

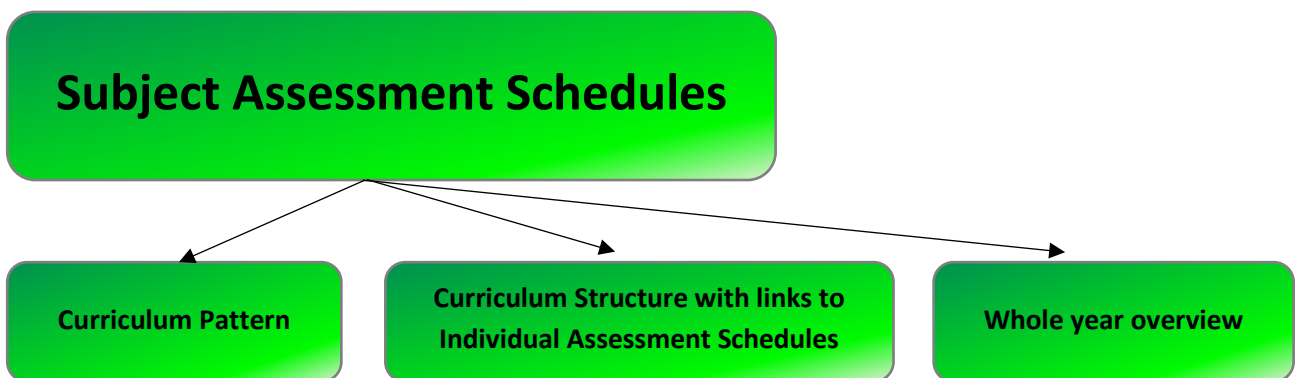
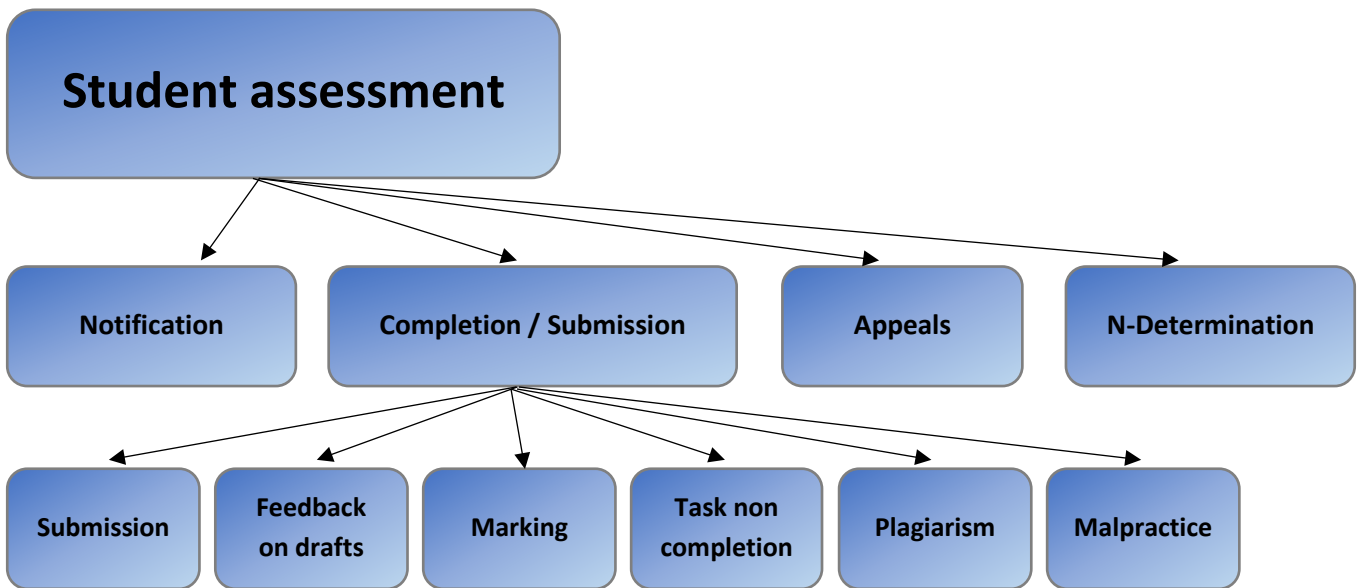
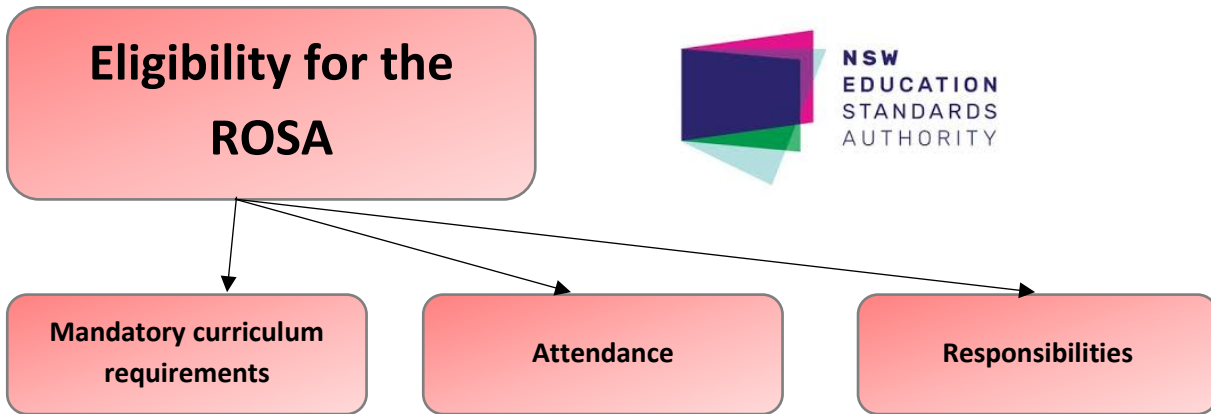
Year 10

2024

Assessment Schedule



Mount View High School - Assessment Policy



Eligibility for the Record of School Achievement (RoSA)

To qualify for the RoSA, a student must have:

- Attended a government school, an accredited non-government school or a recognised school outside NSW.
- Completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA.
- Complied with all requirements imposed by the Minister or NESA.
- Completed Year 10.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

Mandatory curriculum requirements

English	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout Years 7–10. 400 hours to be completed by the end of Year 10 and must include 100 hours each of History and Geography in Stage 4 and 100 hours each of Australian History and Australian Geography in Stage 5.
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 Art 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 course in Personal Development, Health and Physical Education. This integrated course is to be studied in each of Years 7–10.

Attendance

Rules relating to school attendance remain unchanged. A principal may determine that, as a result of absence, course completion criteria might not be met.

A requirement for the award of the RoSA is that students attend until the final day of Year 10 as determined by the school system concerned or by the principal of non-systemic schools. In all cases, schools are to ensure that syllabus outcomes and course study requirements, including indicative hours of study as specified by the Board are met.

Each student has the responsibility to:

- Understand the NESA course requirements and procedures for each course of study
- Be familiar with and fulfil the requirements of the School Assessment Policy as set out in this handbook
- Provide written evidence of reason for absence from or late submission of formal assessment tasks

Schools have the responsibility to:

- Provide students with assessment programs conducted in a fair and reasonable manner
- Inform students of dates and requirements of assessment tasks
- Provide students with appropriate information about the nature of the task, the requirements of submission and the aspects of the syllabus under assessment
- Provide students with detailed feedback on their performance, in a timely manner

The Mount View High School Assessment Policy has been designed to ensure:

- Open and accountable procedures for all students consistent with the NESA requirements
- A fair and equitable environment in which each student can achieve individual excellence

Students will be given detailed feedback about each assessment task. The type of feedback will be determined by the Head of Faculty but will include information about the extent to which a student has performed against the assessment outcomes.

In New South Wales, a standards-referenced approach is used to report student achievement. Achievement standards have two important components that can be thought of in terms of what and how well:

- what students are expected to learn; and
- how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn. A to E grade scales describe how well students have achieved.

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Stage 4 and 5 assessment tasks are designed to determine how student achievement across the whole range of outcomes for any given course. Assessments also test a wide range of skills, such as oral skills, research skills, practical skills, and examinations.

Notification

Through this handbook students are informed of:

- The components of each course as specified in the course requirements and their respective weightings
- The weightings of each task in relation to the total requirements for the course
- The nature of each assessment task e.g. formal examination, written task, oral task
- The school's policy regarding illness, misadventure and malpractice in assessment tasks
- The school's policy regarding late submission and non-completion of assessment tasks
- The students' entitlements to school reviews and subsequent appeals to the NESAs

As well as the Assessment Schedule Booklet (this booklet), each faculty will inform students of upcoming tasks by issuing an Assessment Task Notification Sheet a minimum of 2 weeks prior to the task that contains:

- The date and time the task is to be submitted
- The weighting of the task
- The specific nature of the task
- An indication of the length of the task (word limits/time limits) if applicable
- The time allowed for the task if it is an in-class task
- The outcomes addressed by the task
- The marking criteria used for the task
- Administrative procedures for the collection of the task
- The amount of time that will be allocated during lessons if applicable

If students are absent on the day an Assessment Task Notification Sheet is handed out, they are responsible for obtaining a copy of it. No extra time will be given to students for a task because they did not receive the task information sheet when it was handed out in class, unless there are exceptional circumstances.

Whilst every attempt is made to ensure that students complete such assessment tasks on time, the due date is not flexible under normal circumstances.

Staff at Mount View High School are responsible for developing separate course based assessment strategies according to specific syllabus requirements. A variety of assessment tasks will be administered so that students are given the opportunity to demonstrate their achievement of outcomes in an authentic manner. Tasks may be theoretical or practical, short or long term and individually or group achieved.

Submission**NESA (NSW Education Standards Authority)**

The NESA expects students to attempt all assessment tasks set. The NESA requires all students to follow an assessment program and have an assessment mark submitted (Year 10 and 11) for all courses in which they are enrolled.

Submission of tasks at Mount View High School

It is the responsibility of students to ensure that they take assessment tasks at the scheduled time and date and or that they complete a serious attempt at assessment tasks and submit them at the designated time on or before the due date.

Unless otherwise indicated on the Notice of Assessment (Notification), tasks will be accepted by the course teacher during the class period for that subject on the due date. If the teacher is absent or unavailable, tasks must be handed to the Head Teacher responsible for the administration of the course. Tasks submitted after the due date without a successful Student Appeal Form will receive an automatic zero mark. Tasks must never be left on a desk or table for collection by the teacher.

Students must attend school for the full day on the day that an assessment task is due. If a student is absent for a part of the school day and arrives at school to hand in an assessment task later in the day they must have a:

- An appeal form and associated medical certificate if they are in Year 10.
- An appeal form and associated note from home explaining the absence if they are in Year 7, 8 or 9.

Failure to comply will result in a determination that the student has handed in the task late and will receive associated penalties.

Feedback on drafts prior to submission

Students will have a maximum of two opportunities with which to gain written feedback related to the submission of an assessment task. In the event there are multiple classes within a course, strategies must be put in place to ensure the amount and detail of feedback given to students remains equitable.

A maximum of 2 A4 pages per opportunity can be submitted by students for formal feedback. Feedback relating to assessment tasks must reference or reflect the marking criteria and indicate how a student can move from one band to the next.

The latest time drafts will be accepted must be explicit on the notification. Draft's will be returned to students, with feedback, no later than 3 working days from the date of submission.

Marking of Assessment Tasks

Assessment tasks should be marked and returned to students within a two-week period from submission date. Meaningful feedback about what has been demonstrated and what needs to be improved must be given to students.

In cases where there is more than one class for the subject, the task should be marked by one teacher or double marked to maintain consistency of judgement. Inexperienced HSC course teachers should also seek collegial support to double mark tasks. Teachers must keep copies of work samples from all assessments that reflect the distribution of grades for that task. Samples must be kept in the senior course folder. When returning tasks, students are to be provided their mark and rank along with their cumulative rank.

If a student fails to complete a task specified in the assessment program without a valid reason (e.g. illness or endorsed leave) the student will be issued with a **zero** mark. If tasks prepared at home are not submitted by the time stipulated on the due date they will be regarded as late unless a Student Appeal Form is submitted. Late submission will result in a **zero** mark being awarded for the task. Students are expected to make a serious attempt at assessment tasks when submitting late or otherwise. The student would then receive feedback about their response. The student would still have a zero mark recorded against their performance for the task.

The school is not permitted to take into account nor compensate for difficulties in performing or completing assessment tasks even where the problems are caused by factors outside the student's control. Notwithstanding the above, each case will be considered on its merits. The decision made in one case, cannot be construed as a precedent for another. Failure of computers or disks or problems in printing assessment materials will not be accepted as a valid reason for late submission.

Where there is no valid reason for not completing an assessment task, an N Warning (Year 9 and 10) or Academic Concern (Year 7 and 8) letter will be issued indicating the nature of the work not completed and the future action required of the student to redress the situation. The letter will also contain a rescheduled date for the submission of incomplete works.

Plagiarism

Plagiarism is the deliberate use of another person's ideas or work without attribution. Plagiarism is not merely the copying of sections of text from the internet or other sources but can include summarising, modification or appropriation. Plagiarising negates the value of assessment for learning and undermines the purposes of school-based assessment.

A student found to have plagiarised may have a zero mark awarded for their assessment task score. An Academic Concern (Year 7 and 8) or an 'N' Warning letter (Year 9 and 10) will be issued.

Malpractice

Cheating, plagiarism or copying of another student's work will be viewed seriously by the school. If malpractice is proven then a **zero** result will be recorded for that assessment task and an official warning letter will be issued. Consideration may be given to further action.

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination
- Cheating in any form (including having someone such as a tutor complete a take home task)
- Plagiarism from the Internet, books or other sources, or from another person's work
- Providing a false explanation of why work was not handed in by the due date
- Students who are at school but who are recorded as having an unjustified absence at their normal timetabled classes on the day that an assessment task is due or held will be considered to have gained an unfair advantage and consequently have engaged in assessment malpractice

Students are expected to conform to the highest standards of academic integrity and ethical scholarship. If a student is deemed to be guilty of malpractice, a **zero** mark may be awarded for the task. If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given.

In addition, if an assessment task reflects a non-serious or frivolous attempt it may be awarded zero. If this was to occur a student would also receive an Academic Concern or N Warning letter.

Finally, if it is found that an assessment task produces invalid or unreliable results then the results of that task may be made void and an alternative task may be administered. The school's protocols for the issuance of an assessment task will be invoked. As a general rule however, except in extra-ordinary circumstances, results of assessment tasks will not be discarded without close and careful consideration.

Students absent (due to illness or endorsed leave) from school on the day an assessment task, test or examination is due to be completed, must complete and submit an Student Appeal Form **within two days** after their return to school. The Student Appeal Form may be lodged with either their Class Teacher or the Head Teacher of the faculty concerned. When the students know ahead of time that they will be absent for an assessment task they should advise the course Head Teacher prior to the date to complete the task at an agreed time. The advice to the Head Teacher should be made at least two calendar weeks before the assessment is due.

If a student believes they have an acceptable reason for non-completion of an assessment task, involving illness or misadventure and supported by documentary evidence, an application must be made on the appropriate form. This must be handed to the appropriate Head Teacher before the conclusion of the second day of the student's return to school.

An appeals panel will be convened and a decision made. The Principal reserves the right to have final judgement on any decision relating to appeals. The decision will be conveyed to the student and / or to the parent(s) of the student. The decision of the panel may be to decline the appeal application, in which case the student would receive a zero mark and be issued with an Academic Concern (Year 7 and 8) or an N Warning letter (Year 9 and 10).

In relation to the Student Appeal Form, the decision of the appeals panel can be determined as follows:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of a zero or otherwise

"Technological" breakdown (e.g. computer or printer problems) will NOT be accepted as reasons for an appeal.

(Students are advised to save as they develop their task, to print draft copies and hand in either a storage device or draft copy until the final copy can be handed in. Students may also have the option to email their task, if agreed to by the class teacher in consultation with the Head Teacher.)

Note:

- All forms must be completed in blue or black pen
- Forms must be completed neatly providing sufficient information to allow the appeal to be given appropriate consideration
- There is no ground for appeal against the value of the mark given
- The Appeals Panel will maintain a file of all appeals lodged
- A note will be required from the parent / caregiver that clearly states that the student has been affected by illness with specific dates mentioned and a brief description of the condition
- If a student is unhappy with an assessment mark, an interview could be arranged with the classroom teacher. The Head Teacher and parents may be part of this meeting.

Leave

Granting of leave is a matter for the school principal to determine. The principal has discretion in granting leave provided that he/she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the period of leave requested is extensive, the student must demonstrate to the principal that outcomes in each course will be achieved. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.

Students may engage in alternate approved school based activities (eg school representative sport) so long as the student has communicated and appealed the task, before the date of the assessment, to the classroom teacher or head teacher administering the task.

Extensions

Extensions may be granted before the due date only. Only the Head of Faculty may recommend an extension. Students are required to submit a Student Appeal Form to the subject Head of Faculty with any appropriate documentation to support the request.

Extensions will only be granted in the most exceptional circumstances and should not be assumed by students. Students should apply for extensions at least seven days before a task is due, except in extraordinary circumstances.

N-Determination - Year 10 students only

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:

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

The principal may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

An "N" Warning Letter may be given in the following circumstances:

- A student is absent from an assessment task, and has not provided acceptable evidence to justify that absence on the first day of return to School
- A student is found to be cheating in an assessment task
- A student is deemed to have breached principles of academic integrity and ethical scholarship
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student has behaved in manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.

The issuing of a warning letter is a serious matter undertaken by the school on the instruction of NESA. Students and parents should respond quickly to warnings and resolve the matter. Not resolving the matter may result in the student being ineligible for the award of the ROSA. To negate an 'N' Award warning the student must complete the outstanding work detailed in the 'N' Award warning letter by the due date.

- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.

If at any time it appears that a student is at risk of being given an 'N' determination in any course, the principal will warn the student as soon as possible and advise the parent(s) or guardian(s) in writing. This warning will be given in time for the problem to be corrected. If the first warning letter is not effective a further warning letter will be sent. Students who have not complied with the course completion criteria cannot be regarded as having satisfactorily completed the course. The principal will then issue the 'N' determination generally at interview.

- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

If a student wishes a school review of an 'N' determination, a NESA appeal must be submitted to the Principal. A review will be undertaken by the Deputy Principal and Head Teacher concerned. A further appeal may be presented to NESA. Information is available from the Principal.

Curriculum Pattern

Main Menu

7	English (8)	Maths (8)	Science (8)	PDHPE (6)	History / Geography (6)	Mandatory Technology (6)	Visual Arts (6)	Language (6)	Wellbeing (2)	Sport (4)
8	English (9)	Maths (9)	Science (9)	PDHPE (6)	History / Geography (6)	Mandatory Technology (6)	Music (6)	Ag / Drama (3) Rotation	Wellbeing (2)	Sport (4)
9	English (9)	Maths (9)	Science (9)	PDHPE (4)	History / Geography (7)	Elective 1 (8)	Elective 2 (8)		Wellbeing (2)	Sport (4)
10	English (9)	Maths (9)	Science (9)	PDHPE (4)	History / Geography (7)	Elective 1 (8)	Elective 2 (8)		Wellbeing (2)	Sport (4)
11	English (9)	Line 2 Elective (9)	Line 3 Elective (9)	Line 4 Elective (9)	Line 5 Elective (9)	Line 6 Elective (9)			Wellbeing (2)	Offline (4)
12	English (9)	Line 2 Elective (9)	Line 3 Elective (9)	Line 4 Elective (9)	Line 5 Elective (9)	Line 6 Elective (9)			Wellbeing (2)	Offline (4)

Year 10 will participate in the following mandatory subjects. Click on the subject to see detail

English	9 Periods per cycle
Mathematics	9 Periods per cycle
Science	9 Periods per cycle
PDHPE	4 Periods per cycle
History / Geography rotation	7 Periods per cycle
X Elective	8 Periods per cycle
Y Elective	8 Periods per cycle
Wellbeing	2 Periods per cycle
Sport	4 Period per cycle
Total	60 periods

Year 10 Elective lines 2024

X Elective	Y Elective
Agriculture Continuers	Agriculture Continuers
Commerce	Child Studies
Food Technology	IT Engineering
History Mysteries & Conspiracies (History Elective)	IT Timber
IT Metal	Music
Music	Physical Activity and Sport Studies
PASS Football	Psychology
Travel and Tourism (Geography Elective)	Visual Arts & Design

Whole year overview

Week	Term 1 - 2024		Term 2 - 2024		Term 3 - 2024		Term 4 - 2024	
1							SCIENCE	
2			X – TRAVEL & TOURISM	Y – PSYCHOLOGY	Y – PSYCHOLOGY		X – MUSIC	Y – PSYCHOLOGY
3			X – AGRICULTURE X – COMMERCE	Y – AGRICULTURE			X – AGRICULTURE X – COMMERCE X – MUSIC X – TRAVEL & TOURISM	Y – AGRICULTURE Y – VISUAL ART
4			SCIENCE	MATHEMATICS			Exam Week	
							ENGLISH	GEOGRAPHY
							MATHEMATICS	
5	ENGLISH	X – TRAVEL & TOURISM X – HMC	X - MUSIC	HISTORY	X – TRAVEL & TOURISM		Y – CHILD STUDIES Y – IT TIMBER	
6	CAMP		X – FOOD TECH X – IT METAL X – PASS FOOTBALL	Y – CHILD STUDIES Y – IT ENGINEERING Y – IT TIMBER Y – VISUAL ART	MATHEMATICS	X - MUSIC	X – IT METAL X – FOOD TECH	Y – IT ENGINEERING
7	SCIENCE	MATHEMATICS	X - AGRICULTURE	Y - AGRICULTURE	SCIENCE - VALID 10			
8	X – FOOD TECH X – IT METAL X – MUSIC X – COMMERCE	Y – CHILD STUDIES Y – IT ENGINEERING Y – IT TIMBER			SCIENCE - VALID 10	GEOGRAPHY	Y – VISUAL ART EXHIBITION	
9	X – MUSIC X – PASS FOOTBALL	Y – PASS	ENGLISH		X – AGRICULTURE X – COMMERCE X – FOOD TECH X – HMC X – IT METAL X – PASS FOOTBALL	Y – AGRICULTURE Y – CHILD STUDIES Y – IT ENGINEERING Y – IT TIMBER		
10	ENGLISH	HISTORY	X – HMC		ENGLISH	Y – VISUAL ART		
11	X – HMC	Y – VISUAL ART						
	PDHPE & PASS prac ongoing assessment		PDHPE & PASS prac ongoing assessment		PDHPE & Football prac ongoing assessment		PDHPE & PASS prac ongoing assessment	

Individual Subject Assessment Schedules

- All assessment schedules were correct at the time of printing.
- Changes to assessment schedules will be reported to you by your class teacher
- You should update any changes to the relevant page in this booklet
- * Indicates formative assessment task. Students will be issued feedback to implement before final submission

Year 10 Assessment Schedule 2024

AGRICULTURE CONTINUERS

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Data Collection	Practical Skills	Research Task	Safety Examination
Nature of Task		Data Collection	Practical Exam	Assignment	Practical Exam
Timing		T2W3	T2W7	T3W9	T4W3
Assessment Component					
Knowledge and Understanding	40%	5%	5%	20%	10%
Skills - Production and marketing - Problem solving - Data collection and analysis - Communication - Safe work practices	60%	20%	25%	10%	5%
Total	100%	25%	30%	30%	15%
Outcomes Assessed		AG5-2 AG5-6 AG5-11 AG5-12	AG5-4 AG5-7 AG5-10 AG5-14	AG5-1 AG5-3 AG5-5 AG5-8	AG5-9 AG5-13

Outcomes:

- 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** demonstrates plant and/or animal management practices safely and in collaboration with others

Year 10 Assessment Schedule 2024

CHILD STUDIES

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Growth & Development	Children & Culture*	Food & Nutrition	Media and Technology/ Career Opportunities
Nature of Task		Research / Practical	Research / Practical	Healthy Meal Plan/Practical	Brochure
Timing		T1W8	T2W6	T3W9	T4W5
Assessment Component					
Knowledge and understanding of child development	25%	10%	5%	5%	5%
Knowledge, understanding and skills to positively influence	25%	10%		5%	10%
Knowledge and understanding of external factors	25%		15%	10%	
Skills in researching, communicating and evaluating	25%	5%	5%	5%	10%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		CS5-1 CS5-2 CS5-6 CS5-11	CS5-2 CS5-8 CS5-9 CS5-11	CS5-2 CS5-5 CS5-8 CS5-12	CS5-3 CS5-4 CS5-5 CS5-7 CS5-10

Outcomes:

- 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 manner in a variety of settings and contexts
- CS5-11** Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- CS5-12** Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

HSIE Faculty

Year 10 Assessment Schedule 2024

COMMERCE

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Travel	Law, Society and Political Involvement	Towards Independence	Employment and Work Futures
Nature of Task		Advertisement Campaign	Research Task	Living Independently Investigation	Topic Test
Timing		T1W8	T2W3	T3W9	T4W3
Assessment Component					
Decision-making	25%	5%		10%	10%
Problem-solving & research	25%	5%	5%	5%	10%
Communication	25%	5%	10%	5%	5%
Working independently & collaboratively	25%	10%	10%	5%	
Total	100%	25%	25%	25%	25%
Outcomes Assessed		5-6, 5-9	5-1, 5-3	5-4, 5-7	5-2, 5-5, 5-8

Outcomes:

- 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

ENGLISH

	Syllabus Weightings	AT1	AT2	AT3	AT4	AT5
Task Title		Reading and Listening	Speaking Task	Creative Writing	Critical Writing	Reading and Writing
Nature of Task		Timed Exam	Presentation	Take Home Written Task	Assignment	Timed Examination
Timing		T1W5	T1W10	T2W9	T3W10	T4W4
Assessment Component						
Speaking	15%		10%		5%	
Reading	25%	5%		10%	5%	5%
Listening	15%	10%			5%	
Writing	30%			10%	5%	15%
Viewing/ Representing	15%	5%	10%			
Total	100%	20%	20%	20%	20%	20%
Outcomes Assessed		EN5-1A EN5-2A	EN5-3B EN5-8D EN5-6C	EN5-4B EN5-5C EN5-7D EN5-9E	EN5-1A EN5-3B EN5-4B	EN5-1A, EN5-2A, EN5-6C, EN5-7D

Outcomes:

- EN5-1A** A student responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
- EN5-2A** A student 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** A student 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** A student effectively transfers knowledge, skills and understanding of language concepts into new and different contexts.
- EN5-5C** A student 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** A student investigates the relationships between and among texts.
- EN5-7D** A student understands and evaluates the diverse ways texts can represent personal and public worlds.
- EN5-8D** A student questions, challenges and evaluates cultural assumptions in texts and their effects on meaning.
- EN5-9E** A student purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness.

Year 10 Assessment Schedule 2024

FOOD TECHNOLOGY

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Food Equity	Food Product Development*	Food for Special Needs	Food Service and Catering
Nature of Task		Research / Brochure	Project and Practical Exam	Research Task / Practical	Ongoing Practical Observation
Timing		T1W8	T2W6	T3W9	T4W6
Assessment Component					
Food hygiene and safety	15%		10%		5%
Food properties, processing and preparation	10%		5%		5%
Nutrition and food consumption, and the consequences	25%	10%		15%	
Researching, evaluating and communicating	20%	5%		10%	5%
Designing, producing and evaluating	10%		10%		
Role of food in society	20%	10%		5%	5%
Total	100%	25%	25%	30%	20%
Outcomes Assessed		FT5-6, FT5-7, FT5-8, FT5-9, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	FT5-6, FT5-7, FT5-8, FT5-9, FT5-13	FT5-2, FT5-4, FT5-7, FT5-8, FT5-12, FT5-13

Outcomes:

- 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

GEOGRAPHY

Semester 2

	Syllabus Weightings	AT1	AT2
Task Title		Environmental Change and Management	Human Wellbeing
Nature of Task		Project 10 – Case Study	End of Course Examination
Timing		T3W8	T4W4
Assessment Component			
Knowledge and Understanding	20%	10%	10%
Investigating and Researching	20%	20%	
Communicating	30%	10%	20%
Problem-solving	10%		10%
Interpreting data	20%	10%	10%
Total	100%	50%	50%
Outcomes Assessed		GE5-1, GE5-2, GE5-5, GE5-8	GE5-3, GE5-4, GE5-6, GE5-7,

Outcomes:

- 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
- 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

Year 10 Assessment Schedule 2024

GEOGRAPHY ELECTIVE

Travel & Tourism

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Places to Visit	Exploring Travel Destinations	Tourism and Sustainability	Working Overseas
Nature of Task		Geographical Skills	Information Presentation	Research Action Plan	Portfolio
Timing		T1W5	T2W2	T3W5	T4W3
Assessment Component					
Knowledge and Understanding	20%	5%	15%		
Investigating and Researching	20%			10%	10%
Communicating	20%		10%	5%	5%
Problem solving	20%	10%		10%	
Interpreting Data	20%	10%			10%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		GEE5-2 GEE5-3 GEE5-8 GEE5-9	GEE5-7 GEE5-8 GEE5-9	GEE5-4 GEE5-5 GEE5-6 GEE5-8 GEE5-9	GEE5-1 GEE5-3 GEE5-5 GEE5-6

*Formative assessment

Outcomes

- GEE5-1** explains the diverse features and characteristics of a range of places, environments and activities
- GEE5-2** explains geographical processes and influences that form and transform places and environments
- GEE5-3** analyses patterns associated with natural phenomena and human activity at a range of scales
- GEE5-4** assesses the interactions and connections between people, places and environments that impact on sustainability
- GEE5-5** accounts for contemporary geographical issues and events that impact on places and environments
- GEE5-6** explains how perspectives of people and organisations influence a range of geographical issues
- GEE5-7** analyses management strategies and the roles and responsibilities of individuals, groups and governments in response to geographical issues
- GEE5-8** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GEE5-9** communicates geographical information to a range of audiences using a variety of strategies and geographical tools

Year 10 Assessment Schedule 2024

HISTORY

Semester 1

	Syllabus Weightings	AT1	AT2
Task Title		The Holocaust	Rights and Freedoms
Nature of Task		Project 10 – Research Task	Topic Test
Timing		T1W10	T2W5
Assessment Component			
Knowledge and Understanding	35%	15%	20%
Historical inquiry and research	10%	10%	
Source-based skills	35%	15%	20%
Communication of historical understanding	20%	10%	10%
Total	100%	50%	50%
Outcomes Assessed		HT5-3, HT5-7, HT5-8, HT5-10	HT5-1, HT5-2, HT5-6, HT5-9

*Formative Assessment

Outcomes:

- HT5-1** Explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2** Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3** Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4** Explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5** Identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6** Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7** Explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8** Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9** Applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10** Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Year 10 Assessment Schedule 2024

HISTORY ELECTIVE HISTORY MYSTERIES AND CONSPIRACIES (HMC)

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		History, Heritage and Archaeology	History, Heritage and Archaeology	Ancient, Medieval and Early Modern Societies	Thematic Studies
Nature of Task		Source Analysis	Digital Presentation of Local Heritage	Test	Presentation
Timing		T1W5	T1W11	T2W10	T3W9
Assessment Component					
Knowledge and Understanding	25%	5%	5%	10%	5%
Investigating and Researching	25%		15%		10%
Source-based skills	25%	10%	5%	10%	
Communication of historical understanding	25%	5%	5%	5%	10%
Total	100%	20%	30%	25%	25%
Outcomes Assessed		5.1, 5.6, 5.7	5.2, 5.3, 5.8	5.3, 5.4, 5.7, 5.10	5.5, 5.9, 5.10

*Formative assessment

Outcomes

- HTE5-1** applies an understanding of history, heritage, archaeology and the methods of historical inquiry
- HTE5-2** examines the ways in which historical meanings can be constructed through a range of media
- HTE5-3** sequences major historical events or heritage features, to show an understanding of continuity, change and causation
- HTE5-4** explains the importance of key features of past societies or periods, including groups and personalities
- HTE5-5** evaluates the contribution of cultural groups, sites and/or family to our shared heritage
- HTE5-6** identifies and evaluates the usefulness of historical sources in an historical inquiry process
- HTE5-7** explains different contexts, perspectives and interpretations of the past
- HTE5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HTE5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HTE5-10** selects and uses appropriate forms to communicate effectively about the past for different audiences

Year 10 Assessment Schedule 2024

INDUSTRIAL TECHNOLOGY ENGINEERING

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Engineering Mechanisms 1	Control Systems 1	Engineering Mechanisms 2	Control Systems 2
Nature of Task		Practical Task & Folio	Practical Task & Folio	Practical Task & Folio	Examination
Timing		T1W8	T2W6	T3W9	T4W6
Assessment Component					
Research	20%	5%	5%	5%	5%
Skills	30%	10%	10%	10%	
Problem Solving	30%	10%	10%	10%	
Knowledge and Understanding	20%				20%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		IND5-4, IND5-9, IND5-7	IND5-1,IND5-3, IND5-6, IND5-7	IND5-2, IND5-5, IND5-8	IND5-1, IND5-3, IND5-10

Outcomes:

- 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

Year 10 Assessment Schedule 2024

INDUSTRIAL TECHNOLOGY METAL

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Research Assignment	Trailer Lock	Research Assignment	Adjustable Stool
Nature of Task		Theory & Folio Final S1*	Practical Progress*	Theory & Folio Final S2*	Final Practical*
Timing		Ongoing to T1W8	Ongoing to T2W6	Ongoing to T3W9	Ongoing to T4W6
Assessment Component					
Theory / Folio	15%	15%			
Practical Tasks Projects completed in class	35%		35%		
Theory / Folio	15%			15%	
Practical Tasks Projects completed in class	35%				35%
Total	100%	15%	35%	15%	35%
Outcomes Assessed		IND5-4, IND5-9, IND5-10	IND5-1, IND5-3, IND5-6, IND5-7	IND5-2, IND5-5, IND5-8	IND5-1, IND5-3, IND5-6, IND5-7

Outcomes:

- 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

Year 10 Assessment Schedule 2024

INDUSTRIAL TECHNOLOGY TIMBER

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Research Assignment	Folding Camp Stool	Research Assignment	Dart Board Cabinet
Nature of Task		Theory & Folio Final S1*	Practical Progress*	Theory & Folio Final S2*	Final Practical*
Timing		Ongoing to T1W8	Ongoing to T2W6	Ongoing to T3W9	Ongoing to T4W5
Assessment Component					
Theory / Folio	15%	15%			
Practical Tasks Projects completed in class	35%		35%		
Theory / Folio	15%			15%	
Practical Tasks Projects completed in class	35%				35%
Total	100%	15%	35%	15%	35%
Outcomes Assessed		IND5-4, IND5-9, IND5-10	IND5-1, IND5-3, IND5-6, IND5-7	IND5-2, IND5-5, IND5-8	IND5-1, IND5-3, IND5-6, IND5-7

Outcomes:

- 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

Year 10 Assessment Schedule 2024

5.1 MATHEMATICS

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Research and Modelling Task	Open Book Test	Summary Sheet Test	Yearly Exam and Portfolio
Nature of Task		Assignment	Timed Exam	Timed Exam	Timed Exam + Summaries Portfolio
Timing		T1W7	T2W4	T3W6	T4W4
Assessment Component					
Financial Mathematics		x	x		x
Number of any magnitude			x		x
Indices			x		x
Linear Relationships			x		x
Non Linear Relationships				x	x
Probability				x	x
Right Angle Triangles				x	x
Properties of Geometric Figures					x
Area and Surface Area					x
Total	100%	20%	25%	20%	35%
Outcomes Assessed		1, 2, 3, 5	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 8, 9, 10	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Outcomes:

- 1) MA5.11WM uses appropriate terminology, diagrams and symbols in mathematical contexts
- 2) MA5.12WM selects and uses appropriate strategies to solve problems
- 3) MA5.13WM provides reasoning to support conclusions that are appropriate to the context
- 4) MA5.19MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- 5) MA5.14NA solves financial problems involving earning, spending and investing money
- 6) MA5.15NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- 7) MA5.16NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
- 8) MA5.17NA graphs simple non-linear relationships
- 9) MA5.113SP calculates relative frequencies to estimate probabilities of simple and compound events
- 10) MA5.110MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- 11) MA5.111MG describes and applies the properties of similar figures and scale drawings
- 12) MA5.18MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

Year 10 Assessment Schedule 2024

5.2 MATHEMATICS

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Research and Modelling Task	Open Book Test	Summary Sheet Test	Yearly Exam and Portfolio
Nature of Task		Assignment	Timed Exam	Timed Exam	Timed Exam + Summaries Portfolio
Timing		T1W7	T2W4	T3W6	T4W4
Assessment Component					
Financial Mathematics		x	x		x
Algebraic Techniques		x	x		x
Probability			x		x
Indices			x		x
Volume			x		x
Equations				x	x
Area and Surface Area				x	x
Properties of Geometrical Figures				x	x
Linear Relationships					x
Single Variable Data Analysis					x
Total	100%	20%	25%	20%	35%
Outcomes Assessed		1, 2, 3, 4, 5	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 8, 9, 10, 11, 12	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Outcomes:

- 1) MA5.21WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
- 2) MA5.22WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
- 3) MA5.23WM constructs arguments to prove and justify results
- 4) MA5.24NA solves financial problems involving compound interest
- 5) MA5.26NA simplifies algebraic fractions, and expands and factorises quadratic expressions
- 6) MA5.217SP describes and calculates probabilities in multi-step chance experiments
- 7a) MA5.15NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- 7b) MA5.27NA applies index laws to operate with algebraic expressions involving integer indices
- 8) MA5.212MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
- 9) MA5.28NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
- 10) MA5.211MG calculates the surface areas of right prisms, cylinders and related composite solids
- 11) MA5.214MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
- 12) MA5.29NA uses the gradient-intercept form to interpret and graph linear relationships
- 13) MA5.215SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- 14) MA5.210NA connects algebraic and graphical representations of simple non-linear relationships

Year 10 Assessment Schedule 2024

5.3 MATHEMATICS

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Research and Modelling Task	Open Book Test	Summary Sheet Test	Yearly Exam and Portfolio
Nature of Task		Assignment	Timed Exam	Timed Exam	Timed Exam + Summaries Portfolio
Timing		T1W7	T2W4	T3W6	T4W4
Assessment Component					
Financial Mathematics		x	x		x
Probability			x		x
Trigonometry & Pythagoras Theorem			x		x
Linear Relationships			x		x
Equations II			x	x	x
Non Linear Relationships				x	x
Single Variable Data Analysis				x	x
Bivariate Data				x	x
Surds and Indices					x
Area and Surface Area					x
Total	100%	20%	25%	20%	35%
Outcomes Assessed		1, 2, 3, 4	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 8, 9, 10, 11	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13

Outcomes:

- 1) MA5.31WM uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
- 2) MA5.32WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
- 3) MA5.33WM uses deductive reasoning in presenting arguments and formal proofs
- 4) MA5.24NA solves financial problems involving compound interest
- 5) MA5.217SP describes and calculates probabilities in multi-step chance experiments
- 6) MA5.315MG applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
- 7) MA5.38NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
- 8a) MA5.210NA connects algebraic and graphical representations of simple non-linear relationships
- 8b) MA5.39NA sketches and interprets a variety of non-linear relationships
- 9) MA5.37NA solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
- 10a) MA5.215SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
- 10b) MA5.318SP uses standard deviation to analyse data
- 11a) MA5.216SP investigates relationships between two statistical variables, including their relationship over time
- 11b) MA5.319SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
- 12) MA5.36NA performs operations with surds and indices
- 13) MA5.313MG applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids

Year 10 Assessment Schedule 2024

MUSIC

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Australian Music	Jazz/Blues	Popular Music 'Like a Version'	Elective Topic Study
Nature of Task		Performance - ONE Solo/ Ensemble Piece	Composition - Composition Representative of Topic	Listening - Concept Analysis	Performance - ONE Solo/ Ensemble Piece
Timing		T1W8 & W9	T2W5	T3W6	T4W2 & W3
Assessment Component					
Performing	40%	20%			20%
Composing	30%		30%		
Listening	30%			30%	
Total	100%	20%	30%	30%	20%
Outcomes Assessed		5.3	5.5, 5.6	5.7, 5.8	5.1, 5.3

Outcomes:

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

Year 10 Assessment Schedule 2024

PASS

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Training and Fitness	Flag Football	Olympic Games	Event Management
Nature of Task		Topic Test	Practical Performance	Practical Performance	Organisational Skills
Timing		T1W9	T1 & T2 Ongoing	T3 Ongoing	T3 & T4 Ongoing
Assessment Component					
Knowledge and Understanding	40%	15%	5%	5%	15%
Skills	60%	10%	20%	20%	10%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		5.1 5.2 5.10	5.5 5.6 5.9	5.5 5.6 5.9	5.7 5.8

Outcomes:

- 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

PASS FOOTBALL

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Training / Fitness	Rugby League	Biomechanics and Skill Acquisition	Oz Tag
Nature of Task		Topic Test	Practical Performance	Written Task and Presentation	Practical Skills
Timing		T1W9	T2W6	T3W9	T3 & T4 Ongoing
Assessment Component					
Knowledge and Understanding	40%	15%	5%	15%	5%
Skills	60%	10%	20%	10%	20%
Total	100%	25%	25%	25%	25%
Outcomes Assessed		5.1, 5.2, 5.10	5.5, 5.7, 5.9	5.4, 5.7, 5.8	5.5, 5.7, 5.9

Outcomes:

- 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

PDHPE

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Practical Skills	Safe Living	Food for Thought	Keeping Safe
Nature of Task		Practical tasks a. Games (15%) b. Net & Court (15%) c. Movement (20%)	CPR Test and Practical Assessment	Depth Study	Topic Test
Timing		Terms 1,2,3,4 Prac lessons	T1W9	T2W9	T3W10
Assessment Component					
Knowledge and Understanding	40%		15%	10%	15%
Movement Skills	40%	40%			
Personal Skills	20%	10%		10%	
Total	100%	50%	15%	20%	15%
Outcomes Assessed		PD5-4, PD5-5, PD5-11	PD5-1, PD5-9	PD5-2, PD5-6	PD5-1, PD5-6, PD5-7, PD5-9

Outcomes:

- PD5-1** Assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2** Researches and appraises the effectiveness of health information and support services available in the community
- PD5-3** Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4** Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5** Appraises and justifies choices of actions when solving complex movement challenges
- PD5-6** Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7** Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8** Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9** Assesses and applies self-management skills to effectively manage complex situations
- PD5-10** Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11** Refines and applies movement skills and concepts to compose and perform innovative movement sequences

Year 10 Assessment Schedule 2024

PSYCHOLOGY

	Syllabus Weightings	AT1	AT2	AT3
Task Title		Learning Log	Depth Study 1	Depth Study 2
Nature of Task		Portfolio of Student Work	First-hand Psychological Investigation	Research Task
Timing		T2W2	T3W2	T4W2
Assessment Component				
Knowledge, Understanding and Skills		20%	40%	40%
Total	100%	20%	40%	40%
Outcomes Assessed		PSY5-1 PSY5-2 PSY5-4 PSY5-6	PSY5-1 PSY5-5 PSY5-7 PSY5-8	PSY5-3 PSY5-4 PSY5-7 PSY5-8

Outcomes:

- PSY5-1** explains how the field of psychology provides scientific explanations for the mind and behaviour through research, theories, and approaches
- PSY5-2** explains the main approaches to the study of the nature of human behaviour and the strengths and weaknesses of those approaches
- PSY5-3** describes diversity and variation on the nature of personality, disease, disorders, intelligence and creativity and their influence on human behaviour
- PSY5-4** explains a range of psychological theories and identifies the application of these theories to everyday life
- PSY5-5** demonstrates an understanding of the importance of ethics in psychology, research, and the interpretation of data
- PSY5-6** recognises the applications and influence of psychology in popular culture and its importance to social factors
- PSY5-7** examines suitable research methods including procedures and critical analysis when completing action-based learning
- PSY5-8** communicates psychological information and ideas using appropriate written, oral, and visual forms

Year 10 Assessment Schedule 2024

SCIENCE

	Syllabus Weightings	AT1	AT2	AT3	AT4
Task Title		Problem Solving Exam	Portfolio Response Task	Valid10*	Depth Study
Nature of Task		Written Test	Processing Knowledge Task	Online Examination	Scientific Investigation
Timing		T1W7	T2W4	T3W7 & W8	T4W1
Assessment Component					
Knowledge and Understanding	40%		20%	20%	
Questioning and Predicting	10%			5%	5%
Conducting Investigations	10%				10%
Processing and Analysing Data	15%	10%	5%		
Problem-solving	15%	10%		5%	
Communicating	10%				10%
Total	100%	20%	25%	30%	25%
Outcomes Assessed		7WS, 8WS	7WS, 12ES, 17CW	4WS, 5WS, 8WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	4WS, 5WS, 6WS, 9WS

Valid10* is an externally prepared online exam designed by the Department of Education related to Valid8.

Outcomes:

- 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

CAPA Faculty

Year 10 Assessment Schedule 2024

VISUAL ARTS & DESIGN

	Syllabus Weightings	AT1	AT2	AT3	AT4	EXHIBITION
Task Title		Archibald Prize	Focus	Modern v Contemporary	Form	N/A
Nature of Task		Visual Art Diary	Artmaking	Visual Art Diary & Essay	Artmaking	Real World Application
Timing		T1W11	T2W6	T3W10	T4W3	T4W8
Assessment Component						
Artmaking	60%	5%	25%		30%	
Critical / Historical	40%	15%	5%	20%		
Total	100%	20%	30%	20%	30%	
Outcomes Assessed		5.6, 5.7, 5.9	5.1, 5.3, 5.5, 5.6	5.9, 5.10	5.4, 5.5, 5.6	

Additional Notes

Subject Requirements: Subject Contribution = \$50 which will cover visual art diaries and a broad range of art materials, printing.

Outcomes:

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

Appendices

1. Common Assessment Questions

2. Useful internet links

3. Sample Mount View High School Student Appeal Form

Common Assessment Questions

What are the Acceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The only satisfactory reasons for non-attendance or late submission of assessment tasks are:

- Illness on the day the task is sat/submitted, evidenced by the parent / caregiver with whom the student normally lives
- Approved leave granted by the Principal well before the date of the assessment task. It should be noted that 'exemption from school' does not necessarily mean that students are 'exempt from completing scheduled assessment tasks. This will be managed on a case by case basis via the appeal process.
- Engagement in alternate approved school based activities (eg school representative sport) that has been communicated, before the date of the assessment, to the classroom teacher or head teacher administering the task
- Misadventure (accidents or extreme non-medical problems that can be documented, major transport delays that can be verified)

What are examples of Unacceptable Reasons for Non-Attendance or Late Submission of Assessment Tasks?

The following are **NOT** acceptable reasons for non-attendance or late submission of assessment tasks:

- Any type of computer/printer malfunction (be sure your work is backed up on disk or emailed to school every time you leave the computer, regardless of whether it is finished or not)
- Illness **without** a note of explanation as provided by the parent / caregiver with whom the student normally lives
- Lateness due to sleeping in
- Early holidays
- Loss of task

What to do if you are not at school on the day a task is to be sat or submitted?

Students absent from an assessment task due to illness must:

- Obtain a note from your parent / caregiver that clearly states that the you, the student, has been affected by illness with specific dates mentioned and a brief description of the condition
- Submit the sick note to your classroom teacher / Head Teacher before the conclusion of the second day of return to school
- Submit the assessment task on the first day of return to School
- Sit for the replacement task provided by the relevant Faculty, as directed

Useful internet links

NESA Homepage -	http://educationstandards.nsw.edu.au/wps/portal/nesa/home
Stage 4 Syllabus documents -	http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-4
About the ROSA	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement
VET on-line -	http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet
NESA Parents Page -	http://educationstandards.nsw.edu.au/wps/portal/nesa/parents/parent-guide
Assessment Resource Centre -	https://ace.nesa.nsw.edu.au/
University Admission Centre -	http://www.uac.edu.au/
TAFE New South Wales -	https://www.tafensw.edu.au/
Your Tutor	https://yourtutor.com.au/connect/clients/cessnock-city-library/authenticate

Your Tutor is a resource provided by Cessnock City Library students need to sign in with a library card number. Online, on-demand study help is available for library members that cover students in Years 3 through to Year 12. Students can upload a writing draft 24/7 to receive expert feedback in less than 24 hours. This service is included in the library membership.



MOUNT VIEW HIGH SCHOOL

YEAR 10, 11 OR 12 STUDENT APPEAL FORM

Name: _____ Year: _____

Name of course: _____ Teacher: _____

Name of the Assessment Task: _____ Date of Assessment Task: _____

Reason for appeal:

1. You must state sufficient details to support your case to be considered for extension or time or being given a substitute assessment task.
2. "Technologies" breakdown (e.g. computer or printer problems) will NOT be accepted as part of an appeal. (Students are advised to save as they develop their task and hand in a USB drive, disk or draft of the assessment until the final copy can be handed in).

Medical Certificate from Doctor (name):

Signature of Student: _____ Date: _____

Signature of Parent: _____ Date: _____

Class Teacher's comment (Please look at performance over course to date)

Signature of Teacher: _____ Date: _____

Signature of HT: _____ Date: _____

Appeals Panel Decision:

- Complete an alternate task prior to the set date
- Extension without penalty
- Provide an estimate based on evidence (evidence can be completion of original task)
- Reason unacceptable, mark confirmed of zero or otherwise

Signature of Appeals Panel Leader: _____ Date: _____