



Semper Optime  
Always the Best

# Year 10 Assessment Booklet

## 2024





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# Learning for a Changing Future

At BGHS we believe that transformational education is at the core of literate, numerate and creative learners who are resilient and have a strong sense of belonging. The provision for this will be delivered through dynamic, collaborative, expert staff who constantly strive for excellence.

## 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.

# Assessment Policy and Procedures

## Purpose of Assessment

Assessment tasks measure student performance against outcomes in each course. Assessment occurs throughout the duration of the course. The responsibility for setting assessment programs lies with the faculty responsible for that course.

## Satisfactory Completion of a Course

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

1. followed the course developed by the faculty
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes

## The Assessment and Reporting Program

Assessment in each subject will not begin until Week 1, Term 1 of each Year.

A report will be published that outlines progress in Semester one and Semester two. Dates of publication will be shown in the school calendar on the school website and in the school newsletter "Candid".

## Year 10 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 level measured against the syllabus objectives and outcomes for the course.

## Grades

### 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 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.

### Stage 5 RoSA Assessment and Faculty schedules

Record of School Achievement Assessment is designed to measure:

1. those aspects of a course not easily tested by one examination
2. student performances
3. a student's performance against descriptors for the award of Record of School Achievement 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.

### NSW Educational Standards Authority (NESA) 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 NESA and
- completed Year 10.

The Record of School Achievement will be issues 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.

## Student Responsibilities

- Students must ensure that they are aware of the assessment procedures, and they must complete and submit all assessment tasks as set by the school.
- A student must attend school every period, including ELP on the day an assessment task is due to be eligible for a mark to be awarded for that assessment task.
- 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.
- 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 or serious accident while coming to school - the student must see the Deputy Principal and collect an appeals form, on the day of their return to school and produce a letter from parents / guardian to explain the reason.

## Notification of Assessment

Students are informed of the assessment for each course, including;

1. the specified components and their weightings
2. the nature of each assessment task (e.g. written test, assignment, field trip, lecture project, practical work etc.)
3. the time when each assessment task will occur
4. the outcomes being assessed by the task

The school will publish an Assessment Schedule for each subject taught at the start of the calendar and HSC year. **Subject teachers will then provide notification of individual tasks to students on the school assessment template at least two weeks prior to the submission date.** At this time the teacher will indicate student receipt of the task through completion of a notification register.

## Late Submission of Assessment Tasks

If a student does not complete or submit a task by the due date and time, they are required to notify the Head Teacher on the day the task is due to explain the issue.

All tasks must be submitted by the due time and date in order to be awarded a mark for the task. No extensions will be given for a task. If a task is submitted late the student will be awarded a mark of Zero and an "N" Award warning letter will be sent home. In order for a mark to be awarded for a task submitted late, the student is required to:

- i. Collect an illness/misadventure form from the Deputy Principal or download one from the school website.
- ii. Complete the illness/misadventure form with all relevant information and attachments and get a parent to sign the form.
- iii. Submit the appeal form and supporting documentation to the Head Teacher Administration.



The School will:

- Review the appeal form by the faculty Head Teacher and in consultation with the Head Teacher Administration will decide to either support the appeal or decline the appeal and make a recommendation to the Principal.
- Where an appeal has been upheld, that student will either be awarded an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course or be awarded the mark received based on their completed task, as appropriate.
- Where the appeal has been declined a mark of zero will be recorded in the faculty markbook.
- Notify the student of the decision to decline or uphold the appeal
- File a copy of any documentation relevant to the assessment task and, where an appeal has been upheld, that student will be awarded an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course.

### Failure to Attend School on the Day of an Assessment Task or Submission Date

If a student is absent on a due date for an assessment task due to illness or misadventure the student must:

- Call the school and inform the Head Teacher of that subject, or the Deputy Principal, on the due date of the task of their absence.
- Explain why they are absent, give an estimated date of return and if possible, arrange for an alternate time for the task to be completed. Failure to do so will result in a non-attempt being recorded for the task.
- Provide an expected date for return to school.

Where a student does not contact the Head Teacher or Deputy Principal, the student it will be awarded a mark of Zero and an "N" Award warning letter will be sent home.

On the first day of the students return to school the student is required to:

- Arrange with the Head Teacher a time to complete the assessment or exam.
- Be prepared to do the exam, or hand-in the assessment task, on the first day of return to school.
- Collect an illness/misadventure form from the Deputy Principal or download one from the school website.
- Complete the illness/misadventure form with all relevant information and have a parent to sign the form.
- Submit the appeal form and supporting documentation (a medical certificate in the case of the appeal being for illness) to the Head Teacher Administration.

The School will:

- Review the appeal form by the faculty Head Teacher and in consultation with the Head Teacher Administration will decide to either support the appeal or decline the appeal and make a recommendation to the Principal.
- Where an appeal has been upheld, that student will either be awarded an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course or be awarded the mark received based on their completed task, as appropriate.
- Where the appeal has been declined a mark of zero will be recorded in the faculty markbook.
- Notify the student of the decision to decline or uphold the appeal
- File a copy of any documentation relevant to the assessment task and, where an appeal has been upheld, that student will be awarded an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course.

### Late Submission Due to Exceptional Circumstances

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 consider 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.

## “N” Determinations

An “N” Determination is issued when a student does not meet the mandatory requirements for satisfactory completion of a course.

Students and their parents will be notified if a student is not meeting course requirements through “N” Award Warning letters throughout the course. These warnings are sent for students who do not complete assessment tasks, classwork or course outcomes and in the case of VET courses for not meeting competencies.

Students are required to follow the course developed or endorsed by NESA. and

- Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.
- Made a genuine attempt at assessment tasks, (for the HSC assessment) which contribute in excess of 50% of assessment marks for the course.

Failure to do so can result in an “N” determination, which may make a student ineligible for the award of the Year 11 Record of School Achievement or the HSC.

A zero mark will be awarded for

- A task submitted after the due time and date.
- Not submitting a task at all
- Non serious attempt
- Malpractice

## 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.

## Malpractice / Plagiarism

Cheating or misbehaviour during an exam or assessment task will result in a zero mark being awarded.

Any task found to be plagiarised, in other words to not 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 that the work is their own e.g. Notes, drafts, plans to be used in her defence.

## Plagiarism In More Detail

Plagiarism is when you pretend that you have produced a piece of work that someone else created. It is cheating, it is dishonest, and it may result in a zero mark being awarded. The following are common questions about plagiarism.

**Q** Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

**A** Definitely yes!

**Q** Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

**A** Yes. You are using someone else's thoughts and words without acknowledgement.

**Q** Is it plagiarism if someone else proofreads my written work and changes my final draft?

**A** It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

**Q** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

**A** No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

**Q** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

**A** This is not plagiarism. You have taken steps to show you are presenting another's words or ideas.

All students will be given instruction on how to avoid plagiarism during term 1 each year.

If plagiarism is detected in a submitted assessment the teacher will retain the plagiarised copy and highlight the plagiarised sections and identify their source. The Head Teacher of the subject will contact the parent/caregiver and advise them that the student has submitted a task that is plagiarised. A task that is plagiarised as part of a submitted assessment will be awarded a mark of zero.

### Non-serious attempt

A non-serious attempt includes but is not limited to:

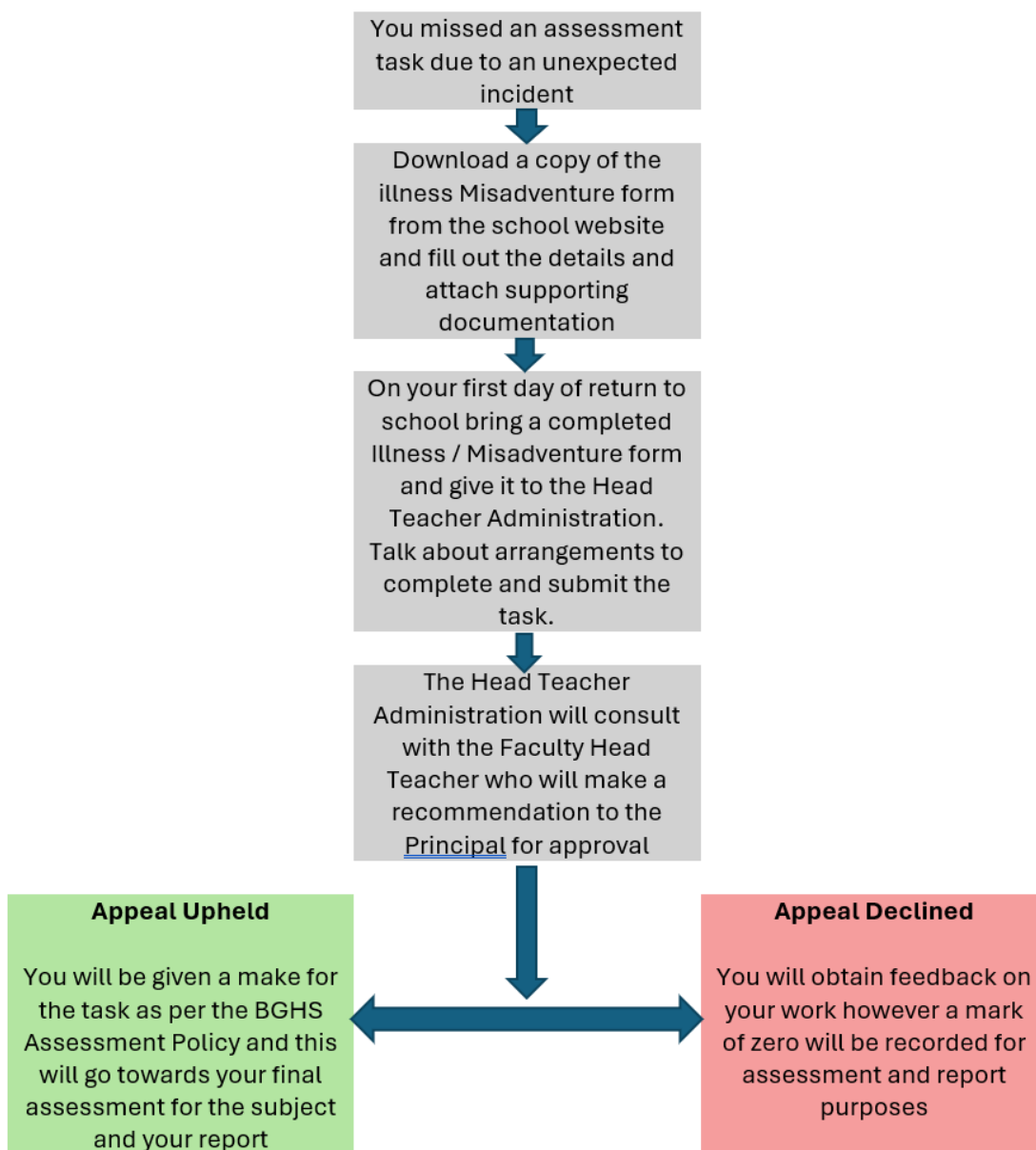
- Writing frivolous, offensive or objectionable material
- Writing answers in a language other than English (unless specifically instructed to do so)
- Not attempting a substantial portion of the exam or task (this includes only attempting the multiple-choice section of exams that include multiple choice questions). Students must make a genuine attempt at every section of the exam or assessment task.

### Appeals

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.

## Procedure Flow Diagram

What do I do if I miss an assessment task because of an unexpected incident?



## Bankstown Girls High School

### Illness / Misadventure Appeal

To be completed by the student who is unable to attend/submit an assessment on the due date. **This form is to be submitted to the Head Teacher Administration the first day back at school immediately after the assessment task or the due date for an assessment task. If the Head Teacher Administration is not available, this must be submitted to the Deputy Principal.**

**Student Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Head Teacher:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Assessment Task  
Number and Title:** \_\_\_\_\_

(State the type of task e.g. examination, research task, field work etc.)

**Date of Notification:** \_\_\_\_\_ **Due Date:** \_\_\_\_\_

**Date Appeal Submitted:** \_\_\_\_\_

**Details of Appeal:** (State sufficient detail to support you case for consideration)

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(Attach all necessary medical and other certificates and refer to the BGHS Assessment policy)

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Take this form to the Head Teacher Administration**

**Appeal Recommendation:** \_\_\_\_\_

**Head Teacher  
Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# 2024 Assessment Schedules

The schedules that appear on the following pages are accurate as of the date of publication. There may be a need to adjust assessment schedules, and, in these cases, a new assessment schedule will be created and issued to students by the classroom teacher. This will be done at least 2 weeks prior to any assessment task that has been changed.



## Year 10 Assessment Schedule 2024

### English

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Extended Response	Mid-course Exam	Multimodal Task	Yearly Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 2 Week 9	Term 4 Week 1	
<b>Outcomes assessed</b>	EN5-URA-01 EN5-URB-01	EN5-RVL-01 EN5-ECB-01 EN5-ECA-01	EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-ECB-01 EN5-ECA-01	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

A student;

<b>RVL: (Reading, Viewing, and Listening to Texts)</b>	
EN5-RVL-01-	uses a range of personal, creative, and critical strategies to interpret complex texts.
<b>URT: (Understanding and Responding to Texts)</b>	
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.
<b>ECT: (Expressing Ideas and Composing Texts)</b>	
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.
<b>Life Skills Outcomes</b>	
<ul style="list-style-type: none"> <li>• ENLS-RVL-01-engages with a range of texts.</li> <li>• ENLS-RVL-02-uses reading strategies when engaging with a range of texts.</li> <li>• ENLS-URA-01- identifies language and/or visual forms, features, and structures.</li> <li>• ENLS-URB-01 - identifies ideas, experiences, and values in a range of texts.</li> </ul>	

- ENLS-URC-01- makes connections with and between texts.
- ENLS-ECA-01-composes texts for everyday purposes.
- ENLS-ECA-02- composes texts using language conventions for specific purposes and audiences.
- ENLS-ECB-01 - uses processes of planning and revising to develop texts.
- ENLS-COM-01 - communicates in familiar or unfamiliar contexts.





## Year 10 Assessment Schedule 2024

### Mathematics

Task Number	Task 1	Task 2	Task 3	Task 4	
Nature of Task	Numeracy Assignment	Class Task	Class Task	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 1	
Outcomes assessed	MA5-1-4NA MA5-2-4NA MA5-1-1WM MA5-1-2WM MA5-1-3WM MA5-2-2WM MA5-3-2WM	MA5-1-6NA MA5-2-9NA MA5-3-8NA MA5-1-8MG MA5-2-11MG MA5-2-12MG MA5-3-13MG MA5-3-14MG  WM Working Mathematically outcomes will be included.	MA5-1-5NA MA5-2-6NA MA5-2-7NA MA5-3-5NA MA5-1-12SP MA5-2-15SP MA5-2-16SP MA5-3-18SP MA5-3-19SP  WM Working Mathematically outcomes will be included.	MA5-2-8NA MA5-3-7NA MA5-3-11NA MA5-1-7NA MA5-2-5NA MA5-2-10NA MA5-3-4NA MA5-3-9NA  WM Working Mathematically outcomes will be included.	
Total %	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes Stage 5.1

A student;

<b>MA5.1-1WM</b>	uses appropriate terminology, diagrams and symbols in mathematical contexts
<b>MA5.1-2WM</b>	selects and uses appropriate strategies to solve problems
<b>MA5.1-3WM</b>	provides reasoning to support conclusions that are appropriate to the context
<b>MA5.1-4NA</b>	solves financial problems involving earning, spending and investing money
<b>MA5.1-5NA</b>	operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5.1-6NA</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-7NA</b>	graphs simple non-linear relationships

<b>MA5.1-8MG</b>	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
<b>MA5.1-9MG</b>	interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
<b>MA5.1-10MG</b>	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>MA5.1-11MG</b>	describes and applies the properties of similar figures and scale drawings
<b>MA5.1-12SP</b>	uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
<b>MA5.1-13SP</b>	calculates relative frequencies to estimate probabilities of simple and compound events

## Outcomes Stage 5.2

A student;

<b>MA5.2-1WM</b>	selects appropriate notations and conventions to communicate mathematical ideas and solutions
<b>MA5.2-2WM</b>	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
<b>MA5.2-3WM</b>	constructs arguments to prove and justify results
<b>MA5.2-4NA</b>	solves financial problems involving compound interest
<b>MA5.2-5NA</b>	recognises direct and indirect proportion, and solves problems involving direct proportion
<b>MA5.2-6NA</b>	simplifies algebraic fractions, and expands and factorises quadratic expressions
<b>MA5.2-7NA</b>	applies index laws to operate with algebraic expressions involving integer indices
<b>MA5.2-8NA</b>	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
<b>MA5.2-9NA</b>	uses the gradient-intercept form to interpret and graph linear relationships
<b>MA5.2-10NA</b>	connects algebraic and graphical representations of simple non-linear relationships
<b>MA5.2-11MG</b>	calculates the surface areas of right prisms, cylinders and related composite solids
<b>MA5.2-12MG</b>	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.2-13MG</b>	applies trigonometry to solve problems, including problems involving bearings
<b>MA5.2-14MG</b>	calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
<b>MA5.2-15SP</b>	uses quartiles and box plots to compare sets of data, and evaluates sources of data
<b>MA5.2-16SP</b>	investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	describes and calculates probabilities in multi-step chance experiments

## Outcomes Stage 5.3

A student;

<b>MA5.3-1WM</b>	uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
<b>MA5.3-2WM</b>	generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>MA5.3-3WM</b>	uses deductive reasoning in presenting arguments and formal proofs
<b>MA5.3-4NA</b>	draws, interprets and analyses graphs of physical phenomena
<b>MA5.3-5NA</b>	selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-6NA</b>	performs operations with surds and indices
<b>MA5.3-7NA</b>	solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
<b>MA5.3-8NA</b>	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
<b>MA5.3-8NA</b>	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

<b>MA5.3-9NA</b>	sketches and interprets a variety of non-linear relationships
<b>MA5.3-10NA</b>	recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
<b>MA5.3-11NA</b>	uses the definition of a logarithm to establish and apply the laws of logarithms
<b>MA5.3-12NA</b>	uses function notation to describe and sketch functions
<b>MA5.3-13MG</b>	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-14MG</b>	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-15MG</b>	applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.3-16MG</b>	proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<b>MA5.3-17MG</b>	applies deductive reasoning to prove circle theorems and to solve related problems
<b>MA5.3-18SP</b>	uses standard deviation to analyse data
<b>MA5.3-19SP</b>	investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes.



## Year 10 Assessment Schedule 2024

### Mathematics Life Skills

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Numeracy Assignment	Class Task	Class Task	Course Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	Term 4 Week 1	
<b>Outcomes assessed</b>	MALS-1WM MALS-2WM MALS-3WM	MALS-1WM MALS-2WM MALS-3WM MALS-15NA MALS-32MG MALS-33MG MALS-34MG	MALS-1WM MALS-2WM MALS-3WM MALS-28MG MALS-29MG MALS-30MG MALS-31MG	MALS-1WM MALS-2WM MALS-3WM MALS-35SP MALS-36SP MALS-37SP MALS-38SP MALS-39SP MALS-19NA	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

Outcomes for each task will be provided on the 'Notice of Assessment'

### Outcomes

A student;

MALS-1WM	responds to and uses mathematical language to demonstrate understanding
MALS-2WM	applies mathematical strategies to solve problems
MALS-3WM	uses reasoning to recognise mathematical relationships
MALS-4NA	recognises language used to represent number
MALS-5NA	counts in familiar contexts
MALS-6NA	reads and represents numbers
MALS-7NA	compares and orders numbers
MALS-8NA	recognises and compares fractions in everyday contexts
MALS-9NA	represents and operates with fractions, decimals or percentages in everyday contexts

MALS-10NA	selects and uses strategies for addition and subtraction
MALS-11NA	selects and uses strategies for multiplication and division
MALS-12NA	recognises and matches coins and notes
MALS-13NA	compares and orders coins and notes
MALS-14NA	reads and writes amounts of money
MALS-15NA	calculates with money
MALS-16NA	makes informed decisions about purchasing goods and services
MALS-16NA	makes informed decisions about purchasing goods and services
MALS-17NA	plans and manages personal finances
MALS-18NA	recognises and continues repeating patterns
MALS-19NA	calculates missing values by completing simple number sentences
MALS-20MG	recognises time in familiar contexts
MALS-21MG	recognises and relates time in a range of contexts
MALS-22MG	reads and interprets time in a variety of situations
MALS-23MG	calculates and measures time and duration in everyday contexts
MALS-24MG	organises personal time and manages scheduled activities
MALS-25MG	estimates and measures in everyday contexts
MALS-26MG	recognises and uses units to estimate and measure length
MALS-27MG	selects and uses units to estimate and measure mass
MALS-28MG	selects and uses units to estimate and measure volume and capacity
MALS-29MG	applies formal units to estimate and calculate area
MALS-30MG	recognises, matches and sorts three-dimensional objects and/or two-dimensional shapes
MALS-31MG	identifies the features of three-dimensional objects and/or two-dimensional shapes and applies these in a range of contexts
MALS-32MG	responds to and uses the language of position in everyday contexts
MALS-33MG	recognises that maps and plans are a representation of positions in space
MALS-34MG	uses maps and plans in a range of contexts
MALS-35SP	recognises data displayed in a variety of formats
MALS-36SP	gathers, organises and displays data
MALS-37SP	interprets information and draws conclusions from data displays
MALS-38SP	recognises and uses the language of chance in a range of contexts
MALS-39SP	recognises the elements of chance and probability in everyday events

## Year 10 Assessment Schedule 2024

### Science

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Student Individual Research (Major Project)	In-class task on motion	VALID	Skills / Topic Test	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5	
<b>Outcomes assessed</b>	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS (Life Skills) SCLS-4WS SCLS-5WS SCLS-6WS SCLS-7WS SCLS-8WS SCLS-9W	SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW	Externally assessed – all Stage 5 content and outcomes	SC5-4-7WS SC5-13E	
<b>Total %</b>	<b>30</b>	<b>25</b>	<b>30</b>	<b>15</b>	<b>100</b>

## 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
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





## Year 10 Assessment Schedule 2024

### HSIE - History

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Movement of Peoples Multimodal Presentation	Making of a Nation Topic Test	The Holocaust Take Home Research/In Class Essay	Yearly Exam	
<b>Timing</b>	Term 1 Week 8	Term 3 Week 8	Term 3 Week 9	Term 4 Week 1	
<b>Outcomes assessed</b>	HT5-2 HT5-4 HT5-5 HT5-6 HT5-7 HT5-8 HT5-9 HT5-10	HT5-1 HT5-3 HT5-4 HT5-6 HT5-7 HT5-9	HT5-1 HT5-2 HT5-3 HT5-6 HT5-7 HT5-8 HT5-10	HT5-2 HT5-3 HT5-4 HT5-7 HT5-8 HT5-10	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

A student;

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

## Year 10 Assessment Schedule 2024

HSIE - Commerce

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Travel Travel Itinerary  Portfolio	The Economic and Business Environment  Entrepreneur's Report	Law, Society and Political Involvement  Criminal law group multimedia/ presentation	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Week 7	Term 4 Week 1	
<b>Outcomes assessed</b>	COM5-1 COM5-4 COM5-5 COM5-6 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-4 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-5 COM5-7 COM5-8 COM5-9	COM5-1 COM5-2 COM5-3 COM5-4 COM5-5 COM5-7 COM5-8 COM5-9	
<b>Total %</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Outcomes

A student;

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
COM5-5	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



## Year 10 Assessment Schedule 2024

PDHPE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Striking and Fielding Skills	Risky Situation In-Class Response	Health Promotion Video	Volleyball Movement Skills	
<b>Timing</b>	Term 1 Week 6	Term 2 Week 6	Term 3 Week 7	Term 3 Week 8 – Term 4 Week 2	
<b>Outcomes assessed</b>	PD5-4 PD5-5 PD5-7 PD5-8	PD5-1 PD5-3 PD5-6 PD5-9 PD5-10	PD5-2 PD5-6 PD5-7 PD5-8 PD5-10	PD5-4 PD5-5 PD5-11	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Outcomes

A student;

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.
PD5-10	Refines and applies movement skills and concepts to compose and perform innovative movement sequences.

## Year 10 Assessment Schedule 2024

### Physical Activity & Sports Studies

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Australian Sporting Identity Essay	Issues in Sport Research Task	Fundamental Movement Skill Examination & Practical	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9 Examination  Week 3 – 8 Practical Assessment	
<b>Outcomes assessed</b>	PASS5-1 PASS5-3 PASS5-4 PASS5-10	PASS5-3  PASS5-4  PASS5-10	PASS5-5  PASS5-6  PASS5-7  PASS5-9  PASS5-10	
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

### Outcomes

A student;

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 active participation and skilful performance.
PASS5-6	Evaluates the characteristics of 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.

## Year 10 Assessment Schedule 2024

### Food Technology

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Folio and Practical Task	Research and Practical Task	Group Practical Task	Yearly Exam	
<b>Timing</b>	Term 2 Week 3	Term 3 Week 4	Term 4 Week 4	Term 4 Week 1	
<b>Outcomes assessed</b>	FT5-1 FT5-2 FT5-5 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-3 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	FT5-1 FT5-2 FT5-3 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## Outcomes

A student;

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

## Year 10 Assessment Schedule 2024

### Music

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Composition and Aural Task	Presentation of Performance and Composition Task	Aural Task and Presentation Performance	Presentation of Performance and Theory Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 5	Term 3 Week 9	Term 4 Week 1	
<b>Outcomes assessed</b>	5.4 5.6 5.8 5.9 5.10 5.11 5.12	5.1 5.2 5.3 5.4 5.6 5.10 5.11 5.12	5.1 5.2 5.3 5.7 5.8 5.11 5.12	5.7 5.8 5.9 5.12	
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>25</b>	<b>100</b>

## Outcomes

A student;

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

<b>5.11</b>	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
<b>5.12</b>	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## Year 10 Assessment Schedule 2024

### Visual Arts

Task Number	Task 1A/B	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Representation of the Female Mixed Media Work and Cultural Frame Response	Postmodern Ceramic Tableware	Conceptual Framework, Structural Frame Response and Practices	Transformed Readymade	
<b>Timing</b>	Term 2 Week 5	Term3 Week 10	Term 4 Week 3	Term 4 Week 4	
<b>Outcomes assessed</b>	5.3 5.4 5.6 5.8 5.9 5.10	5.2 5.4 5.6	5.7 5.8 5.9	5.4 5.5 5.6	
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>30</b>	<b>10</b>	<b>100</b>

## Outcomes

A student;

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

# Assessment Planner

	TERM 1	TERM 2
<b>Week 1</b>	This was a non teaching Week	
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 9</b>		
<b>Week 10</b>		
<b>Week 11</b>		Term 2 Is a 10 Week Term.

	TERM 3	TERM 4
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 9</b>		
<b>Week 10</b>		
<b>Week 11</b>	Term 3 Is a 10 Week Term.	

# Assessment Self Assessment

## Record of my progress

Self-Evaluation

	In individual work: How well did I								In group work: How well did I							
	T1	T1	T2	T2	T3	T3	T4	T4	T1	T1	T2	T2	T3	T3	T4	T4
<b>Respectful Learner</b>																
Listen to staff																
Bring my equipment to each lesson																
Contribute to each lesson																
Listen to others																
Explain ideas																
Encourage others																
Do a fair share of work																
<b>Responsible Learner</b>																
Bring my equipment to each lesson																
Bring work/ items needed for group work																
Concentrates on task																
Completes the task																
Use my homework diary																
Revise classwork																
Plan my assignments/ homework																
Make sure my assignments are good quality																
<b>Safe Learner</b>																
Follows instructions																
Stays on task																
Helps organise the group																
Watch out for others																

### Rating system:

- 1 - I usually do this well
- 2 - I have improved in this area
- 3 - I need to work on this
- 4 - I rarely do this