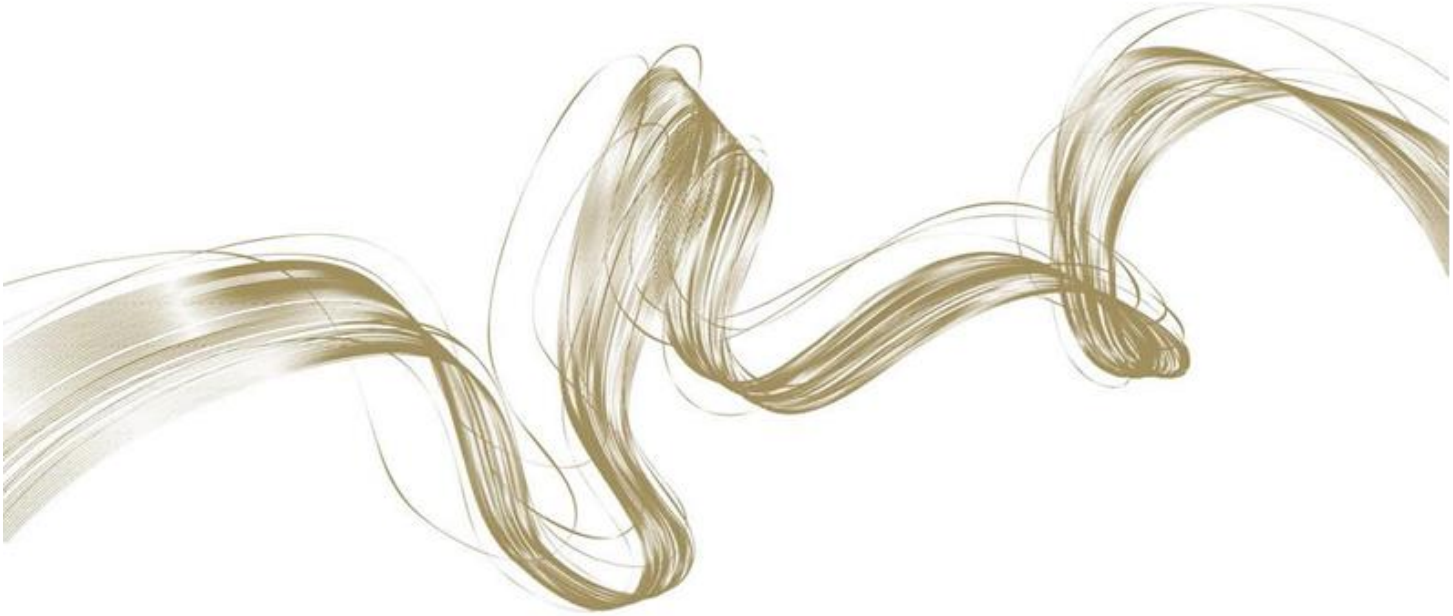
THE RIVERS
SECONDARY COLLEGE

The heart of secondary education for Lismore

LISMORE HIGH CAMPUS



Stage 5 - Year 10
2024 Assessment Schedules and RoSA Assessment Policy

Lismore High Campus
Success with Pride

Policy Title: Student – Assessment, Policy Record of School Achievement (ROSA)/ Stage 5

This policy sets out the expectations of students in the implementation of the ROSA

1. Policy Statement

1.1 **Assessing**
1.1.1 Schools plan assessment so that:
(i) students can demonstrate achievement of outcomes for the relevant stage of learning
(ii) valid and reliable assessment strategies are used
(iii) the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students
(iv) comply with NESA Syllabus requirements
1.1.2 Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements in the course of teaching and learning.
1.1.3 Teachers use a variety of appropriate assessments for judging student achievement.
1.1.4 Teachers collect and record assessment information to:
(i) guide ongoing teaching and learning
(ii) monitor and evaluate student progress
(iii) report achievement to parents and relevant authorities in accord with school requirements and Department policy

2. Applicability

2.1 This policy applies to students undertaking Stage 5 and Stage 6 NSW NESA courses leading toward the Record of School Achievement (ROSA),

3. Context

3.1 This policy has been developed to provide greater clarity for students in meeting the assessment requirements of the NSW NESA

3.2 Document history and details

Approval date
15-12-23

Approving officer
Chris Williams (Principal)

Implementation date
30 January 2024

Student – Assessment Policy, Record of School Achievement (ROSA)

Mandatory curriculum requirements for the award of the Record of School Achievement	
English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in both Stage 4 and Stage 5, and including Australian history and Australian geography.

Mandatory curriculum requirements for the award of the Record of School Achievement	
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

The Principal of the school is delegated certain functions by the NESA under the auspices of the Education Act (1990) NSW. The Principal is granted the authority to determine requirements of the ROSA

Lismore High Campus Assessment Policy

This assessment policy must be implemented in all aspects however the Principal may change this policy in special cases or exceptional circumstances.

**No teacher should be assessing their own student. A teacher must report to the Principal immediately if this is the case. The important point to note is assessment and not teaching.

1.1 Setting assessment tasks

In setting assessment tasks, teachers should give careful consideration to the syllabus objectives and outcomes being assessed. By measuring student achievement of these objectives and outcomes, teachers can build up a profile of the achievement of each student in relation to the course performance descriptors.

Progressive assessment implies that the assessment tasks be set and marked at regular intervals. At least one task should be completed and students given feedback on it during each term, ongoing formative assessment may be assessed at similar times

1.2 Weightings

Allocating weightings to each of the assessment tasks is in accordance with the component weightings of the relevant syllabus and the teacher's judgement of the relative importance of each task. **An individual task would not normally be worth less than 10 percent, nor more than 40 percent,** of the total weighted mark per semester, 4 common tasks spaced equally throughout the year will be used to determine overall assessment.

1.3 Procedures to ensure students are informed in writing of their assessment schedules prior to commencing the Stage 5 course

Students will be provided with a copy of the student assessment for their year prior to the commencement of the course where possible.

At the commencement of the Stage 5 course students will be given a written Course Outline with details of the Assessment program of that course.

The documentation contained in this booklet includes the following:

* A schedule of tasks and values, with approximate dates of administration (eg Week 5, Term 1) with a description of the tasks and an indication of the outcomes to be assessed.
* A table of components, outcomes and weights, cross-referenced to tasks.
* Any rules or regulations unique to the course.
* The management of the assessment task when more than one class is involved.
* A detailed list of syllabus outcomes for the course.

- Any changes to scheduled assessments must be notified to the students.
- Students should physically sign for the receipt of the assessment schedule.
- The Year Adviser for that year will collect the signatures and keep the record before providing a copy to the NESA Coordinator and the Principal.
- Assessment tasks need to be entered into the school assessment calendar to ensure there are no clashes or students are not being overloaded.

1.4 Procedures relating to the administration of tasks

Assessment Notification

No assessment tasks are to be scheduled in the two weeks prior to examinations except in exceptional circumstances which must be approved by the Principal, or in the case of long term practical submissions.

Any requests for special consideration should be discussed with the Principal well before the date in question.

Submission of Assessment Tasks

- Hard copies, electronic copies (using saving location stated on the Assessment Notification) or the practical item are to be submitted on the due date by the time stated on the Assessment Notification.
- No marks will be awarded for late assessments without approved formal documentation and a non – submission warning letter will be issued.

Please note: It is the student's responsibility to check electronic files have uploaded correctly before the submission due date.

Completion of Assessment Tasks Stage 5- Years 9 & 10

- Students are to complete all assessment tasks
- Assessments tasks may be scheduled on any school day and cannot be expected to take account of family holidays or other personal arrangements
- Students will be given feedback on their achievement in Assessment Tasks by the teacher

Late Submission of Assessment Tasks

In Years 9 & 10 there will be **a sliding scale of deducting marks** for Assessment Tasks handed in late. (This includes weekends)

1 day 20%
2 day 40%
3 day 60%
4 day 80%
5 day zero mark

- A letter from home needs to accompany work that is presented late and given to the teacher. If work is late due to absence, the letter and the work should be presented to the teacher on the first day of the student's return to school.
- **Year 10 students are also to complete a Misadventure Form (available from the Head Teacher) accompanied by supporting documentation**.

- In the case of a student being chosen in a representative team (Area Sports, State, National) which could result in the student missing part or all of a formal examination or assessment task, **a request for leave should be given to the Head Teacher at least one week prior to the start of the examination or assessment task due date**. This may vary where the student has had extended time for the task. Students away on excursions on the due date should hand the assessment task in the day before if they cannot hand it in on the day due.

- Students must always make back up disks and hard copies of all Assessment tasks. Assignments done on computer should be saved on an external storage device then transferred to hard copy in case of a 'crash'. Computer or printer malfunction is not an acceptable reason for failing to submit a task on time. Submitting tasks on thumb drives or storage devices for assessment are also unacceptable.

- Determination of procedures and items for submission of assessment tasks is the responsibility of the teacher concerned who will notify students in writing of such requirements in the Assessment Notification.

In general, students are required to make written application to the Head Teacher for an extension of time to complete an assessment task and furnish evidence of the reasons for an extension of time. This should be made at the first possible opportunity prior to the task being due. Where there is a reasonable explanation the Head Teacher may grant an extension of time to students and their assessments marked as normal, if submitted by the new date.

Students who are granted leave from an assessment task, including examinations, in general may be required to do a substitute paper at the earliest possible time after returning from leave (time to be determined by the relevant Head Teacher) and may not receive an examination ranking.

The school does not take responsibility for damage of disks, and hard drive backups or printed copies should always be kept by students. This remains the responsibility of the student at all times. Computer or printer malfunction is not an acceptable reason for failing to submit a task on time.

Plagiarism

- Assessment tasks are designed to reduce plagiarism. (copying others work without referencing)

All tasks are considered to be completed by students individually, unless otherwise stated.

Students, may in the course of research and preparation, on occasions, work together and assist one another in gathering the preparatory material. However, the submitted assessment task should be constructed individually.

Students who submit identical/near identical individual tasks will have such tasks will be referred to their Head Teacher for consideration of possible sanctions.

Students on Suspension

If a student is on suspension from Lismore High Campus at the time when an assessment item is due, it remains the student's responsibility to ensure that this task is submitted ON THE DUE DATE. On all such occasions, submission of the task is to be organised through the front office – the student is not to go directly to the course teacher as students are excluded from the school grounds when on suspension. If, however, the nature of the assessment item requires the student's attendance on the grounds for a set period of time (eg listening exercise, class test, presentation or speech), then the completion of this assessment item on the due date is at the discretion of the Principal, and in negotiation with the relevant Head Teacher. Where appropriate, a student may be asked to complete the task upon return from suspension. Under no circumstances does suspension from school entitle a student to submit an assessment item after the due date, nor entitle a student to additional time in which to complete an item. It remains the responsibility of the student to notify the Principal at the time of suspension that an assessment item is due over the period of suspension.

Occasions when estimates are given or substitute tasks administered

If a student fails to complete an assessment task specified in the assessment program and the teacher considers the student has a valid reason, for example illness or endorsed leave, an extension of time may be granted or a mark may be awarded based on a substitute task.

In general, administering a substitute task is preferable to providing an estimate mark. Where this cannot be done an estimated mark will be submitted.

Assessment to be completed on the day

Where an assessment item will be conducted over more than one day (*eg* Drama practical) students are to be prepared to complete the assessment item from the first lesson of the nominated week.

Students are not to absent themselves from classes immediately prior to an assessment item, particularly for such purposes as late completion of the item or revision for an assessment test. This also applies to students who stay at home to complete / revise for assessment items before arriving at school to sit for / submit the assessment item. Students who absent themselves from classes in such circumstances are not meeting course requirements for that course and will be subject to the following sanctions;

- **students will be awarded a zero for an assessment task if they miss scheduled periods prior to when the assessment is due.**

Long term absence

When students are absent for any given period of time, it remains their responsibility to collect and catch up all notes, handouts and missed work. Students who fail to meet this responsibility may be subject to course sanctions. Students who are absent long term will need a justifiable explanation with evidence.

Illness, Accident or Misadventure

- Students must inform a Head Teacher of his/her absence from a task and submit an illness/ misadventure application form on their first day back at school, even if they do not have the subject that day. Students who are ill on the day of the assessment will be required to produce medical evidence to explain their absence.

A full and adequate written explanation must be provided through the completion of an Illness, Accident or Misadventure Application Form if a student is absent for the submission of an assessment task. This will require supporting documentation.

The student is required to inform the relevant Head Teacher of his/her absence from the task and submit the Illness, Accident or Misadventure Application form to the Head Teacher on their first day back at school.

The Head Teacher will determine the outcome of the submission. In most cases the student must complete an alternative task as soon as possible after return from leave (time to be determined by the Head Teacher but will generally be on the day of return).

Student Grievances

Where students find they have grievances concerning assessment practices, they should consult with the teacher concerned. Where serious difficulties remain the student and teacher should consult with the Head Teacher. Where a matter cannot be resolved the Principal should be informed.

Disability provisions

Principals have the authority to grant disability provisions in assessment tasks for students with disabilities or for students who have been injured. The school will consider providing disability provisions, for example, writers, additional time, separate supervision. For some students with disabilities alternative tasks may be devised.

Two or more classes

Where the school has two or more classes of the same subject at the same Year level, common assessment programs should be followed with common tasks, conditions and marking procedures.

Standards packages may be used to develop a shared understanding of standards, and to inform the setting of comparable tasks and collaborative marking. Corporate marking and moderation will occur between the teachers of the classes when forming marks and subject rankings.

1.5 Procedures relating to malpractice

Students are subject to the normal rules of the school during the completion of assessment tasks and examination rules for examination assessment tasks. There may also be special rules for some assessment tasks. Failure to observe these rules may result in disqualification from the award of marks for that assessment task. Parents will be notified if any disqualification occurs.

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must belong to the student. Where there is evidence of malpractice students may be awarded zero marks

If a teacher suspects a student of malpractice or plagiarism they will inform the student. The task will be referred to the assessment committee consisting of the Deputy Principal, Head Teacher of the faculty in which the alleged malpractice is taking place and the Year Adviser. They will make the determination if there has been malpractice and what action will be taken.

If the malpractice is proven, a zero mark should be considered for that task. In some circumstances, the school may decide to administer a substitute task with significantly different supervision. Whatever approach is taken, the penalty should be appropriate to the seriousness of the offence.

The student can appeal the decision of the assessment committee to the Principal who will make the final determination.

1.6 Eligibility for the Record of School Achievement for students in Years 7–10 transferring between schools

As far as possible, schools will provide courses to meet the mandatory requirements for students transferring into the school during Years 7–10 (from intra or interstate, or overseas). For some students, the curriculum organisation of the new school may not allow them to meet all mandatory curriculum requirements for the Record of School Achievement. For these students, the Principal of the new school may deem them to have completed mandatory requirements, provided they supply documentary and/or other evidence to the principal's satisfaction.

1.7 Students who transfer in after the commencement of the ROSA assessment program

The Principal will determine if the student has completed the relevant course (or equivalent). Where marks have been obtained from a previous school these will be meshed with the assessment program of the current course.

1.8 Procedures for dealing with the assessment of accelerants and accumulants

Accelerants should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.
See *Guidelines for Accelerated Progression* (revised 2000).

1.9 Awarding marks for an assessment task and providing feedback to students on their performance in tasks and their progress

Provision of Feedback

> **All students are to be provided with meaningful feedback relating to all assessment tasks undertaken in Stage 5**

Feedback is to be given with the intention of informing student learning in relation to performance and achievement in tasks. Meaningful feedback is to be provided to students upon the return of marks/ tasks, and may be either verbal or written in whole class and/or individual contexts. Staff are required to ensure students register the provision of feedback.

Results for Assessment Task

Students cannot resubmit an assessment task for a new mark.

With continuous assessment, the majority of students should be able to redeem a poor assignment by the high quality of a subsequent one. To allow students to monitor their progress it is necessary to return marked assignments promptly so that the students are aware of the need to make a greater effort.

Repeat Students, Pathways Students, Transfers-in and Students Changing Courses

Any repeat, transferred-in student or students changing courses are to be assessed on the remaining tasks and a position on those tasks determined by using a “meshing-in” process. The position will be the final assessment position and an assessment mark appropriate to that position will be awarded to the student.

Calculating Assessment Marks

Tasks may be set out of any convenient total.
Students should be aware that simply summing their raw scores for each task will not give a true indication of their overall score or rank.

Reporting to Parents and/or Caregivers

Students are to be given feedback on their performance on Assessment tasks. The final Grade submitted to the NESA.

2.1 Procedures for advising students in writing when they are in danger of not meeting the assessment requirements in a course

Satisfactorily completing a course

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has met all the criteria below:

- **a)** followed the course developed or endorsed by the Board; 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.

****Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school**

- A student will be **deemed not** to have applied themselves with diligence or sustained effort if they have not achieved course outcomes due to poor attendance. Students must have justifiable explained absences and have redeemed any outstanding coursework.

- Teacher must inform students through the use of 'N' warning letters that the student is in danger of not meeting requirements.

Un-completed Assessment Items

NESA expects students to complete all Assessment Tasks. Students who without good cause, fail to submit assignments or complete other assessment tasks. An 'N' award may be applied. The Principal will be required to inform NESA and the subject concerned may not appear on the ROSA. (Where a genuine excuse exists for failure to attempt an assessment task, an illness/misadventure form must be submitted. If approved, a substitute task may be required. Where no substitute task can be arranged an estimate may be given for the task with the Principal's authorisation.

'N' Award

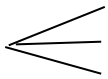
Students recommended for an 'N' award in any course will have received at least two formal warnings, in time for problems identified to be corrected. The school will follow the timeline set out by NESA with respect to notification to a student of an 'N' award
Students have the right to appeal the end of course 'N' award, firstly to the School, and if unsuccessful to the NESA. The school 'N' Award Appeal Panel will investigate and make school judgements.

This panel will consist of: Principal, Deputy Principal

2.2 Student appeals

Student Grievances

Please note: Assessment Committee consists of



Year Adviser
Head Teacher of Faculty involved
Deputy Principal

Student Grievances Concerning Assessment Procedures

Where students find they have grievances concerning assessment practices, they should consult with the teacher concerned in the first instance. Where serious difficulties remain the student and/or the teacher should bring the matter to the attention of the Assessment Committee and fill in the appropriate appeal form.

Student Grievances Concerning Marks

Students are entitled to meaningful feedback. Any concerns about the marks awarded for any individual assessment task are to be made directly to the teacher concerned within a week. Unresolved problems may be dealt with by the Assessment Committee.

2.3 Special Provisions

The purpose of Special Examination Provisions is to provide students who have special examination needs with practical support in NESA tests and examinations. Special provisions may be applied for under the areas of;

- Learning difficulty
- Physical difficulty (e.g. cerebral palsy, muscular dystrophy)
- Illness (e.g. chronic fatigue syndrome)
- Hearing impairment
- Vision impairment
- Psychological
- Pregnancy

Special provisions identification and applications are coordinated by the Learning Support Team.

2.4 Assessment Guidance for Teachers

Teachers are to use:

- NESA 7-10 grade descriptors for assessing students and writing reports (Appendix 1)
- NESA glossary of key words in syllabus delivery (Appendix 2)
- NESA approved syllabus and support documents
- LHC course scope and sequences and task notification/sign off
- Four common assessment tasks per 100 hr course, spaced evenly throughout the course, ongoing formative assessment may be assessed at similar times
- TRSC Reporting Writing Procedure when writing school reports

2.5 Changes to the policy

The Principal reserves the right to alter the Lismore High Campus ROSA Assessment Policy should **exceptional** circumstances present themselves.

Appendix 1: NESA 7-10 grade descriptors for assessing students and writing reports

Grade	Grade Description
A	The student has ***extensive*** knowledge and understanding of content and an ***outstanding*** level of competence in processes and skills. The student can ***creatively*** apply these in ***diverse*** situations.
B	The student has ***thorough*** knowledge and understanding of content and a ***high*** level of competence in processes and skills. The student can ***readily*** apply these in ***various*** situations.
C	The student has ***sound*** knowledge and understanding of content and a ***proficient*** level of competence in processes and skills. The student can apply these in ***some*** situations.
D	The student has ***basic*** knowledge and understanding of content and ***elementary*** competence in processes and skills. The student can ***generally*** use this knowledge and these skills in ***familiar*** situations.
E	The student has ***limited*** knowledge and understanding of content and ***elementary*** competence in processes and skills. The student can use this knowledge and these skills in ***some*** situations.

Performance Profile
This profile describes the student's approach to learning and work habits for each course. The scales used to describe student performance are: • Usually • Sometimes • Never

Appendix 2: NESA Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the HSC.

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 and 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 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.
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.

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Assessment Task Notification
LISMORE HIGH CAMPUS
Teacher use

Students – Please note that all assessment tasks should have this format for the front cover of a task.

Task Number		**Task Name**	
Course		**Faculty**	
Teacher		**Head Teacher**	
Issue date		**Due date**	
Focus (Topic)		**Task Weighting**	

Outcomes

Task description

Marking Guidelines

THE RIVERS SECONDARY COLLEGE
The heart of secondary education for Lismore

Chris Williams – Principal
Dalley Street, Lismore
NSW 2480
Ph: 66215185

Illness/Misadventure Appeal - Application Form

Students may lodge an illness/misadventure appeal application if they believe that circumstances occurring immediately before or during an assessment task and which were beyond their control, diminished their performance, lead to their non-attendance or a late submission of an assessment task. Applications may be in respect of:

- illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment task (eg influenza, an asthma attack, a cut hand)
- misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood)

Please complete this form and return to the Head Teacher of the subject.

Student name: _____ Year group: _____

Subject: _____ Class teacher: _____

Type of task: _____ Head teacher: _____

Date of task: _____

Appeal applications for a Shared Curriculum subject must be returned to the Head teacher at the campus where the subject is delivered.

Nature of application *(please circle)*:

Extension- late assessment **Absence from assessment task** **Special consideration**

Basis of appeal *(please circle)*: **Illness** **Misadventure**

Reasons for this application including the date, time and duration of illness or misadventure.

(continue on separate sheet as required, including all supporting documentation)

_____

_____

In the event of making an appeal application for multiple assessment tasks, please include details of all tasks in the same time period. Return this form and all documentation and/or medical certificate to your home campus Deputy Principal who will liaise with any host campus where applicable

Parent Signature _____ Date: _____

Student Signature _____ Date: _____ _

Head teacher comment and recommendation: _____

_____ _____ _____

Head teacher signature *Date*

Principal's determination: _____

_____ _____ _____

Principal signature *Date*

Appeal Upheld Appeal Declined

Outcome discussed with student Signed: _____ Date: _____

Outcome recorded in Sentral Signed: _____ Date: _____

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Record of Assessment Task Notification, Submission, and Feedback

Lismore High Campus

Teacher use

Students – Please note that all teachers require you to sign this document for assessment tasks.

Course: _____ ***Task Number:*** _____ ***Task Name:*** _____ ***Due Date:*** _____

	Notification/Task Received		Task Submitted		Feedback Received		Variation received
Student Name	***Student Signature***	**Date**	***Teacher Signature***	**Date**	***Student Signature***	**Date**	***Student Signature***

Year 10 Aboriginal Studies Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

A student:

AST5-1 describes the factors that contribute to an Aboriginal person's identity
AST5-2 explains ways in which Aboriginal Peoples maintain identity
AST5-3 describes the dynamic nature of Aboriginal cultures
AST5-4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
AST5-5 explains the importance of families and communities to Aboriginal Peoples
AST5-6 explains the importance of self-determination and autonomy to Aboriginal Peoples' participation nationally and internationally
AST5-7 assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
AST5-8 analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
AST5-9 analyses the factors that influence non-Aboriginal peoples' range of perceptions of Aboriginal Peoples and cultures

SKILLS

A student:

AST5-10 identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
AST5-11 selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Identity Task – Short documentary/ podcast/feature article**	**NAIDOC Task – Find cultural or theme related contact & create communication (letter) to invite to participate in NAIDOC activities**	**Media file – Perspective & Representation**	**Exam**	
Timing	Term 1, Week 8	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed	AST5-1, AST5-2 AST5-10, AST5-11	AST5-4, AST5-10, AST5-11	AST5-8, AST5-9	AST5-1, AST5-2 AST5-3, AST5-8, AST5-9	
Component					**Weighting %**
Knowledge and Understanding	15	10	30	20	**75**
Skills	15	10			**25**
Total %	**30**	**20**	**30**	**20**	**100**

Year 10 Agriculture Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING AND SKILLS
A student:
AG5-1 explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
AG5-2 explains the interactions within and between agricultural enterprises and systems
AG5-3 explains the interactions within and between the agricultural sector and Australia's economy, culture and society
AG5-4 investigates and implements responsible production systems for plant and animal enterprises
AG5-5 investigates and applies responsible marketing principles and processes
AG5-6 explains and evaluates the impact of management decisions on plant production enterprises
AG5-7 explains and evaluates the impact of management decisions on animal production enterprises
AG5-8 evaluates the impact of past and current agricultural practices on agricultural sustainability
AG5-9 evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
AG5-10 implements and justifies the application of animal welfare guidelines to agricultural practices
AG5-11 designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
AG5-12 collects and analyses agricultural data and communicates results using a range of technologies
AG5-13 applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
AG5-14 performs plant and/or animal management practices safely and in cooperation with others

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Student Practical Task – Plant Growth Investigation**	**Agricultural Systems and Management – Aquaculture**	**Cattle Industry Research – Roles of Feedlots**	**Tractor Safety**	
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Week 8	Term 4, Week 3	
Outcomes Assessed	AG5-6, AG5-11, AG5-12, AG5-13	AG5-1, AG5-2, AG5-10, AG5-14	AG5-4, AG5-7, AG5-9, AG5-11	AG5-13, AG5-14	
Weighting %					
Total %	**25**	**25**	**25**	**25**	**100**

Year 10 Child Studies Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING AND SKILLS
A student:
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 appropriate evaluation techniques when creating, discussing and assessing information related to child growth and development

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Child Development & Play Activity**	**Childhood Diseases**	**Test on Safety**	**Child care Careers**	
Timing	Term 1, Week 7	Term 2, Week 6	Term 3, Week 7	Term 4, Week 5	
Outcomes Assessed	CS5-1, CS5-3, CS5-4, CS5-5	CS5-2, CS5-8, CS5-9 CS5-10, CS5-11, CS5-12	CS5-3, CS5-4, CS5-5, CS5-6, CS5-8, CS5-9	CS5-2, CS5-7, CS5-8, CS5-9, CS5-11	
Component					**Weighting %**
Knowledge, Understanding and Skills	20	20	25	20	**85**
Values and Attitudes	5	5		5	**15**
Total %	**25**	**25**	**25**	**25**	**100**

Year 10 Commerce Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

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

SKILLS

A student:

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

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**The economic and business environment - Research**	**Consumer and financial – Test**	**Promoting & Selling – Business Plan**	**Entrepreneurship – Survey and data analysis**	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4	
Outcomes Assessed	COM5-1, COM5-4, COM5-7	COM5-1, COM5-5, COM5-9	COM5-6, COM5-8, COM5-9	COM5-2, COM5-3, COM5-5	
Component					**Weighting %**
Knowledge, Understanding	10	10	20	10	**50**
Skills	10	10	20	10	**50**
Total %	**20**	**20**	**40**	**20**	**100**

Year 10 Drama Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING AND SKILLS
Making
A student:
5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3 devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
Performing
A student:
5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3 employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
Appreciating
A student:
5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2 analyses the contemporary and historical contexts of drama
5.3.3 analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Review (Extended Writing)**	**Production (Performance Development)**	**Design Project (Design)**	**Commedia (Performance)**	
Timing	Term 1, Week 9	Term 2, Week 4	Term 3, Week 4	Term 4, Week 4	
Outcomes Assessed	5.3.1, 5.3.2, 5.3.3	5.1.3, 5.1.4, 5.2.1	5.2.2, 5.2.3, 5.3.2	5.1.1, 5.1.2, 5.2.2	
Component					**Weighting %**
Making		20		20	**40**
Performing		10	10	10	**30**
Appreciating	20		10		**30**
Total %	**20**	**30**	**20**	**30**	**100**

Year 10 English Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING AND SKILLS
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

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	***Dystopia*** **Narrative**	***Shakespeare*** **Adaptation & Reflection statement**	***Poetry*** **Portfolio**	***Truth/Media*** **Viewing & Writing**	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9	Term 4, Week 5	
Outcomes Assessed	EN5-1A, EN5-2A EN5-5C, EN5-7D	EN5-3B, EN5-4B, EN5-5C, EN5-8D	EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-8D, EN5-9E	EN5-1A, EN5-2A, EN5-6C, EN5-9E	
Weighting					
Total %	**25**	**25**	**30**	**20**	**100**

Year 10 Food Technology Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

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

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Pamphlet**	**Food for Special Needs Class Test**	**Market Food Van Assignment**	**Practical Folio**	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5	
9Outcomes Assessed	FT5-6, FT5-7, FT5-8, FT5-9	FT5-6, FT5-8, FT5-10, FT5-11	FT5-1, FT5-2, FT5-7, FT5-9, FT5-10, FT5-11	FT5-3, FT5-4, FT5-5, FT5-10, FT5-11	
Component					**Weighting %**
Knowledge and Understanding	10	20	10	5	**45**
Skills	10	10	20	15	**55**
Total %	**20**	**30**	**30**	**20**	**100**

Year 10 Geography Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING SKILLS

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

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

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

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

SKILLS

A student:

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

Task Number	**Task 1**	**Task 2**	
Nature of Task	**Research Task – Changing Places**	**In Class Test – Geography**	
Timing	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	GE5-1, GE5-2, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-3, GE5-6	
Component			**Weighting %**
Knowledge and Understanding	40	40	**80**
Skills	20		**20**
Total %	**60**	**40**	**100**

Year 10 History Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING
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
SKILLS (Historical Inquiry)
A student:
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
SKILLS (Communication)
A student:
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 forms to communicate effectively about the past for different audiences

Task Number	**Task 1**	**Task 2**	
Nature of Task	**Test**	**Night at the Museum**	
Timing	Term 1, Week 7	Term 2, Week 5	
Outcomes Assessed	HT5-1, HT5-4, HT5-7, HT5-9	HT5-2, HT5-3, HT5-6, HT5-8, HT5-10	
Component			**Weighting %**
Knowledge and Understanding	20	20	**40**
Skills (Historical Inquiry)	10	20	**30**
Skills (Communication)	10	20	**30**
Total %	**40**	**60**	**100**

Year 10 Industrial Technology – Multimedia Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

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

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Class Task**	**Apps & Interactivity Project**	**Games/ Simulations Task**	**In Class Test**	
Timing	Term 1, Week 7	Term 2, Week 6	Term 3, Week 10	Term 4, Week 4	
Outcomes Assessed	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8	IND5-1, IND5-2, IND5-8, IND5-10	IND5-1, IND5-2, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	IND5-1, IND5-2, IND5-9, IND5-10	
Component					**Weighting %**
Total %	**20**	**30**	**20**	**30**	**100**

Year 10 Industrial Technology – Timber Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

A student:

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

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Project and Portfolio: Cabinet**	**Report: New and Emerging Technologies**	**Project and Portfolio: Major Project**	**Test: General Knowledge**	
Timing	Term 1, Week 10	Term 2, Week 5	Term 3, Week 10	Term 4, Week 5	
Outcomes Assessed	IND5-1, IND5-2, IND5-3, IND5-6, IND5-8	IND5-9, IND5-10	IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	IND5-1, IND5-2, IND5-4, IND5-5, IND5-7	
Component					**Weighting %**
Knowledge and Understanding	10	10	10	10	**40**
Skills	20		40		**60**
Total %	**30**	**10**	**50**	**10**	**100**

Year 10 iSTEM Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING AND SKILLS
A student:

5.1.1 develops ideas and explores solutions to STEM based problems

5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities

5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice

5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts

5.3.1 applies a knowledge and understanding of STEM principles and processes

5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems

5.4.1 plans and manages projects using an iterative and collaborative design process

5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team

5.5.1 applies a range of communication techniques in the presentation of research and design solutions

5.5.2 critically evaluates innovative, enterprising and creative solutions

5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts

5.6.2 will work individually or in teams to solve problems in STEM contexts

5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live

5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Mechanisms and Laser Design Task**	**Mechatronics Rover Challenge**	**Case Study**	**Major Project**	
Timing	Term 1, Week 8	Term 2, Week 4	Term 4, Week 2	Term 4, Week 4	
Outcomes Assessed	5.1.2, 5.2.1	5.3.1, 5.6.2	5.5.2, 5.7.1	5.4.1, 5.8.1	
Component					**Weighting %**
Total %	**30**	**30**	**10**	**30**	**100**

Year 10 Mathematics Assessment Schedule

Outcomes

5.1 KNOWLEDGE AND UNDERSTANDING AND SKILLS
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

5.2 KNOWLEDGE AND UNDERSTANDING AND SKILLS
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

5.3 KNOWLEDGE AND UNDERSTANDING AND SKILLS
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
MA5.3-9NA 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

Year 10 Mathematics Assessment Schedule (continued)

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Assignment – Measurement**	**Open Book Test – Indices, Probability, Data**	**Common Test – Linear Relationships, Geometry**	**Summary Sheet – Trigonometry, Quadratic expressions**	
Timing	Term 1, Week 5	Term 2, Week 4	Term 3, Week 4	Term 4, Week 4	
Outcomes Assessed	MA5.1-1WM MA5.1-8MG MA5.2-11MG MA5.2-12MG	MA5.1-2WM MA5.1-12SP, MA5.1-13SP, MA5.2-7NA, MA5.2-15SP	MA5.2.1WM MA5.1-6NA, MA5.2-9NA, MA5.1-11MG, MA5.2-14MG	MA5.1-3WM, MA5.1-10MG, MA5.2-8NA, MA5.2-13MG, MA5.3-7NA	
Component					**Weighting %**
Working Mathematically	5	5	5	5	**20**
Number and Algebra	5	5	10	10	**30**
Measurement and Geometry	15		10	10	**35**
Statistics and Probability		15			**15**
Total %	**25**	**25**	**25**	**25**	**100**

Year 10 Music Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING AND SKILLS
Performing
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
Composing
A student:
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
Listening
A student:
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
Values and Attitudes
A student:
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

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Performing and Listening**	**Performance**	**Composition**	**Research Task**	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	5.1, 5.2, 5.3, 5.7, 5.8	5.1, 5.2, 5.3, 5.12	5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	
Component					**Weighting %**
Performing	15	25			**40**
Composing			25		**25**
Listening	10			25	**35**
Total %	**25**	**25**	**25**	**25**	**100**

Year 10 Personal Development, Health and Physical Education (PDHPE) Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

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

SKILLS

A student:

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

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Practical**	**Interview Questions**	**Yearly Exam**	**Practical**	
Timing	Term 2, Week 4	Term 2, Week 4	Term 4, Week 3	Term 4, Week 4	
Outcomes Assessed	PD5-4, PD5-5, PD5-10, PD5-11	PD5-1, PD5-3, PD5-9	PD5-2, PD5-6, PD5-7	PD5-4, PD5-5, PD5-10, PD5-11	
Component					**Weighting %**
Knowledge and Understanding	5	20	25	5	**55**
Skills	20	5		20	**45**
Total %	**25**	**25**	**25**	**25**	**100**

Year 10 Physics Activity and Sports Studies (PASS) Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING

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

SKILLS

A student:

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.

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Practical**	**Coaching Procedure**	**Practical**	**Yearly Exam**	
Timing	Term 2, Week 3	Term 2, Week 4	Term 4, Week 2	Term 4, Week 3	
Outcomes Assessed	PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-5, PASS5-6, PASS5-7, PASS5-10	PASS5-7, PASS5-8, PASS5-9, PASS5-10	PASS5-1, PASS5-2, PASS5-6, PASS5-8	
Component					**Weighting %**
Knowledge and Understanding	5	20	5	20	**50**
Skills	20	5	20	5	**50**
Total %	**25**	**25**	**25**	**25**	**100**

Year 10 Science Assessment Schedule

Outcomes

KNOWLEDGE AND UNDERSTANDING AND SKILLS

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 investigations to collect valid and reliable data and information, individually and collaboratively

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

SC5-10PW applies models, theories and laws to explain situations involving energy, force and motion

SC5-11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

SC5-14LW analyses interactions between components and processes within biological systems

SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Research & Presentation**	**Science Competition** - Student Research Project & Presentation	**Practical Task**	**In Class Test – Yearly Exam**	
Timing	Term 1, Week 7	Term 2, Week 6	Term 3, Week 3	Term 4, Week 4	
Outcomes Assessed	SC5-3VA, SC5-9WS, SC5-10PW, SC5-11PW	SC5-4WS, SC5-5WS SC5-7WS, SC5-9WS (SC5-12→SC5-17, depending on student choice)	SC5-6WS, SC5-7WS, SC5-16CW, SC5-17CW	SC5-7WS, SC5-8WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	
Component					**Weighting %**
Knowledge & Understanding	10		10	20	**40**
Working Scientifically Skills	15	25	15	5	**60**
Total %	**25**	**25**	**25**	**25**	**100**

Year 10 Visual Arts Assessment Schedule

Outcomes
KNOWLEDGE AND UNDERSTANDING AND SKILLS

Artmaking
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

Critical and historical studies
A student:
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

Task Number	**Task 1**	**Task 2**	**Task 3**	**Task 4**	
Nature of Task	**Printmaking, Mixed Media & Historical Account**	**Ceramics and Analytical Exposition**	**Exam – Digital Art & Artwork Interpretations**	**Body of Work Proposal**	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 4	
Outcomes Assessed	5.2, 5.8	5.3, 5.9	5.4, 5.10	5.1, 5.6, 5.7	
Component					**Weighting %**
Artmaking	20	15	15	10	**60**
Critical and historical studies	10	10	10	10	**40**
Total %	**30**	**25**	**25**	**20**	**100**

Year 10 Course Assessment Schedule Overview

TERM 1 2024										
WEEK 1	**WEEK 2**	**WEEK 3**	**WEEK 4**	**WEEK 5**	**WEEK 6**	**WEEK 7**	**WEEK 8**	**WEEK 9**	**WEEK 10**	**WEEK 11**
1 day only				Math		Child Studies History Ind.Tech.Multimedia Science	Aboriginal Studies Commerce iSTEM	Drama English Food Tech Music Visual Arts	Agriculture Ind.Tech.Timber	
TERM 2 2024										
WEEK 1	**WEEK 2**	**WEEK 3**	**WEEK 4**	**WEEK 5**	**WEEK 6**	**WEEK 7**	**WEEK 8**	**WEEK 9**	**WEEK 10**	
		PASS	Aboriginal Studies Drama iSTEM Math PASS PDHPE	Agriculture Commerce Food Tech History Ind.Tech.Timber Music Visual Arts	Child Studies Ind.Tech.Multimedia Science	English IST				
TERM 3 2024										
WEEK 1	**WEEK 2**	**WEEK 3**	**WEEK 4**	**WEEK 5**	**WEEK 6**	**WEEK 7**	**WEEK 8**	**WEEK 9**	**WEEK 10**	
		Science	Drama Math			Child Studies	Aboriginal Studies Agriculture Commerce	English Food Tech Geography Music Visual Arts	Ind.Tech.Multimedia Ind.Tech.Timber	
TERM 4 2024										
WEEK 1	**WEEK 2**	**WEEK 3**	**WEEK 4**	**WEEK 5**	**WEEK 6**	**WEEK 7**	**WEEK 8**	**WEEK 9**	**WEEK 10**	
	iSTEM PASS	Agriculture PASS PDHPE	Aboriginal Studies Commerce Drama Geography Ind.Tech.Multimedia iSTEM Math Music PDHPE Science Visual Arts	Child Studies English Food Tech. Ind.Tech.Timber						