFS

The community at Bankstown Girls High School is committed to:

- a safe and secure environment
- the promotion of tolerance, care and respect
- the encouragement of all its members to realise their potential
- the preservation of its environment
- pride in its identity

EXIT OUTCOMES

A Bankstown Girls High School Graduate:

- will be an honest, respectful, responsible, courteous young woman who is generous of spirit, co-operative and an effective communicator;
- she will be literate, numerate and able to use information and communication technologies effectively;
- she will have an understanding of the knowledge and skills base of all Key Learning Areas and an awareness of local and global issues;
- a critical thinker and problem solver, she will be a motivated, inquisitive, independent learner.
-

Contents	Page
Learning for a Changing Future, Our Beliefs and our Exit Outcomes	2
Contents	3
Stage 5 Record of School Achievement (RoSA) Grading	4
Course Performance Descriptors	5
NSW Educational Standards Authority requirements for the Award of the Stage 5 RoSA	6-7
Bankstown Girls High School Assessment Procedures	
I. Satisfactory completion of a course	8
II. Record of School Achievement Assessment and faculty schedules	8
III. Assessment / course work Procedures	9
IV. “N” Determinations	9
V. Malpractice	9
VI. Appeals	10
VII. Special Provisions	10
VIII. Illness and Misadventure Appeals	10-11
Sample Letter: Official Warning of “N” Determination Stage 5 RoSA	12-13
Bankstown Girls High School Illness and Misadventure Form	14
Assessment Schedules	15



Year 10 Stage 5 Grading

In all subjects, grades will be awarded based on students' achievements across a range of assessment tasks in conjunction with the teacher's professional judgement as to which of the specific performance descriptors best describes each student's achievement of the course outcomes.

The Year 10 Stage 5 grading system is concerned with describing students' achievement at the end of each course in Stage 5. Teachers make the final judgement of the grade deserved on the basis of assessment information with reference to the course performance descriptors. The choice of a particular grade should be made because it related to the best overall description of the student's achievement.

Course Performance Descriptors

Course performance descriptors have been developed for each Stage 5 course. The descriptors describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Grade	Common Grade Scale
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content Band a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	D The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Board of Studies Requirements for the Award of the Record of School Achievement (RoSA)

NSW Educational Standards Authority (NESA) will award a Record of School Achievement to a student who has:

- attended a government school, an accredited nongovernment school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy the Board's curriculum and assessment requirements for the Record of School Achievement
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board and
- completed Year 10.

The Record of School Achievement will be issued upon the student leaving school before the completion of the HSC.

The new credential will:

- be a record of achievement for students who leave school prior to receiving their HSC
- report results of moderated, school-based assessment, not external tests
- be available when a student leaves school any time after they complete Year 10
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the option to take online literacy and numeracy tests
- be comprehensive and offer the ability to record a student's extracurricular achievements.

'N' Determination

Any student who does not complete a course satisfactorily will receive an 'N' Determination. The course will be listed as 'not completed' on the Record of School Achievement.

Students who are at risk of receiving an 'N' award in a subject will be warned and NESA warning letter will be sent to the family.

Year 10 Awards and Reports

- Record of School Achievement
- Year 10 Final School Report

These awards and reports complement each other in reporting on student achievements by the end of Year 10.

Bankstown Girls High School

Record of School Achievement Assessment Policy & Procedures

Satisfactory Completion of a Course

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

- a) followed the course developed or endorsed by NESAs; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes

Stage 5 RoSA Assessment and Faculty schedules

School Certificate Assessment is designed to measure:

- i. those aspects of a course not easily tested by one examination
- ii. student performances
- iii. a student's performance against descriptors for the award of School Certificate grades

Each subject will provide students with a schedule showing what tasks will be set and when these tasks will be carried out and the relative weighting of these tasks.

It is the school's responsibility to provide this information and to keep accurate records so that students are correctly assessed.

Assessment/ Course work Procedures

- (i) Assessment in each subject will not begin until Week 1, Term 1 of Year 10.
- (ii) A report will be given to year 10 students in Term 2 and after completing their School Certificate Course in term 4
- (iii) Students must complete all assessment tasks. Failure to do this may result in the reporting of the student to the Board of Studies and possible ineligibility for the award of the School Certificate.
- (iv) Failure to comply with an assessment deadline due to a critical, incident such as unexpected hospitalisation due to an acute illness, death of an immediate family member, serious accident while coming to school - the student must see the Head Teacher and collect an appeal form, on the day of their return to school and produce a medical certificate.
- (v) A student must attend school every period on the day an assessment task is due in order to be eligible for a mark to be awarded for that assessment task.
- (vi) Students who attend school only for an assessment task and are unable to attend for the rest of the day due to illness, must produce a medical certificate.

“N” Determinations

- (i) If a student has failed to complete a task/ course work, the respective Class teacher and Head Teacher will send a NESA Warning Letter to inform the student and parents that the School certificate is in danger and the student has the opportunity to redeem themselves.
- (ii) Where a student has failed to redeem, has poor attendance in class or continues to miss tasks, the student will be referred to the Senior Studies Review Committee and their parents notified by the respective Head Teacher.

Malpractice

- (i) Any task found not to be the students own work, or any other form of cheating will be given an award of zero.

Appeals

- (i) If a student is concerned about the accuracy of her result in an assessment task, she should discuss it with the teacher immediately, as it cannot be altered later.

Special Provisions

If a student has an illness or condition that could affect the performance during the stage 5 assessment tasks must see the Principal to apply for special provisions.

Illness and Misadventure appeal procedures

Students can apply for Illness and Misadventure

1. If a student is absent on a due date for an assessment task eg exam, in class task, a take home task, the student must inform the Head Teacher of that subject by phone or fax within 48 hours of the due date of the task. Failure to do so will result in a non-attempt being recorded for the task. The student when contacting the Head Teacher is to give an expected date for return to school.
2. NB: If the due date is the last day of term, the student must contact the Head Teacher in person or by phone on Day 1 of the following term
3. A student who has been absent due to illness or extreme misadventure must see the relevant Head Teacher on the first day of return to school to negotiate an alternative time or task. Failure to do so will result in a non-attempt plus a mark of zero being recorded for that task. The student must be prepared to do the exam or assessment task or hand in the task on the first day of return to school.
 - a) If no appeal is presented as per this policy, a mark of zero stands.
 - b) An appeal will only be considered if the documentation is completed as per this policy.
 - c) Once an appeal is formally lodged, the student will receive acknowledgement from the Head Teacher.
 - d) The Head Teacher shall hear the appeal and their adjudication is final. The Head Teacher will inform the student of the outcome of the appeal.

-
4. The student at the meeting with the Head Teacher must submit a completed appeal form and any supporting documentation e.g. Doctor's Certificate. Within the appeal documentation for absence due to illness a Medical Certificate must be provided which has been issued on the same date as the task.
 5. If a student is absent from school for part of the day when a hand in task is due, a medical certificate will be required.
 6. A zero mark will be awarded where a task has been submitted late but an appeal not upheld. Outcomes achieved will be recorded.
 7. If a student is ill during the examination period or during an in-class task she may lodge an appeal and a medical certificate may be required.
 8. If a student becomes aware in advance of a reason why a deadline cannot be met or an exam not attempted then the student must make written application to the teacher involved. The teacher and Head Teacher involved will evaluate the application and if alternative arrangements are to be made. Consideration of the application will only occur because of exceptional circumstances. Examples are, impending hospitalisation, school representative commitments, extended leave. No student should assume that alternative arrangements are possible. (See Appendix 2 for application form)
 9. Any task found not to be the student's own work will be given a mark of zero. If a class teacher suspects dishonesty the Head Teacher and Principal will be notified. The student may be asked to provide evidence e.g. Notes, drafts, plans to be used in her defence.

Official Warning Sample Letter



Bankstown Girls High School

Mona Street
Bankstown NSW 2200
Ph: 02 9709 6788
Fax: 02 9796 3971
Email: bankstowng-h.school@det.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000

Wednesday, 12th February 2020

N Award - Non-Completion of a Stage 5 Course - Music

Dear Charles & Isabelle Scott

I am writing to advise that your daughter Bon Scott is in danger of not meeting the Course Completion Criteria for a Stage 5 course - Music.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA; and
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the Course by the School; and
- Achieved some or all of the outcomes.

The NSW Education Standards Authority (NESA) requires schools and colleges to issue students with official warnings in order to give them the opportunity to redeem themselves. Please note that we have sent 3 official warning concerning your child's participation in Music .

A minimum of two course specific warnings must be issued prior to a final 'N' Determination being made for a course.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' Determination in a mandatory course are not eligible for an award in a Stage 5 course.

To date Bon has not satisfactorily met (a), (b) and (c) of the Course Completion Criteria.

Please discuss the matter with Bon and contact the school if further information or clarification is needed.

Yours sincerely,

Mr Black Adder
Teacher

Mr John Smith
Head Teacher

CRICOS Provider: NSW Department of Education

CRICOS Code: 00588M

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for to satisfy the Course Completion Criteria, the following task requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/Course Requirement/Course Outcome	Percentage Weighting	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	46%%	16/08/2020	Complete this essay and hand in	23/08/2020

CRICOS Provider: NSW Department of Education

CRICOS Code: 00588M

.....
 Requirements for the satisfactory completion of a Stage 5 Course.

I have received the letter dated Wednesday, 12th February 2020 indicating that Bon is in danger of not satisfactorily completing Music.

I am aware that the 'N' determination may make my child ineligible to be awarded this subject on a Record of School Achievement.

Parent/Guardian's Signature _____

Date _____

Student's Signature _____

Date _____

Appendix 1

THIS FORM MUST BE GIVEN TO THE RELEVANT HEAD TEACHER ON THE FIRST DAY YOU RETURN TO SCHOOL

Bankstown Girls High School Illness and Misadventure Form

Student Name:		Year:	
Subject:		Teacher:	
Task:		Task Due Date:	

I wish to make an appeal for consideration based on the following circumstances. (Tick one)

- Acute illness
 Critical Incident within immediate family
 Traffic Incident

Explanation of the nature of the incident and how it affected my ability to satisfy the assessment task requirements.

I am aware that failure to attempt a task and failure to follow the procedure outlined in the Bankstown Girls High School assessment policy may result in a non-attempt being recorded. I am aware that the Head Teacher will consider this appeal and decide if an estimated mark is to be awarded.

I have/have not substantiated this claim with a medical certificate or other relevant documentation.

Signed:

Date:

Parental acknowledgement

I certify that my daughter _____ has informed me that she has entered an appeal for the assessment task detailed above.

Signed:

Date:

Office Use

Notes	Process	Result
Date received	HT informed	Alternative task
Medical certificate	Decision reached	Estimate given
Task completed on	Student informed	Mark stands
		Zero awarded

Stage 5 RoSA Assessment Task Schedules 2020

Student will be informed of any changes via the Notice of Assessment which will be issued a minimum of 2 weeks prior to any task. Students are asked to carefully examine the Notice of Assessment for each task.

English - Assessment Schedule



Assessment Schedule - 2020

English Year 10	Task Number	Task 1	Task 2	Task 3	Task 4	Task 5
	Nature of Task	Extended Response	Mid-Course Exam	Oral Task	Visual Representation Task	Yearly Exam
	Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 7	Term 4 Week 4	Term 4 Week 1
	Weighting %	20	20	20	20	20

Year 10 English Course Outcomes

A student

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

Mathematics - Assessment Schedule



Assessment Schedule - 2020

Math Year 10	Task Number	Task 1	Task 2	Task 3	Task 4
	Nature of Task	Assignment	Class Test	Working Mathematically Task	Yearly Examination
	Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 1
	Weighting %	25	25	25	25

Year 10 Mathematics Course Outcomes

Mathematics Stage 5.1 Outcomes

A student

- MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts
- MA5.1-2WM** selects and uses appropriate strategies to solve problems
- MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context
- MA5.1-4NA** solves financial problems involving earning, spending and investing money
- MA5.1-5NA** operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- MA5.1-6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships
- MA5.1-7NA** graphs simple non-linear relationships
- MA5.1-8MG** calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- MA5.1-9MG** interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- MA5.1-10MG** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- MA5.1-11MG** describes and applies the properties of similar figures and scale drawings
- MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

Mathematics Stage 5.2 Outcomes

A student

- MA5.2-1WM** selects appropriate notations and conventions to communicate mathematical ideas and solutions
- MA5.2-2WM** Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- MA5.2-3WM** constructs arguments to prove and justify results
- MA5.2-4NA** solves financial problems involving compound interest

MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
MA5.2-14MG	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	describes and calculates probabilities in multi-step chance experiments

Mathematics Stage 5.3 Outcomes

A student

MA5.3-1WM	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA	draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	performs operations with surds and indices
MA5.3-7NA	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	sketches and interprets a variety of non-linear relationships
MA5.3-10NA	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	uses function notation to describe and sketch functions
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
MA5.3-15MG	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	applies deductive reasoning to prove circle theorems and to solve related problems
MA5.3-18SP	uses standard deviation to analyse data
MA5.3-19SP	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

Science - Assessment Schedule



Assessment Schedule - 2020

	Task Number	Task 1	Task 2	Task 3	Task 4	Task 5
Science Year 10	Nature of Task	Student Individual Research Project (Major Project)	Mid Course Exam	VALID	Yearly Exam	Skills / Topic Test
	Timing	Term 1 Week 6 (Draft) Term 1 Week 8 (Report)	Term 2 Week 4	Term 3 Week 8	Term 4 Week 1	Term 4 Week 6
	Weighting %	25	20	15	35	5

Year 10 Science Course Outcomes

A student

- SC5-1VA** appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them
- SC5-2VA** shows a willingness to engage in finding solutions to science related personal, social and global issues, including shaping sustainable futures
- SC5-3VA** Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations
- 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 investigation to collect valid and reliable data and information, individually and collaboratively
- SC5-7WS** Processes, analyses data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
- SC5-8WS** Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
- SC5-9WS** Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
- SC5-10PW** Applies models, theories and laws to explain situations involving energy, force and motion
- SC5-11PW** Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
- SC5-12ES** Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
- SC5-13ES** Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
- SC5-14LW** Analyses interactions between components and processes within biological systems
- SC5-15LW** Explains how biological understandings 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

Geography - Assessment Schedule



Assessment Schedule - 2020

Geography Year 10	Task Number	Task 1	Task 2	Task 3	Task 4
	Nature of Task	Biomes Report	Changing Places Field Work Questions	Human Wellbeing Oral Presentation	Yearly Examination
	Timing	Term 1	Term 2	Term 3	Term 4
	Weighting %	20	30	20	30

Year 10 Geography Course Outcomes

A student

- 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
- GE5-5** assesses management strategies for places and environments for their sustainability
- 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
- 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

Commerce - Assessment Schedule



Assessment Schedule - 2020

Commerce Year 10	Task Number	Task 1	Task 2	Task 3	Task 4
		Travel Portfolio	Law in Society Powerpoint Presentation (Pair)	Research Task Law In Society	Yearly Exam
	Nature of Task				
	Timing	Term 1	Term 2	Term 3	Term 4 Week 1
	Weighting %	25	20	25	30

Year 10

Commerce Course Outcomes

A student

- 5.1** applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
- 5.2** analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
- 5.3** examines the role of law in society
- 5.4** analyses key factors affecting commercial and legal decisions
- 5.5** evaluates options for solving commercial and legal problems and issues
- 5.6** monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
- 5.7** researches and assesses commercial and legal information using a variety of sources
- 5.8** explains commercial and legal information using a variety of forms
- 5.9** works independently and collaboratively to meet individual and collective goals within specified timelines

PDHPE - Assessment Schedule



Assessment Schedule - 2020

PDHPE Year 10	Task Number	Task 1	Task 2	Task 3	Task 4
	Nature of Task	Dance Adversity	Risky Business	Coaching & Modified Game Task	Yearly Exam
	Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 5-6	Term 4 Week 1
	Weighting %	25	25	25	25

Year 10 PDHPE Course Outcomes

A student

- 5.1** analyses how they can support their own and others' sense of self
- 5.2** evaluates their capacity to reflect on and respond positively to challenges
- 5.3** analyses factors that contribute to positive, inclusive and satisfying relationships
- 5.4** adapts, transfers and improvises movement skills and concepts to improve performance
- 5.5** composes, performs and appraises movement in a variety of challenging contexts
- 5.6** analyses attitudes, behaviours and consequences related to health issues affecting young people
- 5.7** analyses influences on health decision making and develops strategies to promote health and safe behaviours
- 5.8** critically analyses health information, products and services to promote health
- 5.9** formulates goals and applies strategies to enhance participation in lifelong physical activity
- 5.10** adopts roles to enhance their own and others' enjoyment of physical activity
- 5.11** adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations
- 5.12** adapts and applies decision making processes and justifies their choices in increasingly demanding contexts
- 5.13** adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives
- 5.14** confidently uses movement to satisfy personal needs and interests
- 5.15** devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively
- 5.16** predicts potential problems and develops, justifies and evaluates solutions

Physical Activity & Sports Studies - Assessment Schedule



Assessment Schedule - 2020

PASS Year 10	Task Number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6
	Nature of Task	Organisation of Swimming Carnival	Career Path Research Task	Healthy Eating Campaign & Forum	Movement Task	Field day Coaching	Yearly Exam
	Timing	Term 1 Week 1-6	Term 1 Week 10	Term 2 Week 4	Term 3 Week 1-6	Term 3 Week 7	Term 4 Week 1
	Weighting %	10	15	20	15	25	15

Year 10 Physical Activity & Sports Studies Course Outcomes

A student

- 1.1** discusses factors that limit and enhance the capacity to move and perform
- 1.2** analyses the benefits of participation and performance in physical activity and sport
- 2.1** discusses the nature and impact of historical and contemporary issues in physical activity and sport
- 2.2** analyses physical activity and sport from personal, social and cultural perspectives
- 3.1** demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
- 3.2** evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
- 4.1** works collaboratively with others to enhance participation, enjoyment and performance
- 4.2** displays management and planning skills to achieve personal and group goals
- 4.3** performs movement skills with increasing proficiency
- 4.4** analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Food Technology - Assessment Schedule



Assessment Schedule - 2020

Food Technology Year 10	Task Number	Task 1	Task 2	Task 3	Task 4
	Nature of Task	Folio and Practical Task	Research and Practical Task	Group Practice Task	Yearly Exam
	Timing	Term 2 Week 3	Term 3 Week 4	Term 4 Week 3	Term 4 Week 1
	Weighting %	25	25	25	25

Year 10 Food Technology Course Outcomes

A student

- 5.1.1 demonstrates hygienic handling of food to ensure a safe and appealing product
- 5.1.2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
- 5.2.1 describes the physical and chemical properties of a variety of foods
- 5.2.2 accounts for changes to the properties of food which occur during food processing, preparation and storage
- 5.2.3 applies appropriate methods of food processing, preparation and storage
- 5.3.1 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
- 5.3.2 justifies food choices by analysing the factors that influence eating habits
- 5.4.1 collects, evaluates and applies information from a variety of sources
- 5.4.2 communicates ideas and information using a range of media and appropriate terminology
- 5.5.1 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
- 5.5.2 plans, prepares, presents and evaluates food solutions for specific purposes
- 5.6.1 examines the relationship between food, technology and society
- 5.6.2 evaluates the impact of activities related to food on the individual, society and the environment

Design & Technology - Assessment Schedule



Assessment Schedule - 2020

Design & Technology Year 10	Task Number	Task 1	Task 2	Task 3	Task 4
	Nature of Task	Preferred Features Case Study	Cardholder Design Project	E Zine- Design Project	Yearly Exam
	Timing	Term 1 Week 6	Term 2 Week 4	Term 3 Week 5	Term 4 Week 1
	Weighting %	20	20	40	20

Year 10 Design & Technology Course Outcomes

A student

- 5.1.1 analyses and applies a range of design concepts and processes
- 5.1.2 applies and justifies an appropriate process of design when developing design ideas and solutions
- 5.2.1 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
- 5.3.1 analyses the work and responsibilities of designers and the factors affecting their work
- 5.3.2 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design
- 5.4.1 develops and evaluates innovative, enterprising and creative design ideas and solutions
- 5.5.1 uses appropriate techniques when communicating design ideas and solutions to a range of audiences
- 5.6.1 selects and applies management strategies when developing design solutions
- 5.6.2 applies risk management practices and works safely in developing quality design solutions
- 5.6.3 selects and uses a range of technologies competently in the development and management of quality design solutions

Visual Art - Assessment Schedule



Assessment Schedule - 2020

	Task Number	Task 1	Task 2	Task 3	Task 4
Visual Art	Nature of Task	Representation of the Female Mixed Media Work and Cultural Frame Response	Conceptual Framework, Structural Frame Response and Practices	Postmodern Ceramic Tableware	Landscape Painting
	Timing	Term 2 Week 3	Term 3 Week 4	Term 3 Week 6	Term 4 Week 6
Year 10	Weighting %	40	20	30	10

Year 10

Visual Art Course Outcomes

A student

- 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

Music - Assessment Schedule



Assessment Schedule - 2020

Music	Task Number	Task 1	Task 2	Task 3	Task 4
Year 10	Nature of Task	Composition and Aural Task	Composition and Performance Task	Performance and Aural Task	Musicology Task and Theory Exam
	Timing	Term 1 Week 10	Term 2 Week 6	Term 3 Week 7	Term 4 Week 1
	Weighting %	20	35	25	20

Year 10 Music Course Outcomes

A student

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