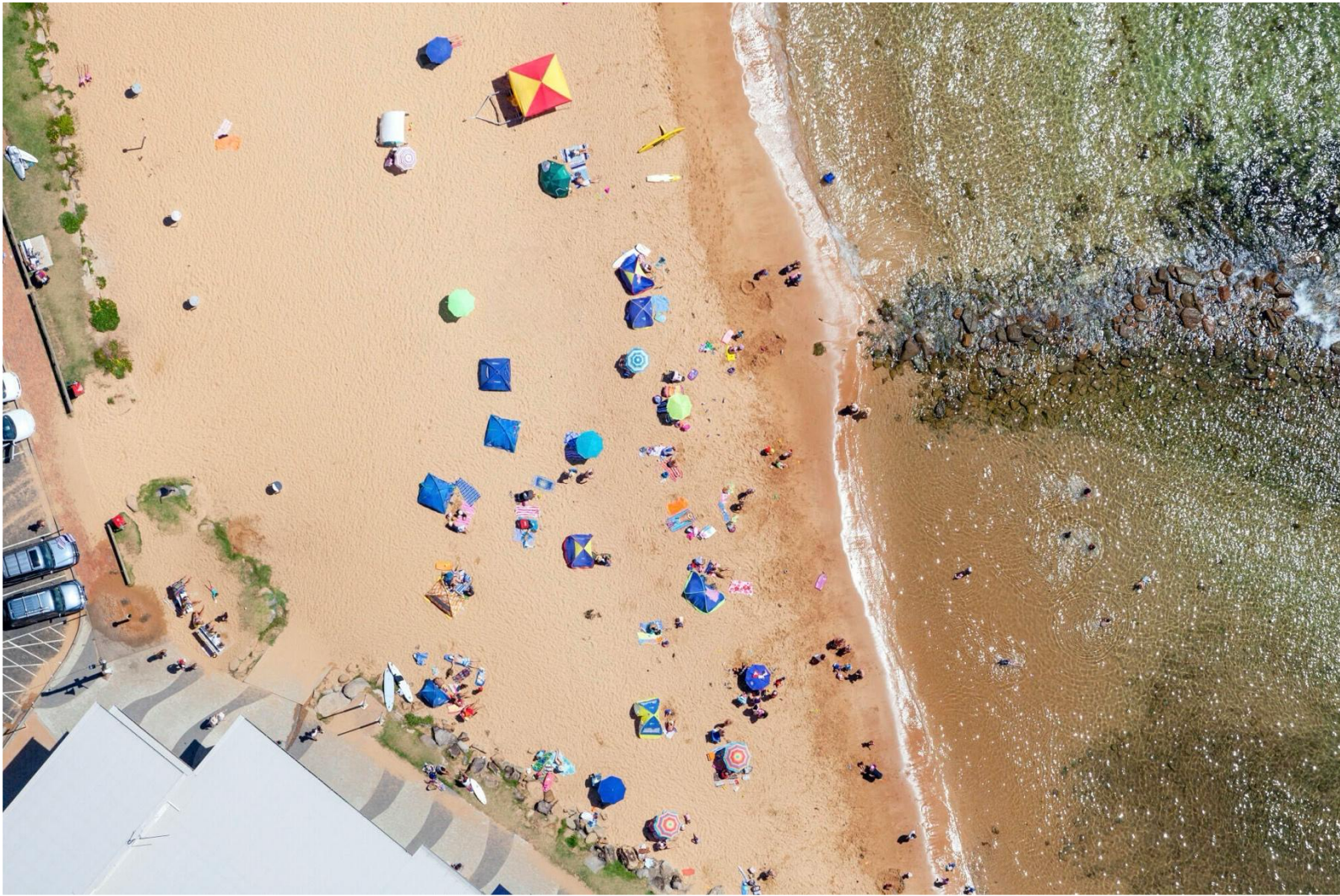




KINCUMBER  
HIGH SCHOOL



ASSESSMENT SCHEDULE, POLICY &  
PROCEDURES  
**YEAR 10 | 2024**

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## **SECTION 1 – PRINCIPAL’S INTRODUCTION**

Welcome to Year 10 students. This publication aims to provide students, parents and care providers with the material to answer many of the questions asked about the **Record of School Achievement (ROSA)**. If there are still unanswered questions after the information has been read, please do not hesitate to contact the school to clarify these.

There are a number of matters that I would like to emphasise:

The ROSA is based on work and attendance from Year 7 to 10

NSW Education Standards Authority (NESA) may refuse to grant a ROSA to a student whose attendance has been unsatisfactory. Careful attention is given to the attendance requirement in the awarding of the ROSA.

Students in Year 10 continue at school until the scheduled end of the school year. In 2024 this is **Wednesday 18 December**.

Students who leave early will not be eligible for their ROSA under the 17 Year Policy.

Students receive a transcript showing the school awarded grades for all subjects studied, based on the grading system explained in the next section.

The **Record of School Achievement** is awarded only if the student fulfils all the requirements.

The 17 Years legislation means that for most students the ROSA is a point of transition rather than culmination and the majority of students will proceed to Year 11 or TAFE. It is, however, still an important qualification for all students in transitioning to the world of work or further education.

There are circumstances which may lead to a student being ineligible for the award of a Record of School Achievement. These circumstances are covered in the next section in this book. Note especially the clause that indicates that an “N” award in any mandatory subject -English, Mathematics, Science, History, Geography or PDHPE- may result in the student being ineligible. Students need to study the prescribed hours for all their subjects including electives and satisfactorily complete all assessment tasks outlined for their courses in this book. Missed tasks need to be covered with a misadventure form and supporting documentation, eg medical certificate.

School policy is quite specific in regard to cheating in exams or assessment tasks. These misdemeanours will lead to the award of zero in that assessment. Similar sanctions exist for using other people’s work without acknowledgement (plagiarism), and inappropriate examination behaviour.

Special programs are in place in Year 10 to prepare students for work practices and study habits appropriate for Years 11 and 12.

Mr Brent Walker  
Principal

## ***THE AWARD OF THE RECORD OF SCHOOL ACHIEVEMENT***

To be eligible for a Record of School Achievement, students must:

- Have attended a government school OR other accredited institution.
- Have participated, to the NSW Education Standards Authority satisfaction, in courses of study which have been approved under the Act as appropriate to be undertaken by candidates in Stage 5.
- Have been accepted by the NSW Education Standards Authority as having satisfactorily completed those mandatory courses of study in Years 7 – 10, in each Key Learning Area.
- Have, to the NSW Education Standards Authority, undertaken the requisite assessment program in each course.
- Have attended until the end of the Year 10 school year.

Satisfactory completion of 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:

- Followed the course developed or endorsed by the Authority, and
- Applied themselves with diligence and sustained effort to the set tasks, outlined later in this booklet and experiences provided in the course by the school, and
- Achieved some or all of the course outcomes.

A Principal may decide that, as a result of absence, the above course completion criteria may not have been met. Clearly, absences will be regarded seriously by the Principal who will give students early warning of the consequences of absences.

Non-award of Record of Achievement:

In the following cases the Record of Achievement will be withheld, depending on the circumstances of the case:

- a) If a student was found to have engaged in malpractice
- b) If a student made a non-serious attempt.
- c) If a student did not satisfactorily complete the requisite pattern of study.
- d) If a student left school before the final date for Year 10, without being granted an exemption from attendance and;
- e) If the student did not comply with other Authority requirements.

It is mandatory that ALL students who fail to meet course requirements be given adequate counselling and notification in order to rectify ongoing areas of concern. To this end the following procedures will be followed at Kincumber High School:

- All Year 10 students will receive the document titled "Assessment Schedule - Year 10, 2024". All students are to sign for this booklet when received. The signature records will be retained by the Year 10 Advisor. Newly enrolled students will receive a copy of the document as a matter of the school's enrolment procedure.
- N award warning letters will be sent when students do not meet course requirements. These letters specify work missed, what needs to be done to redeem the warning and a time frame. Parents should contact the relevant head teacher to discuss the issue.
- Each letter will be posted to households and recorded in the 'out mail' register in the office at Kincumber High School.
- Any student who receives 2 'N' Award warning letters that have not been redeemed, in the same course, may be given an 'N' Award recommendation from the school for that course.

## ***The School's Responsibilities***

Your school develops an assessment program for each course. This means your school is required to:

- Set tasks that will be used to measure your performance in each component of a course.
- Specify the relative value of each of these tasks.
- Inform you in writing of:
  - the components and their weightings for each course
  - when assessment tasks will take place
  - the mark value of each task in relation to the total number of marks for the course
  - the nature of each assessment task (e.g. assignment, test, project, etc.)
  - the administrative details associated with each task (e.g. student absence, late submission of work, etc.)
- Provide adequate notice of the precise timing of each assessment task.
- Keep records of your performance in each task.
- Provide you with information on your progress.

## ***Student Responsibilities***

*You are expected to complete the tasks that are part of the assessment program, and you should ensure that you have a copy of your school's assessment program for each course. These are included in Section 2 of this schedule.*

### ***Submission of Assessment Tasks***

- Assessment tasks (excluding live performance/demonstration/practical tasks or in class assessments) need to be submitted to the teacher/faculty representative by 8.15am on the published due date. Students will need to sign for their task when submitting a task in non-digital format. Exceptions to the 8.15am submission rule must be sought by the teacher/Head Teacher in consultation with the Deputy Principal.
- An illness Misadventure Application would need to be submitted for consideration by the Deputy Principal in the case of a late submission (i.e. after 8.15am) and must be lodged within 24 hours of the due date/time.
- Students must be present at school on the school day prior to the published due date, or a zero mark will be awarded. A medical certificate (or appropriate documentation e.g. funeral, police report) would be required if the student is away from school on the day of or the day prior to an assessment task being due.

## ***NON-SERIOUS ATTEMPTS AND NON-ATTEMPTS***

Non-serious attempts include frivolous or objectionable material, or where significant sections/areas of a task are left blank or answered minimally (i.e. only a few words)

Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

Non-attempts include those where only multiple-choice questions are attempted.

In the event of a student not making an attempt or a serious attempt at a task, the teacher will:

- Award zero for that task
- Record a zero mark in the assessment records
- Inform the Head Teacher of the non-serious attempt
- Inform the parents and keep record of this in the Students causing concern section of this folder

Further action may include:

The formation of a school-based malpractice panel consisting of the teacher, the Head Teacher and the Deputy Principal/Principal to determine the result for the submitted work.

## **Malpractice and Assessment Tasks**

Students are advised that the rules applying to the conduct of the Higher School Certificate Examinations also apply to the conduct of assessment tasks throughout the course. Students should review the contents of the mandatory All My Own Work program, which is accessible on the NSW Education Standards Authority website.

In the event of there being evidence of malpractice associated with the completion of an assessment task (either done at school or out of school without supervision), then a zero assessment may be awarded.

A student is considered to have been cheating if they:

- deliberately copy any work that is not their own and submit it for assessment
- lend their work for copying, knowing that whole or part of it will be submitted by another student
- seek/provide assistance from/to another student during test and examinations
- plagiarise material, not acknowledging the source.

‘Each student’s mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student’s work that has been written, created or developed by others must be acknowledged in accordance with NESA’s subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronics sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgment.’

(Extract from ACE 9022)

Students, however, may appeal to the Assessment Appeals Panel within one day following the notification of the zero award. If an appeal is not lodged under this condition, then the awarded mark will stand.

Such an appeal will be processed according to the procedures set out for appeals under Illness, Accident and/or Misadventure.

All malpractices must be reported to the NSW Education Standards Authority. A record is maintained by the NSW Education Standards Authority in relation to any malpractices by students.

### *Written Material*

Candidates are not permitted to take with them into an examination or in-class assessment task any *unauthorised* books, notes, paper or materials. Candidates found to be in possession of any unauthorised material may have their papers in the course cancelled.

### *General Conduct*

Candidates must not behave in any way likely to disturb the work of any other candidate or upset the conduct of any other student, nor borrow material or equipment unless permission has been given by the supervisor.

Normal school rules of conduct apply for examinations and assessment tasks.

## **Malpractice using AI systems.**

NESA and Kincumber High School acknowledge the need to uphold academic integrity and prevent plagiarism in light of new technological advancements such as AI systems like Chat GPT. This *Kincumber High School HSC Assessment Policy and Procedures* update outlines measures to be implemented to protect academic integrity, as well as ways for students to prove that their work is their own. The points outlined in this update are reinforced in the delivery of the *All My Own Work* units with Year 10 students.

Teachers are aware that some students are using AI tools to complete course work and assessments. The use of AI tools works against the ethos of public education, where students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning

experiences. AI models, such as Chat GPT, are not dependable tools to use in completing assessment tasks. Here are a few reasons why:

- AI systems / Chat GPT generate responses based on training data and algorithms, which may not always be accurate or appropriate for the task at hand. Responses can be vague, repetitive, or irrelevant to the question being asked.
- AI systems / Chat GPT cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.
- Assessment tasks are intended to assess students' independent thinking, critical analysis, and communication skills, which are essential for future academic and professional success. If students rely on Chat GPT or other AI models to complete assessments, they will not develop critical skills to the level needed to complete tests or examinations or handle real-world challenges.
- The use of AI systems / Chat GPT may result in a malpractice determination where students may receive Zero marks for the submitted task.
- Relying on AI systems / Chat GPT to complete assessment tasks can also lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.

NESA and Kincumber High School are committed to maintaining academic integrity and ensuring that all assessments are completed with honesty and integrity. To this end, the following measures will be implemented:

1. *Prohibition of AI-assisted assessments:* The use of AI systems / Chat GPT to complete assessments and generate student writing is strictly prohibited. Any student found to have utilised these systems to complete assessments [or part thereof] will be found to have engaged in assessment malpractice, which may result in a mark of Zero being awarded\*. An alternate task may also need to be completed by the student to show they can demonstrate the completion of course tasks diligently and with a sustained effort.
2. *Clear instructions and expectations:* Kincumber High School teachers will provide clear instructions to students on the appropriate use of AI systems like Chat GPT in out of school settings. Students will be informed that these systems can only be used for broader research purposes and cannot be used to complete assessments (e.g., to generate student writing). Furthermore, they will be instructed on the consequences of engaging in academic dishonesty, such as Zero marks being awarded for an assessment completed using an AI system\*.
3. *Mandatory Use of Google Docs:* To prove that their work is their own, students completing research-based assessments will be required to use Google Docs to create their assessments and share this document with their teacher. This will enable teachers to verify that the work was completed by the student by checking the revision history and timestamps of the document. For courses with practical works such as Visual Arts, the use of AI systems like Mid-Journey, ChatGPT4 and Dall-E are also prohibited. These students will need to demonstrate practical work progression by showing teachers incremental progress and/or portfolio documentation.
4. *Submission of drafts:* For research-based tasks, students can be expected to submit drafts as a requirement. This will enable teachers to verify that the student has completed the work themselves by comparing the draft to the final product. The draft(s) may or may not contribute to the overall assessment mark.
5. *Referencing:* It is expected that, for research-based assessments, in-text citations and a bibliography will be provided. Students need to use in-text referencing and a bibliography in academic writing to give credit to sources, avoid plagiarism, provide a list of consulted sources, enable verification of information, and showcase research and critical thinking skills. At Kincumber High School, APA (7<sup>th</sup> edition) is the common referencing system used across the school. This referencing system is explicitly addressed in the delivery of the All My Own Work units in Year 10. Students can acquire assistance in implementing this referencing system through their classroom teacher or through the Librarian (Miss Kat McDonogh).
6. *School demonstration of research-based learning:* For students to actively demonstrate their ability to apply concepts, critical thinking and demonstrate understanding of course concepts, teachers may opt to have students complete written responses under test conditions at school. To prepare for these written responses, students may be asked to research designated course material,

concepts, texts or case studies. Teachers may also ask students to complete a viva voce (oral discussion / examination) at school after the completion of a research component.

7. *Plagiarism detection:* Teachers and faculties will closely scrutinise completed assessments to ensure they are completed with academic integrity. Such surveillance may take the form of electronic plagiarism protection tools and website reviews.

This policy update outlines measures that will be implemented to ensure that assessments are completed with honesty and integrity. These measures will be regularly reviewed to ensure that they remain effective and current.

This update to the Kincumber High School Assessment Policy and Procedures Booklet was introduced in March 2023.

*\*Final decision will be made by the Kincumber High School Malpractice and Plagiarism Panel.*



## THE GRADING SYSTEM

The grading system is now solely based on internal school-based assessment. There are no external examinations. Students are graded in each course based on the assessment programs undertaken at school over the 2 years of Stage 5 (Years 9 & 10).

For “NSW Education Standards Authority” courses these grades will not be moderated by a State-wide Reference Test but will be awarded by schools on the basis of specific course performance descriptors issued by the NSW Education Standards Authority. These grades indicate the student’s level of achievement relative to the knowledge and skills objectives of the course. There will not be any pre-determined proportion of students awarded each grade.

This type of grading system follows a ‘Standards Referenced’ model. In such a system certain levels of achievement are identified and a description written of the achievement required by a student in order to be awarded that level.

| GRADE | GENERAL PERFORMANCE DESCRIPTORS   |
|-------|---|
| A     | A grade indicating outstanding achievement in the course. The student has an extensive Knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.   |
| B     | A grade indicating a high level of achievement in the course. The student has a thorough knowledge of and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply this knowledge and these skills to most new situations.   |
| C     | A grade indicating sound achievement in the course. The subject has demonstrated attainment of the main knowledge and skills objectives of the course and has achieved a sound level of competence in the processes and skills of the course.   |
| D     | A grade indicating basic achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.   |
| E     | A grade indicating limited achievement in the course. The student has a limited knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.  |
|       | Where an A to E grade appears opposite a course the student has satisfactorily completed the course by meeting the following requirements in: <ul style="list-style-type: none"> <li>● Attendance – meeting the required number of hours</li> <li>● Participation in the required learning experiences and assessment tasks</li> <li>● Effort and achievement</li> <li>● Reaching at least some of the course goals.</li> </ul> |
| N     | Where ‘N’ appears in place of an A to E grade, it indicates that the student has failed to meet one or more of the above requirements.  |

The assessment tasks set by the school will be used to provide data to assist teachers to determine which description best reflects the level of achievement of each student at the end of Year 10. The final decisions are made in relation to the ‘standard’ reached, not in relation to performance relative to other students.

For “School” courses, grades will be reported as for the Board Courses, however, the General Performance Descriptors outlined in the following table will be used to determine the appropriate grade.

## **STUDENT ASSESSMENT RESPONSIBILITIES**

Students are required to:

- perform ALL tasks as required, to the best of their ability and
- sit for ALL tests scheduled as part of this assessment program.

It is expected that all work submitted will be the student's own work. Any suspicion of malpractice will be viewed with grave concern.

Although the times for most tasks are listed in this document, teachers will generally give prior notice of any upcoming assessment tasks. Where assessment tasks are scheduled during school time, students are expected to be at school on that day and to present themselves at the place and time scheduled for the completion of the task.

Failure to complete assessment tasks as scheduled will result in a ZERO MARK being awarded for that task, unless the appropriate procedures are followed as outlined below.

**Application for Misadventure- If a student is sick or a misadventure occurs on the day an assessment task is scheduled OR due for submission, he / she will need to submit, on the first day of return, a:**

- misadventure application form included in Section 3 of this booklet, signed by a parent or guardian stating the nature of the illness or misadventure AND
- doctor's certificate or other relevant documentation as further evidence.

In the case of the misadventure application being approved an alternate task may be requested.

**Application for Extension** - If circumstances are such that a student:

- is aware beforehand that he / she will not be at school on the day an assessment task is scheduled or is due for submission OR
- will find it impossible to meet an assessment submission date,

**PRIOR application must be made at least THREE days before the due date, for an extension of time to be considered.** An appropriate form is included in Section 3 of this booklet. It should NOT be assumed that such an application will automatically gain an extension of time.

**Extensions will only be granted for extenuating circumstances.**

If a student is scheduled to have **more than three** assessment tasks in one week, they should seek support from the Deputy Principal to examine possible solutions.

Exam dates and task dates relating to courses you are studying should be entered in a diary / student planner so that you do not organise leave when they are scheduled.

**If there is anything mentioned in any section of this booklet which you are unsure of please consult with the relevant Head Teacher, your Year Advisor or Mr Riley, the Deputy Principal for Year 10, 2024.**

## **SECTION 2 – COURSE ASSESSMENT SCHEDULES**

Please read Section 2 carefully, highlighting the courses applicable to you.

### **CREATIVE ARTS**

Creative Arts offers the following courses which are detailed on the following pages.

- Drama
- Music
- Photography
- Visual Arts
- Visual Design

**DRAMA**

| <b>Drama Year 10 assessment schedule</b> |  |  |  |                      |
|--|--|--|--|----------------------|
| <b>Task number</b>                       | <b>Task 1</b>  | <b>Task 2</b>  | <b>Task 3</b>  | <b>Weighting</b>     |
| <b>Nature of task</b>                    | Creative Movement<br>( Meyerhold & Laban)<br><br>Playbuilding Group<br>Performance & Logbook | Political/Protest Theatre<br>(Brecht & Boal)<br><br>Issue Based Monologue &<br>Logbook | Small Screen Drama<br><br>Short Film, Production<br>Portfolio & Critical Film Review |                      |
| <b>Timing</b>                            | Term 1, Week 8   | Term 2, Week 9   | Term 4, Week 3   |                      |
| <b>Outcomes assessed</b>                 | 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1  | 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.1,<br>5.3.2  | 5.1.4, 5.2.1, 5.2.3, 5.3.2, 5.3.3  |                      |
| <b>Making</b>                            | 10   | 10   | 10   | 30                   |
| <b>Performing</b>                        | 10   | 10   | 10   | 30                   |
| <b>Appreciating</b>                      | 10   | 10   | 20   | 40                   |
| <b>Weighting</b>                         | <b>30</b>  | <b>30</b>  | <b>40</b>  | <b>Total<br/>100</b> |

**MUSIC**

| <b>Music Year 10 assessment schedule</b> |                                  |                                   |  |                  |
|--|----------------------------------|-----------------------------------|--|------------------|
| <b>Task number</b>                       | <b>Task 1</b>                    | <b>Task 2</b>                     | <b>Task 3</b>  | <b>Weighting</b> |
| <b>Nature of task</b>                    | Group and Individual Performance | Written Analysis and Presentation | Performance or Recorded Submission<br>Group and Individual |                  |
| <b>Timing</b>                            | Term 2, Week 2                   | Term 3, Week 5                    | Term 4, Week 3   |                  |
| <b>Outcomes assessed</b>                 | 5.1, 5.2, 5.3                    | 5.7, 5.8, 5.9, 5.10               | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6                               |                  |
| <b>Performing</b>                        | 30                               |                                   | 40   | 70               |
| <b>Listening</b>                         |                                  | 30                                |  | 30               |
| <b>Weighting</b>                         | <b>30</b>                        | <b>30</b>                         | <b>40</b>  | <b>Total 100</b> |

**PHOTOGRAPHY & DIGITAL IMAGING**

| <b>Photography &amp; Digital Imaging Year 10 assessment schedule</b> |   |                     |                              |                  |
|--|---|---------------------|------------------------------|------------------|
| <b>Task number</b>   | <b>Task 1</b>                                     | <b>Task 2</b>       | <b>Task 3</b>                | <b>Weighting</b> |
| <b>Nature of task</b>  | Short Film/Movie Poster & Film Analysis           | Yearly Examination  | Major Project                |                  |
| <b>Timing</b>  | Term 2, Week 2                                    | Term 3, Week 9      | Term 4, Week 4               |                  |
| <b>Outcomes assessed</b>   | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | 5.7, 5.8, 5.9, 5.10 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 |                  |
| <b>Photo Making</b>  | 25  |                     | 35                           | 60               |
| <b>Practice Critical – Historical Study</b>                          | 10  | 30                  |                              | 40               |
| <b>Weighting</b>   | <b>35</b>   | <b>30</b>           | <b>35</b>                    | <b>Total 100</b> |

**VISUAL ARTS**

| <b>Visual Arts Year 10 assessment schedule</b> |                        |  |  |                  |
|--|------------------------|--|--|------------------|
| <b>Task number</b>                             | <b>Task 1</b>          | <b>Task 2</b>  | <b>Task 3</b>                          | <b>Weighting</b> |
| <b>Nature of task</b>                          | Art Making & Art Diary | Critical & Historical Study<br>Unseen Plates Exam<br>(Exam-style assessment) | Art Making Body of Work and Case Study |                  |
| <b>Timing</b>                                  | Term 2, Week 3         | Term 3, Week 4   | Term 4, Week 4                         |                  |
| <b>Outcomes assessed</b>                       | 1, 2, 3, 4, 5, 6       | 7, 8, 9, 10  | 7, 8, 9, 10                            |                  |
| <b>Art Making</b>                              | 30                     |  | 30                                     | 60               |
| <b>Critical Historical</b>                     |                        | 30   | 10                                     | 40               |
| <b>Weighting</b>                               | <b>30</b>              | <b>30</b>  | <b>40</b>                              | <b>Total 100</b> |

**VISUAL DESIGN**

| <b>Visual Design Year 10 assessment schedule</b> |   |                              |                     |                  |
|--|---|------------------------------|---------------------|------------------|
| <b>Task number</b>                               | <b>Task 1</b>                               | <b>Task 2</b>                | <b>Task 3</b>       | <b>Weighting</b> |
| <b>Nature of task</b>                            | Design Task & Case Study                    | Design Task & Case Study     | Major Project       |                  |
| <b>Timing</b>                                    | Term 2, Week 3                              | Term 2, Week 10              | Term 4, Week 3      |                  |
| <b>Outcomes assessed</b>                         | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 | 5.7, 5.8, 5.9, 5.10 |                  |
| <b>Art History Art Criticism</b>                 | 20  | 20                           |                     | 40               |
| <b>Art Making</b>                                | 20  | 20                           | 20                  | 60               |
| <b>Weighting</b>                                 | <b>40</b>                                   | <b>40</b>                    | <b>20</b>           | <b>Total 100</b> |



## ***ENGLISH***

- English

**ENGLISH**

| <b>English Year 10 assessment schedule</b> |  |   |  |                  |
|--|--|---|--|------------------|
| <b>Task number</b>                         | <b>Task 1</b>  | <b>Task 2</b>   | <b>Task 3</b>                          | <b>Weighting</b> |
| <b>Nature of task</b>                      | Half Yearly Test<br>Identity<br>(Exam-style assessment)        | Short Answer<br>Poetry  | Multimodal Presentation<br>Macbeth     |                  |
| <b>Timing</b>                              | Term 2, Week 2   | Term 3, Week 2  | Term 4, Week 2                         |                  |
| <b>Outcomes assessed</b>                   | EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-8D, EN5-9E | EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C EN5-7D, EN5-8D, EN5-9E | EN5-3B, EN5-4B, EN5-5C, EN5-7D, EN5-8D |                  |
| <b>Short Answer Response</b>               |  | 25  |  | 25               |
| <b>Multimodal Presentation</b>             |  |   | 25                                     | 25               |
| <b>Essay and Creative Writing</b>          | 50   |   |  | 50               |
| <b>Weighting</b>                           | <b>50</b>  | <b>25</b>   | <b>25</b>                              | <b>Total 100</b> |

## ***HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)***

HSIE offers the following courses which are detailed on the following pages.

- Commerce
- Geography
- History

**COMMERCE**

| <b>Commerce Year 10 assessment schedule</b> |                                |  |  |                      |
|---|--------------------------------|--|--|----------------------|
| <b>Task number</b>                          | <b>Task 1</b>                  | <b>Task 2</b>                          | <b>Task 3</b>                          | <b>Weighting</b>     |
| <b>Nature of task</b>                       | Business Presentation          | Multimodal Task                        | Yearly Test                            |                      |
| <b>Topics</b>                               | Running a Business             | Law Society & Political Involvement    | All Topics                             |                      |
| <b>Timing</b>                               | Term 2, Week 2                 | Term 3, Week 6                         | Term 4, Week 3                         |                      |
| <b>Outcomes assessed</b>                    | COM5-1, COM5-5, COM5-6, COM5-9 | COM5-1, COM5-2, COM5-3, COM5-7, COM5-8 | COM5-1, COM5-2, COM5-3, COM5-4, COM5-5 |                      |
| <b>Weighting</b>                            | <b>30</b>                      | <b>30</b>                              | <b>40</b>                              | <b>Total<br/>100</b> |

**GEOGRAPHY**

| <b>Geography Year 10 assessment schedule</b> |   |   |                  |
|--|---|---|------------------|
| <b>Task number</b>                           | <b>Task 1</b>                                   | <b>Task 2</b>   | <b>Weighting</b> |
| <b>Nature of task</b>                        | Fieldwork Report                                | Formal Exam<br>(Exam-style assessment)                |                  |
| <b>Timing</b>                                | Term 1, Week 9                                  | Term 2, Week 3  |                  |
| <b>Topics</b>                                | Environmental Change and Management             | Environmental Change & Management and Human Wellbeing |                  |
| <b>Outcomes assessed</b>                     | GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8 | GE5-1, GE5-2, GE5-3, GE5-4, GE5-5, GE5-6, GE5-8       |                  |
| <b>Weighting</b>                             | <b>50</b>                                       | <b>50</b>   |                  |

**HISTORY**

| <b>History Year 10 assessment schedule</b> |   |  |                      |
|--|---|--|----------------------|
| <b>Task number</b>                         | <b>Task 1</b>                                   | <b>Task 2</b>                                    | <b>Weighting</b>     |
| <b>Nature of task</b>                      | Formal Exam<br>(Exam-style assessment)          | Source Analysis                                  |                      |
| <b>Topics</b>                              | Rights & Freedoms                               | The Cold War and Vietnam Era                     |                      |
| <b>Timing</b>                              | Term 3, Week 9                                  | Term 4, Week 4                                   |                      |
| <b>Outcomes assessed</b>                   | HT5-1, HT5-2, HT5-3, HT5-4, HT5-5, HT5-6, HT5-9 | HT5-3, HT5-5, HT5-6, HT5-7, HT5-8, HT5-9, HT5-10 |                      |
| <b>Weighting</b>                           | <b>50</b>                                       | <b>50</b>  | <b>Total<br/>100</b> |

## ***LANGUAGE***

- Japanese

**JAPANESE**

| <b>Task number</b>  | <b>Task 1</b>                | <b>Task 2</b>                         | <b>Task 3</b>                         | <b>Task 4</b>  | <b>Weighting</b>     |
|---|------------------------------|---------------------------------------|---------------------------------------|--|----------------------|
| <b>Nature of task</b>   | My Milestones                | Shopping/Fast Food                    | Travel Blog                           | Yearly Exam<br>Interview   |                      |
| <b>Timing</b>   | Term 1, Week 8               | Term 2, Week 5                        | Term 3, Week 8                        | Term 4, Week 2   |                      |
| <b>Outcomes assessed</b>  | LJA5-1C, LJA5-4C,<br>LJA5-6U | LJA5-1C, LJA5-2C,<br>LJA5-5U, LJA5-9U | LJA5-4C, LJA5-6U,<br>LJA5-7U, LJA5-9U | LJA5-2C, LJA5-3C,<br>LJA5-4C, LJA5-5U,<br>LJA5-6U, LJA5-7U,<br>LJA5-9U |                      |
| <b>COMMUNICATING</b><br>- -Interacting (1C)<br>- -Accessing &<br>Responding (2C,<br>3C)<br>- -Composing (4C)        | 25                           | 10                                    | 15                                    | 10   | 60                   |
| <b>UNDERSTANDING</b><br>- Systems of<br>Language (5U, 6U,<br>7U, 8U)<br>- The Role of<br>Language & Culture<br>(9U) | 5                            | 10                                    | 15                                    | 10   | 40                   |
| <b>Weighting</b>  | <b>30</b>                    | <b>20</b>                             | <b>30</b>                             | <b>20</b>  | <b>Total<br/>100</b> |



## ***MATHEMATICS***

Mathematics offers the following courses which are detailed on the following pages.

- 5.1
- 5.2
- 5.3
- Maths in Trade
- Enrichment Mathematics Elective

**MATHEMATICS 5.1**

| <b>Mathematics 5.1 Year 10 assessment schedule</b> |                   |   |  |                       |                  |
|--|-------------------|---|--|-----------------------|------------------|
| <b>Task number</b>                                 | <b>Task 1</b>     | <b>Task 2</b>                             | <b>Task 3</b>  | <b>Task 4</b>         | <b>Weighting</b> |
| <b>Nature of task</b>                              | Test              | Workbook Completion,<br>Homework and Test | Examination<br>(A4 Reference Sheet)<br>(Exam-style assessment) | Assignment            |                  |
| <b>Timing</b>                                      | Term 1, Week 7    | Term 2, Week 8                            | Term 3, Week 5   | Term 4, Week 4        |                  |
| <b>Outcomes assessed</b>                           | MA5.15NA, MA4-7NA | MA5.1-8MG, MA5.1-12SP                     | MA5.1-4NA, MA5.1-6NA,<br>MA5.1-7NA                             | MA5.1-4NA, MA5.1-10MG |                  |
| <b>In Class Assessment</b>                         | 30                |   |  |                       | 30               |
| <b>In Class Assessment</b>                         |                   | 30  |  |                       | 30               |
| <b>Exam</b>  |                   |   | 30   |                       | 30               |
| <b>Assignment</b>                                  |                   |   |  | 10                    | 10               |
| <b>Weighting</b>                                   | <b>30</b>         | <b>30</b>                                 | <b>30</b>  | <b>10</b>             | <b>Total 100</b> |

**Assumed Task Knowledge**

Task 1: Rates and Ratios, Indices

Task 2: Surface Area, Data Analysis, Linear Relationships

Task 3: All Course Content

Task 4: Financial Maths, Right and Non-Right Triangles

**MATHEMATICS 5.2**

| <b>Mathematics 5.2 Year 10 assessment schedule</b> |                      |   |  |                                     |                  |
|--|----------------------|---|--|-------------------------------------|------------------|
| <b>Task number</b>                                 | <b>Task 1</b>        | <b>Task 2</b>                             | <b>Task 3</b>  | <b>Task 4</b>                       | <b>Weighting</b> |
| <b>Nature of task</b>                              | Test                 | Workbook Completion,<br>Homework and Test | Examination<br>(A4 Reference Sheet)<br>(Exam-style assessment) | Assignment                          |                  |
| <b>Timing</b>                                      | Term 1, Week 7       | Term 2, Week 8                            | Term 3, Week 5   | Term 4, Week 4                      |                  |
| <b>Outcomes assessed</b>                           | MA5.2-5NA, MA5.2-7NA | MA5.2-11MG, MA5.2-15SP                    | MA5.2-9NA, MA5.2-26NA,<br>MA5.2-10NA                           | MA5.2-4NA, MA5.2-9NA,<br>MA5.2-13MG |                  |
| <b>In Class Assessment</b>                         | 30                   |   |  |                                     | 30               |
| <b>In Class Assessment</b>                         |                      | 30  |  |                                     | 30               |
| <b>Exam</b>  |                      |   | 30   |                                     | 30               |
| <b>Assignment</b>                                  |                      |   |  | 10                                  | 10               |
| <b>Weighting</b>                                   | <b>30</b>            | <b>30</b>                                 | <b>30</b>  | <b>10</b>                           | <b>Total 100</b> |

**Assumed Task Knowledge**

Task 1: Rates and Ratios, Indices

Task 2: Surface Area, Data Analysis, Linear Relationships

Task 3: All Course Content

Task 4: Financial Mathematics, Right and Non-Right Triangles

**MATHEMATICS 5.3**

| <b>Mathematics 5.3 Year 10 assessment schedule</b> |                      |                        |  |                                     |                  |
|--|----------------------|------------------------|--|-------------------------------------|------------------|
| <b>Task number</b>                                 | <b>Task 1</b>        | <b>Task 2</b>          | <b>Task 3</b>  | <b>Task 4</b>                       | <b>Weighting</b> |
| <b>Nature of task</b>                              | Test                 | Prepared Task          | Examination<br>(A4 reference sheet)<br>(Exam-style assessment) | Assignment                          |                  |
| <b>Timing</b>                                      | Term 1, Week 7       | Term 2, Week 8         | Term 3, Week 5   | Term 4, Week 4                      |                  |
| <b>Outcomes assessed</b>                           | MA5.3-4NA, MA5.3-6NA | MA5.3-13MG, MA5.3-18SP | MA5.3-35NA, MA5.3-7NA,<br>MA5.3-9NA                            | MA5.2-4NA, MA5.3-12NA<br>MA5.3-15MG |                  |
| <b>In Class Assessment</b>                         | 30                   |                        |  |                                     | 30               |
| <b>In Class Assessment</b>                         |                      | 30                     |  |                                     | 30               |
| <b>Exam</b>  |                      |                        | 30   |                                     | 30               |
| <b>Assignment</b>                                  |                      |                        |  | 10                                  | 10               |
| <b>Weighting</b>                                   | <b>30</b>            | <b>30</b>              | <b>30</b>  | <b>10</b>                           | <b>Total 100</b> |

**Assumed Task Knowledge**

Task 1: Rates and Ratios, Indices

Task 2: Surface Area, Data Analysis, Linear Relationships

Task 3: All Course Content

Task 4: Functions and Graphs, Right and Non-Right Triangles

**MATHS IN TRADE PATHWAY**

| <b>Maths in Trade Pathway Year 10 assessment schedule</b> |                        |                        |  |                        |                      |
|---|------------------------|------------------------|--|------------------------|----------------------|
| <b>Task number</b>  | <b>Task 1</b>          | <b>Task 2</b>          | <b>Task 3</b>                          | <b>Task 4</b>          | <b>Weighting</b>     |
| <b>Nature of task</b>                                     | In Class Assessment    | In Class Assessment    | Examination<br>(Exam-style assessment) | Assignment             |                      |
| <b>Timing</b>   | Term 1, Week 7         | Term 2, Week 8         | Term 3, Week 5                         | Term 4, Week 4         |                      |
| <b>Outcomes assessed</b>                                  | All Stage 5.1 Outcomes | All Stage 5.1 Outcomes | All Stage 5.1 Outcomes                 | All Stage 5.1 Outcomes |                      |
| <b>In Class Assessment</b>                                | 30                     |                        |  |                        | 30                   |
| <b>In Class Assessment</b>                                |                        | 30                     |  |                        | 30                   |
| <b>Examination</b>  |                        |                        | 30                                     |                        | 30                   |
| <b>Assignment</b>   |                        |                        |  | 10                     | 10                   |
| <b>Weighting</b>  | <b>30</b>              | <b>30</b>              | <b>30</b>                              | <b>10</b>              | <b>Total<br/>100</b> |

**Assumed Task Knowledge**

Task 1: Number

Task 2: Data and Financial Mathematics

Task 3: All Year 9 and 10 content

Task 4: Running a Business

**ENRICHMENT MATHEMATICS ELECTIVE**

| Enrichment Mathematics Elective Year 10 assessment schedule |                |                |                 |                 |                      |
|---|----------------|----------------|-----------------|-----------------|----------------------|
| Task number   | Task 1         | Task 2         | Task 3          | Task 4          | Weighting            |
| Nature of task  | Test           | Test           | Project Work    | Project Work    |                      |
| Timing  | Term 1, Week 5 | Term 2, Week 3 | Term 3, Week 5  | Term 3, Week 10 |                      |
| Outcomes assessed   | Matrices       | Locus          | Problem Solving | Coding          |                      |
| Understanding, fluency and communication                    | 12.5           | 12.5           | 12.5            | 12.5            | 50                   |
| Problem solving, reasoning and justification                | 12.5           | 12.5           | 12.5            | 12.5            | 50                   |
| Weighting   | 25             | 25             | 25              | 25              | <b>Total<br/>100</b> |

**Assumed Task Knowledge**

Task 1: Use of matrices

Task 2: Locus

Task 3: Problem solving including probability

Task 4: Coding task

## ***PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION***

PDHPE offers the following courses which are detailed on the following pages.

- Child Studies
- Mandatory PDHPE
- Physical Activity & Sports Studies

**CHILD STUDIES**

| <b>Child Studies Year 10 assessment schedule</b> |                                |                               |  |                      |
|--|--------------------------------|-------------------------------|--|----------------------|
| <b>Task number</b>                               | <b>Task 1</b>                  | <b>Task 2</b>                 | <b>Task 3</b>                                    | <b>Weighting</b>     |
| <b>Nature of task</b>                            | Research Task                  | Creative and Research Task    | Project Based Learning                           |                      |
| <b>Topics</b>                                    | Children's Diversity and Needs | 21 <sup>st</sup> Century Kids | Work Ready                                       |                      |
| <b>Timing</b>                                    | Term 1, Week 9                 | Term 2, Week 9                | Term 4, Week 2                                   |                      |
| <b>Outcomes assessed</b>                         | CS5-4, CS5-8, CS5-9, CS5-11    | CS5-3, CS5-4, CS5-5, CS5-9    | CS5-2, CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10 |                      |
| <b>Weighting</b>                                 | <b>25</b>                      | <b>35</b>                     | <b>40</b>  | <b>Total<br/>100</b> |



**MANDATORY PDHPE**

| <b>Mandatory PDHPE Year 10 assessment schedule</b> |                                      |   |   |   |                      |
|--|--------------------------------------|---|---|---|----------------------|
| <b>Task number</b>                                 | <b>Task 1</b>                        | <b>Task 2</b>                           | <b>Task 3</b>                               | <b>Task 4</b>                           | <b>Weighting</b>     |
| <b>Nature of task</b>                              | Research Task<br>Road Safety         | Semester 1 PE<br>Application & Aptitude | Personal Health Exam                        | Semester 2 PE<br>Application & Aptitude |                      |
| <b>Timing</b>                                      | Term 1, Week 10                      | Term 2, Week 3                          | Term 3, Week 9                              | Term 4, Week 4                          |                      |
| <b>Outcomes assessed</b>                           | PD5-2, PD5-6, PD5-7,<br>PD5-9, PD5-8 | PD5-4, PD5-5, PD5-11,<br>PD5-10         | PD5-1, PD5-2, PD5-6,<br>PD5-7, PD5-8, PD5-9 | PD5-4, PD5-5, PD5-10,<br>PD5-11         |                      |
| <b>Weighting</b>                                   | <b>25</b>                            | <b>25</b>                               | <b>25</b>                                   | <b>25</b>                               | <b>Total<br/>100</b> |

**PHYSICAL ACTIVITY & SPORTS STUDIES**

| <b>Physical Activity &amp; Sports Studies Year 10 assessment schedule</b> |   |  |   |  |                      |
|---|---|--|---|--|----------------------|
| <b>Task number</b>  | <b>Task 1</b>                               | <b>Task 2</b>                                | <b>Task 3</b>                               | <b>Task 4</b>                                | <b>Weighting</b>     |
| <b>Nature of task</b>   | Coaching                                    | Semester 1 Practical Application & Aptitude  | Olympic Games                               | Semester 2 Practical Application & Aptitude  |                      |
| <b>Timing</b>   | Term 1, Week 9                              | Term 2, Week 3                               | Term 3, Week 8                              | Term 4, Week 4                               |                      |
| <b>Outcomes assessed</b>  | PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9 | PASS5-6, PASS5-9, PASS5-1, PASS5-10, PASS5-2 | PASS5.1, PASS5.3, PASS5.4, PASS5.7, PASS5.8 | PASS5-1, PASS5-2, PASS5-6, PASS5-10, PASS5-9 |                      |
| <b>Weighting</b>  | <b>25</b>                                   | <b>25</b>                                    | <b>25</b>                                   | <b>25</b>                                    | <b>Total<br/>100</b> |

## **SCIENCE**

Science offers the following courses which are detailed on the following pages.

- Agriculture
- Marine Studies
- Science

**AGRICULTURE**

| <b>Agriculture Year 10 assessment schedule</b> |                            |                              |   |                      |
|--|----------------------------|------------------------------|---|----------------------|
| <b>Task number</b>                             | <b>Task 1</b>              | <b>Task 2</b>                | <b>Task 3</b>                               | <b>Weighting</b>     |
| <b>Nature of task</b>                          | Research Task              | Practical Task               | Exam  |                      |
| <b>Timing</b>                                  | Term 2, Week 3             | Term 3, Week 5               | Term 4, Week 4                              |                      |
| <b>Outcomes assessed</b>                       | AG5-1, AG5-5, AG5-2, AG5-3 | AG5-4, AG5-14, AG5-6, AG5-13 | AG5-7, AG5-10, AG5-8, AG5-11, AG5-9, AG5-12 |                      |
| <b>Weighting</b>                               | <b>30</b>                  | <b>30</b>                    | <b>40</b>                                   | <b>Total<br/>100</b> |

**MARINE STUDIES**

| <b>Marine Studies Year 10 assessment schedule</b> |   |   |  |                                 |                  |
|---|---|---|--|---------------------------------|------------------|
| <b>Task number</b>                                | <b>Task 1</b>   | <b>Task 2</b>   | <b>Task 3</b>                                  | <b>Task 4</b>                   | <b>Weighting</b> |
| <b>Nature of task</b>                             | Comprehension Task<br>Skills and Employment, First Aid and Safety | Topic Test<br>Living Together in the Sea & The Oceans | Presentation & Research Task<br>Marine Mammals | Yearly Exam                     |                  |
| <b>Timing</b>                                     | Term 1, Week 7/8  | Term 2, Week 5  | Term 3, Week 7                                 | Term 4, Week 3                  |                  |
| <b>Outcomes assessed</b>                          | MAR5-11, MAR5-12, MAR5-13   | MAR5-1, MAR5-2, MAR5-14                               | MAR5-2, MAR5-8, MAR5-7                         | MAR5-14, MAR5-8, MAR5-3, MAR5-2 |                  |
| <b>Knowledge and Understanding and Skills</b>     | 20  | 20  | 25   | 35                              | 100              |
| <b>Weighting</b>                                  | <b>20</b>   | <b>20</b>   | <b>25</b>                                      | <b>35</b>                       | <b>Total 100</b> |

**SCIENCE**

| <b>Science Year 10 assessment schedule</b> |   |  |                |  |                      |
|--|---|--|----------------|--|----------------------|
| <b>Task number</b>                         | <b>Task 1</b>                           | <b>Task 2</b>                                      | <b>Task 3</b>  | <b>Task 4</b>  | <b>Weighting</b>     |
| <b>Nature of task</b>                      | Research                                | Half Yearly Examination<br>(Exam-style assessment) | VALID Test     | Practical Task                                       |                      |
| <b>Topics</b>                              | Bioscience                              | Genetics, Evolution,<br>Earth Science              | All            | Motion   |                      |
| <b>Timing</b>                              | Term 1, Week 6                          | Term 2, Week 3                                     | Term 3, Week 7 | Term 4, Week 4                                       |                      |
| <b>Outcomes assessed</b>                   | SC5-14LW, SC5-7WS,<br>SC5-9WS, SC5-12ES | SC5-14LW, SC5-12ES, SC5-<br>13ES, SC5-8WS, SC5-9WS | ALL            | SC5-10PW, SC5-<br>11PW, SC5-5WS,<br>SC5-6WS, SC5-7WS |                      |
| <b>Knowledge and Understanding</b>         | 10                                      | 10   | 10             | 10   | 40                   |
| <b>Working Scientifically</b>              | 15                                      | 15   | 15             | 15   | 60                   |
| <b>Weighting</b>                           | <b>25</b>                               | <b>25</b>  | <b>25</b>      | <b>25</b>  | <b>Total<br/>100</b> |

## ***TECHNOLOGY & APPLIED STUDIES (TAS)***

TAS offers the following courses which are detailed on the following pages.

- Engineering
- Food & Café Skills
- Industrial Technology – Timber

**ENGINEERING**

| <b>Engineering Year 10 assessment schedule</b> |  |   |  |   |                      |
|--|--|---|--|---|----------------------|
| <b>Task number</b>                             | <b>Task 1</b>                                | <b>Task 2</b>                                 | <b>Task 3</b>                                | <b>Task 4</b>   | <b>Weighting</b>     |
| <b>Nature of task</b>                          | Engineering Challenge                        | Practical Project                             | Practical Project                            | Research Task   |                      |
| <b>Timing</b>                                  | Term 1, Week 9                               | Term 2, Week 8                                | Term 4, Week 2                               | Term 4, Week 6  |                      |
| <b>Outcomes assessed</b>                       | IND5-2, IND5-4,<br>IND5-5, IND5-7,<br>IND5-8 | IND5-2, IND5-4,<br>IND5-5, IND5-7,<br>IND5-8, | IND5-2, IND5-3,<br>IND5-5, IND5-6,<br>IND5-7 | IND5-2, IND5-4, IND5-5,<br>IND5-7, IND5-8, IND5-9,<br>IND5-10 |                      |
| <b>Propeller Driven Car</b>                    | 30   |   |  |   | 30                   |
| <b>Passive Speaker</b>                         |  | 20  |  |   | 20                   |
| <b>Motion Machine</b>                          |  |   | 35   |   | 35                   |
| <b>Research Task</b>                           |  |   |  | 15  | 15                   |
| <b>Weighting</b>                               | <b>30</b>                                    | <b>20</b>                                     | <b>35</b>                                    | <b>15</b>   | <b>Total<br/>100</b> |



**FOOD & CAFÉ SKILLS**

| <b>Food &amp; Café Skills Year 10 assessment schedule</b> |                                     |   |  |                              |                  |
|---|-------------------------------------|---|--|------------------------------|------------------|
| <b>Task number</b>  | <b>Task 1</b>                       | <b>Task 2</b>                               | <b>Task 3</b>                              | <b>Task 4</b>                | <b>Weighting</b> |
| <b>Nature of task</b>                                     | Cake Boss                           | Movie Snack Founder                         | Instaworthy Event Planning                 | Ongoing Practical Mark       |                  |
| <b>Timing</b>   | Term 2, Week 3                      | Term 3, Week 3                              | Term 4, Week 3                             | Sem 1 & Sem 2                |                  |
| <b>Outcomes assessed</b>                                  | FT5-1, FT5-2, FT5-5, FT5-10, FT5-11 | FT5-1, FT5-2, FT5-9, FT5-10, FT5-11, FT5-13 | FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11 | FT5-1, FT5-2, FT5-10, FT5-11 |                  |
| <b>Unit 1 – Food for Special Occasions</b>                | 25                                  |   |  |                              | 25               |
| <b>Unit 2 – Food Project Development</b>                  |                                     | 30  |  |                              | 30               |
| <b>Unit 3 – Food Service and Catering</b>                 |                                     |   | 25   |                              | 25               |
| <b>Ongoing Practical Marks</b>                            |                                     |   |  | 20                           | 20               |
| <b>Weighting</b>  | <b>25</b>                           | <b>30</b>                                   | <b>25</b>                                  | <b>20</b>                    | <b>Total 100</b> |

**INDUSTRIAL TECHNOLOGY - TIMBER**

| <b>Industrial Technology - Timber Year 10 assessment schedule</b> |                        |  |                                |                                |                  |
|---|------------------------|--|--------------------------------|--------------------------------|------------------|
| <b>Task number</b>  | <b>Task 1</b>          | <b>Task 2</b>                                  | <b>Task 3</b>                  | <b>Task 4</b>                  | <b>Weighting</b> |
| <b>Nature of task</b>   | Research Task          | Practical Project                              | Test                           | Practical Project              |                  |
| <b>Timing</b>   | Term 1, Week 9         | Term 2, Week 5                                 | Term 3, Week 8                 | Term 4, Week 5                 |                  |
| <b>Outcomes assessed</b>  | IND5-1, IND5-3, IND5-4 | IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7 | IND5-1, IND5-2, IND5-3, IND5-4 | IND5-1, IND5-2, IND5-3, IND5-7 |                  |
| <b>Research Task</b>  | 15                     |  |                                |                                | 15               |
| <b>Practical Project</b>  |                        | 40   |                                |                                | 40               |
| <b>Test</b>   |                        |  | 25                             |                                | 25               |
| <b>Practical Project</b>  |                        |  |                                | 20                             | 20               |
| <b>Weighting</b>  | <b>15</b>              | <b>40</b>                                      | <b>25</b>                      | <b>20</b>                      | <b>Total 100</b> |

## **SECTION 3**

- Misadventure Application Form
- Year 10 Assessment Calendar 2024

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# Assessment Misadventure Application

Today's Date: \_\_\_\_\_ Task Due Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Year group: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task concerned: \_\_\_\_\_

Did you complete this task: Yes / No (please circle)

What is the nature of your misadventure / issue? (please tick)

Illness **Dates: from:** \_\_\_\_\_ **until** \_\_\_\_\_

Other

Details : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Documentation provided: Yes / No

*(examples include medical certificate; funeral notice; police report; statutory declaration; letter)*

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

\*Ensure you have completed all sections above.

\* A separate **Assessment Misadventure Application** is required for each assessment task impacted.

## Head Teacher – to be completed by Head Teacher in consultation with the student.

Head teacher Recommendation: \_\_\_\_\_

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

*Pass on to the Deputy Principal when everything above this line has been completed*

## Outcome – this section to be completed by Deputy Principal in consultation with relevant Head Teacher.

| DP Decision:                 |          |                  |  |                                 |
|------------------------------|----------|------------------|--|---------------------------------|
| Sit task at alternative time | Estimate | Alternative task | Application Rejected (zero mark awarded) | No penalty. Accept as submitted |

New date / time: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copies of this completed document go to: DP , Head Teacher , Teacher , Student

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**YEAR 10 ASSESSMENT CALENDAR 2024**

| <b>Term 1<br/>2024</b> | <b>Assessment Task</b>   | <b>Term 2<br/>2024</b> | <b>Assessment Task</b>   |
|------------------------|--|------------------------|--|
| <b>Week 1</b>          | Food & Café (ongoing Prac Sem 1)   | <b>Week 1</b>          |  |
| <b>Week 2</b>          |  | <b>Week 2</b>          | Music<br>Visual Design<br>Commerce<br>Photography<br>English   |
| <b>Week 3</b>          |  | <b>Week 3</b>          | Visual Arts<br>Enrichment Maths<br>PASS<br>Food & Café<br>Geography<br>PDHPE<br>Science<br>Agriculture |
| <b>Week 4</b>          |  | <b>Week 4</b>          |  |
| <b>Week 5</b>          | Enrichment Maths   | <b>Week 5</b>          | Marine Studies<br>Japanese<br>It - Timber  |
| <b>Week 6</b>          | Science  | <b>Week 6</b>          |  |
| <b>Week 7</b>          | Maths 5.1<br>Maths 5.3<br>Marine Studies (W7/8)<br>Maths 5.2<br>Maths in Trade | <b>Week 7</b>          |  |
| <b>Week 8</b>          | Drama<br>Japanese  | <b>Week 8</b>          | Maths 5.1<br>Maths 5.3<br>Engineering<br>Maths 5.2<br>Maths in Trade                                   |
| <b>Week 9</b>          | Geography<br>PASS<br>Engineering<br>Child Studies<br>IT - Timber               | <b>Week 9</b>          | Drama<br>Child Studies   |
| <b>Week 10</b>         | PDHPE  | <b>Week 10</b>         | Visual Design  |
| <b>Week 11</b>         |  |                        |  |

| <b>Term 3<br/>2024</b> | <b>Assessment Task</b>   | <b>Term 4<br/>2024</b> | <b>Assessment Task</b>   |
|------------------------|--|------------------------|--|
| <b>Week 1</b>          | Food & Café (ongoing Prac Sem 1)   | <b>Week 1</b>          |  |
| <b>Week 2</b>          | English  | <b>Week 2</b>          | English                      Engineering<br>Japanese   |
| <b>Week 3</b>          | Food & Café  | <b>Week 3</b>          | Drama                      Commerce<br>Visual Design              Child Studies<br>Marine Studies              Food & Café<br>Music                      PDHPE   |
| <b>Week 4</b>          | Visual Arts  | <b>Week 4</b>          | Photography              Visual Arts<br>History                      Maths 5.1<br>Maths 5.2                      Maths 5.3<br>Maths in Trade              Science<br>PASS                      Agriculture |
| <b>Week 5</b>          | Music                      Maths 5.1<br>Maths 5.2                      Maths 5.3<br>Maths in Trade              Enrichments Maths<br>Agriculture | <b>Week 5</b>          | IT - Timber  |
| <b>Week 6</b>          | Commerce   | <b>Week 6</b>          | Engineering  |
| <b>Week 7</b>          | Marine Studies              Science  | <b>Week 7</b>          |  |
| <b>Week 8</b>          | PASS                      IT - Timber<br>Japanese  | <b>Week 8</b>          |  |
| <b>Week 9</b>          | Photography              History<br>PDHPE  | <b>Week 9</b>          |  |
| <b>Week 10</b>         | Enrichment<br>Maths  | <b>Week 10</b>         |  |